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

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

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**Adjusted Allocation** 0.00

**Remaining** -1,430,629.51
A) APPLICANT INFORMATION - General Information

1. Project Title:
P-SCETI - Pickaway-Scioto County Education Technology Initiative

2. Executive summary: Please limit your responses to no more than three sentences.
The P-SCETI is focused on eliminating barriers in student achievement through increased classroom availability by giving students access to technology that they can take with them each day and weekend through the school year. P-SCETI will accomplish this by implementing a 1 to 1 student to technology ratio and migrating to a blended learning environment. P-SCETI will also enable students to access classes that may not otherwise be available from their home school through shared blended learning class development within the consortium.

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:
3406

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

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Anthony Mantell, Superintendent
Organizational name of lead applicant
Clay Local School District
Address of lead applicant
44 Clay High St, Portsmouth, OH 45662
Phone Number of lead applicant
7403546644 ext 309
Email Address of lead applicant
mantellt@claylocalschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No
If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
- Yes
If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

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

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

The current state or problem to be solved; and

Due to the poor socio-economic climate of rural Appalachia, the PSCETI seeks to eliminate barriers in student achievement through increased availability and accessibility of technology. This will positively impact student achievement by increasing student technology resources; reducing the impacts of poor student attendance and disruptions to learning caused by illness, calamity days and other family reasons; initiating and increasing learning programs and resources outside of the traditional classroom; developing 21st-century skills for students (creativity, innovation, critical thinking, communication, and collaboration); increasing community higher-ed collaborative partnerships; and increasing student-lead learning through technology-rich environments. Consortia members will be encouraged to develop and share new blended or asynchronous classes within districts to add more curriculum choices for students.

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

Project goals are divided by grade levels. In all grades PS-12 the project aims to properly train and support teachers so that they can fully move their classroom into a blended learning environment using Blackboard. The project will provide training for all 161 teachers in the consortium to accomplish this goal. The project will provide 1:1 Chromebook laptops for each student in the consortium. In grades PS-4 the goal is to use Star Early Literature and Early Math to develop the skills students in rural areas need. The project will also make it easier for each consortium member to achieve the goals of the Ohio Third Grade Reading Guarantee. In grades 5-12 the project makes it possible for each district to utilize Star Reading, Star Math, Accelerated Reading, Accelerated Math, Moby Max, Study Island and other online resources to raise student achievement. The additional resources provided through P-SCETI will facilitate student learning goals in a pluralistic society, rich environments. Consortia members will be encouraged to develop partnerships; and increasing student-enriched learning through technology-rich classrooms. The end goal being to produce high quality, guided inquiry based, and even peer instruction environments where students can flourish regardless of their diverse socio-economic backgrounds. Our independent evaluation partner, Patton School of Education at Ohio University had a lot to say about the evaluation component. Please see the P-SCETI Evaluation Component Attachment for their full responses to questions 19 and 22.

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.)

P-SCETI will provide students 24 hour access to their classrooms and online learning environments. Student learning will be enhanced through teacher developed curriculum content that is up to date, responsive to changes, and aligned to standards. Rural students from small schools will benefit by having access to classes that previously wouldn't have been available. Teacher training will provide direct benefit to the students by providing rich and engaging classroom content and guidance in using technology as an educational tool and providing 21st century skills to students. The additional resources provided through P-SCETI will facilitate student learning goals in a pluralistic society, while taking into account the diversity of learners and learners’ needs. Schools will be used as interactive social and cultural systems for social and organizational change.

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.)

The cost savings for each member of the consortium are slightly different but similar. Green Local Schools projects P-SCETI will save a minimum of 50% of paper and toner usage, doubling the lifespan of printers and maintenance kits, reduction in man hours and equipment costs because of newer hardware, and reduction in textbook and paper curriculum costs totaling $78,000 per year or $390,000 per 5 years. The Clay Local School District projects P-SCETI will save more than 60% in toner and paper costs, increasing the lifespan of printers and copiers, reduction in man-hours and equipment repair costs due to newer hardware, and an elimination of paper textbook and paper curriculum costs totaling $84,000 per year or $420,000 per 5 years. The Circleville City School District projects a 30% reduction in paper and toner usage, an increase in printer and copier life-spans, a reduction in man-hours and equipment repair costs, and a reduction in paper text and paper curriculum costs totaling $94,000 per year or $470,000 per 5 years. The P-SCETI consortium projects to save a grand total of $256,000 per year or $1,280,000 per 5 years. As the project progresses the P-SCETI Leadership Team will evaluate methods and operations to look for further savings through resource sharing and cooperation. P-SCETI will reduce the need for students to have paper worksheets and handouts. Each student will have access to e-documents and will upload assignments. Text books will be phased out and be replaced by electronic documents or e-books. Teachers will develop free or low cost text replacement material through sources such as CK-12.org, Project Gutenberg, etc. The consortium will collaborate on trainings to minimize cost and develop the pool of teacher leaders in each building.
### 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)
- * 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.

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

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

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

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

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

1,430,629.51 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The costs for the P-SCETI project are easily divided up into 4 main categories. The first is curriculum and LMS fees of $149,236.51. This component covers the Blackboard, Star Reading, Star Math, Star Reading, Accelerated Reader, and Accelerated Math cost for the consortium. The second is PD and training costs of $120,700.00. This covers all of the training needs for 161 teachers and over 5728 man-hours of instruction an professional development. The third cost of $58,000 the evaluation component with Ohio University and the fiscal agent costs for Clay. This covers all of the costs associated with proper and independent evaluation of the project and the costs associated with the being
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 of other members of the consortium. This increased ongoing 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. If the project does not have sustainability costs, applicants should explain why.

### Question 13: Sustainability Costs

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

- **Yes** - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.
- **No** - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

### Question 14: Expected Savings

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.

- **Yes**
  - If yes, specify the amount of annual expected savings. If no, enter 0.
- **No**

### Question 15: Brief Explanation

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.
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 Range02/01/2014 - 7/31/2014

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

Planning will be integral to the successful implementation of the project. Each consortium member will develop a planning committee and advisory groups to represent their districts' goals. Key stakeholders including students, teachers, parents, administration, and board members will be encouraged to participate in the planning for this change. The planning committee will include identified stakeholders as available. In order to assure that all stakeholders are involved in this process, the evaluator for this program will help the stakeholders develop a working Logic Model to ensure that the outcomes are attainable and grounded in the activities. The Logic Model is a tool that is utilized with stakeholders so that the outcomes can be achieved through the activities that are necessary for successful program implementation and evaluation. The program's successful implementation is critical for achieving the outcome. Advisory groups will be developed for short terms (time limited) and will be disbanded when their stated goals are met. Planning will encompass the preparation for training (identifying training needs of students and staff, developing and researching trainers, developing the training plan), training of both students and staff, and course development. A needs assessment survey will be developed to make sure that the training will be focused on the need of the participants (this will allow the program staff to ensure that they understand the different needs of the various participants).

The training will be evaluated by examining the outcome of the transference of the training skills to the successful implementation. Advisory groups will report bi-weekly to the planning committee.

* Anticipated barriers to successful completion of the planning phase

We do not anticipate any barriers to the planning phase. The planning phase will include identifying the types of software or apps that will be used in the classroom. This identification process will be moved to grade-band specific focus groups of stakeholders who will be given a timeline to make recommendations. A major goal of these focus groups will be for consistent applications across each district. An advisory group of students will be gathered with the task of developing the training plan for the students. Student leaders will be identified and trained to assist with student orientation. An orientation document for students will be developed and implemented. An implementation plan will be developed and drafted within 30 days of receipt of notification of the program being accepted. Discussions will include any unforeseen barriers...
18. Implementation - Process to achieve project goals

* Date Range 07/01/2014 - 6/30/2014

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

The full implementation schedule is dependent on the governing and controlling board approval dates and disbursements. A successful project timeline is for the equipment to be ordered within 7-10 days of disbursement of funds to the CLSD (P-SCETI Fiscal Agent). The Professional Development (PD) phase for teachers will fall in the summer break months within 14-20 days of the equipment delivery.

Teacher Impact: Teacher training and development is going to be key to student achievement and learning. The teacher training component of the P-SCETI will consist of 5 major parts. The first part is an intensive 4 day Google Certified Teacher PD for 6 to 8 technology leader teachers selected from each district. ITSCCO will be the partner PD provider for this component. The selected GCTs will be on-site leader/trainers for the other teachers of their district. The second major session is a more general Google Apps in the classroom session that will be for all 161 teachers in the consortium. This training will be broken into smaller 30-40 person groups to make the training hands-on and intensive. The third, fourth, and fifth parts of the teacher training will consist of three full day training sessions. The third professional development session will be an introduction in how to use and integrate Chromebooks and Blackboard into daily classroom instruction. The students will benefit greatly by having 24 hour access to their courses. The fourth professional development will include aligning classroom practices and incorporating online productivity tools into fully-developed Blackboard courses within course and grade-level standards. The fifth professional development session will provide staff with opportunities to assess and evaluate individual Blackboard courses and blended learning environments with targeted instructional practices and course objectives.

* Anticipated barriers to successful completion of the implementation phase.

A product shortage could keep us from distributing our student and teacher devices on-time. We can adapt the schedule if these barriers to happen. Participants completing the trainings have fully developed their blended online courses as well as have a good start in building their curriculum or online text using CK12 and other sources. Each district will be providing on-going training throughout the year to its staff through waiver days, after-school trainings, and 2-hour delay PD days as each district prefers. Student equipment will be ordered along with the staff equipment and be ready for students to return in the fall for the 2014-2015 school year. Students are digital natives; yet, they are often unfamiliar with technological applications and its uses for education. Student orientation to Chromebooks and software will include proper etiquette and ‘netiquette’ along with internet safety (COPA and CIPA) and plagiarism information. The use of Chromebooks requires minimal onsite setup. The majority of student training will include an introduction to the device and its basic operation along with a basic intro to Google Apps, Blackboard, and the other online resources they will be using throughout the year. All Apps and Services are online and cloud based. Student orientation will begin in the fall of 2014. Each student will sign off on an orientation document to verify and document they have received training and to accept responsible usage guidelines for the device they are assigned. Green and Clay will be deploying the Chromebooks in grades PS-12 and Circleville City Schools will be deploying the Chromebooks in grades 5-12 with existing technologies used for the online curriculum in grades PS-4. Districts will make available open lab or student success center time and for additional student support and/or training. It will be available after school hours. Training will also be available online through Blackboard courses, Youtube, Google Hangouts, and webinars.

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

* Date Range August 2014 - August 2015

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

The teacher training component of the P-SCETI will consist of 5 major parts. The first part is an intensive 4 day Google Certified Teacher PD for 6 to 8 technology leader teachers selected from each district. ITSCCO will be the partner PD provider for this component. The selected GCTs will be on-site leader/trainers for the other teachers of their district. The second major session is a more general Google Apps in the classroom session that will be for all 161 teachers in the consortium. This training will be broken into smaller 30-40 person groups to make the training hands-on and intensive. The third, fourth, and fifth parts of the teacher training will consist of three full day training sessions. The third professional development session will be an introduction in how to use and integrate Chromebooks and Blackboard into daily classroom instruction. Activities will include logic model training for all teachers, administrators and program staff. This training will occur in late July. A logic model is a program planning and evaluation tool that describes how the various activities will lead to the measurable outcomes of the program. It is a graphic tool that details what activities will lead the changes in the participants which will enable the programs goals to be met. Professional development training will be based on the needs assessment results that gathered data regarding the use of Google apps in the classroom and the integration of Chromebooks and Blackboard into the daily classroom instruction. Benchmarks for this program will consist of the following: the first benchmark will be to make sure that all of the training for the 6-8 technology teachers (4 day Google Certified Teacher PD) is met and this will be evaluated by the completion of this program by all individuals (assumption is that certificates are award and this will be photocopied and sent to the program staff); second benchmark will be the completion of the training by all 161 teachers.

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

In the consortium and this will be noted by sign in sheets and completion of surveys following the training; third benchmark will be the three full days of training for all teachers which again will be noted by sign in sheets. How the teachers use Blackboard will be examined as part of the evaluation for this program. The Evaluator should be able to track the amount of time and examine how the faculty are using blackboard such as: which tools are they using such as content page, assessments, discussion board, forum, calendar. A rubric will be developed to track this through the entire academic year. This will be used as a quantitative assessment and it will also allow the program staff and evaluator to track the progress and if necessary meet with the teacher independently if they are not using Blackboard. At this time there are no anticipated barriers to successful completion of the summative evaluation phase. The survey and interviews will be conducted on time and the report generated for all stakeholders and grant funders.

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 project will create transformative change for the teaching staff in the consortium. The accepted pedagogy will become that of guiding the student to experience learning through interacting with content instead of being passive receivers. The students (and teachers) will become well versed in 21st Century Skills (learning and innovation skills; information, media and technology skills; life and career skills) that the student will take to their future employers. Classes will be focused on the individual student. For example, assessment feedback to the student can be instant instead of waiting for a teacher to be able to grade and return. Since the student will be connected at all times, they will be encouraged to find information for themselves (experimental learning) instead of waiting for a teacher to tell them (direct instruction). The classroom will become a place of discourse where students and teachers will examine ideas and come to understandings. Academic content will be organic and responsive to the greater changes in the knowledge base and the culture at large. The learning environment will also reflect the world in which students live, not a relic of past educational successes. Teachers will use low cost or free tools such as CK-12 to develop texts that are aligned with current content standards (Common Core, NGSS, etc.). Students will benefit through using classroom resources that are current and pertinent to the world in which they live. Blackboard (LMS), currently used in some courses, will be expanded to all 6-12 courses. Teachers/students will also have access to AR/Star Reading, A Math and Star Math, and Study Island as well as online content, enrichment activities, assessments, and publisher. K-3 teachers and students will use STAR Early Literacy and AR. 4-12 teachers and students will use STAR Reading and AR. Students will take a benchmark assessment in September. These scores will be used to develop instructional plans for each student focusing on areas of weakness for each individual student. The benchmark assessments will be given at the beginning of each quarter so plans can be adjusted throughout the academic school year. These quarterly benchmark assessments will also be used to set AR goals and determine reading levels for students. Teachers will monitor student progress towards meeting these goals. K-3 teachers will also use STAR Early Literacy Assessment to determine which K-3 students need to be on a reading plan for the Third Grade Guarantee. K-3 teachers will also use STAR Early Literacy results from September and April to determine growth for their students. This data may also be used for ETPES. By using these programs (STAR, AR, Study Island, Blackboard) teachers can get immediate results from assessments, provide immediate feedback to students, and create instruction for individual students based on areas of weakness.

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 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.

Cilesiz (2010) suggested that "experiences with technology generally, and with teaching and learning with technology specifically, are phenomena distinct from experiences with traditional forms of teaching and learning" (p.488). In addition, Sharples, Taylor and Vavoula (2007) shared that "52 per cent of everyday learning episodes involved one or more pieces of electronic technology: mobile and fixed phones, laptop and desktop computers, televisions and video-recorders" (p. 231). Use of technology offers flexibility for learning based on the student consumer. This flexibility can be woven into a traditional classroom in similar ways as it is being used in blended or online classes. Students may attend class at any location they choose, at any time they choose, and receive feedback that is prompt and directed to their needs. "Hybrid or blended models most frequently emerge as the most effective learning strategy," suggested Skill and Young (2002); and "the creation of new learning environments should embrace both virtual and real spaces" (p.24). Hoadley (2007) suggested that the goals of e-learning include "producing and evaluating interventions using technology that lead to student learning outcomes" (p. 139). The computer is used as a tool that can automate the repetitive functions of both students and teachers and for moving the conversation out of the classroom. Grades 6-12 have had success the last several years in implementing Blackboard, Study Island, and Accelerated Reading/Star Reading. AP English III, AP English IV, CP English III, CP English IV, and Technical Writing courses have used all three with high levels of student success. Science courses (e.g. Biology, Int. Science, AP Biology, Anatomy/Physiology, Chemistry) and other language arts' courses (e.g. English I & II and junior high) have also used Blackboard with high levels of student success. For example, in one consortium member district (Clay Local), students in PK-12 have used AR this year to read 106,628,419 words and 9,207 books (as of March 2014). These same grade levels have used Study Island for benchmarking, review, short-cycled assessment, and preparation for the OAA and OGT. Students have been able to study/view content, view videos/Powerpoints, complete assignments, work collaboratively (Wikis/Blogs), present topics, upload published content (SafeAssignment), and take assessments using 21st Century technology.

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.
Dr. Machmtes will lead the evaluation for this project and she is an external evaluator. The first step will be to develop a logic model which will allow for all stakeholders to see what the outcomes are for the grant and how these outcomes will be achieved through various activities (such as professional development training, etc.). A logic model is a graphic tool that details what activities will lead to the expected behavior changes in the participants and thus will help enable the program goals to be achieved. Once the evaluator is aware the grant will be funded an Institutional Review form for human subject research will be sent to the university in order to get approval for data collection. After the grant is awarded the first step will be to work with the stakeholders to develop a logic model that will allow consensus to be reached regarding the goals to be achieved in each consortium for their district goals. A training will be held with all stakeholders to introduce them to the Logic model and to assist them in the development of their logic model (this is a dynamic model that can be changed due to limitations or barriers). The logic model will allow the participants to understand the focus of the grant and to understand how each activity or training will lead to a short term goal. The logic model also informs the participants as to when data collection will occur and how the data will be analyzed. This training will occur prior to the start of school in late July. Within one week following the logic model training a needs assessment survey will be sent to all participants of the grant - teachers, administrators, and students (the students can be chosen at random or be a purposeful sample). This survey will help the program staff understand what the gaps or needs for training are so that implementation can occur (examining the use of Google Apps in the classroom and integration of Chrombeooks and Blackboard into daily classroom instruction).

* 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 and outcomes and the systems in place to track the project’s progress).

The survey will be electronic and the software Qualtrics will be used for successful implementation of the grant. This survey will be administered via Qualtrics which is software that the evaluator has access to and is able to use to collect data. The data collected will include the demographics of the participants and questions that focus on training requirements - these will be in the form of questions that have a response scale, that is, a likert-type response (such as strongly disagree to strongly agree). The needs assessment will be analyzed as frequencies (where appropriate for interval data) and the data will be examined for differences on training needs due to demographics (Anova or Regression). Results of the data will be summarized and reported in format to all stakeholders in an applied format. The data will be analyzed and a report generated within one week following the end of the survey. Following the needs assessment - training will be focused to address the shortcoming or needs discovered in the analysis. This training will occur in late July or the first of August so that the teachers and students have time to integrate the training into their new school year. Professional development training will be based on the needs assessment survey that gathered data regarding the use of Google apps in the classroom and the integration of Chrombeoks and Blackboard into the daily classroom instruction. A pilot professional development training will be used to make sure the training will be successful (formulative evaluation). The data from the pilot program will be collected via a Qualtrics online survey and several open-ended questions will be placed on the survey to gather comments and concerns of the participants. Also, the evaluator will attend the training to gather qualitative data through observation and a rubric developed by the evaluator to ensure that the individuals attending the training can achieve the overall goals of the training.

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

The qualitative data will be analyzed by through the rubric by scoring the achievement of the participants. The open-ended questions will be coded for themes and the themes will be developed. This data will allow the program staff to address issues prior to the implementation of the training for all of the participants. Reports will be generated from this data for the program staff and the founders to show the process goals being achieved - process goals are the steps need to be put into place in order for behavioral changes to occur in the participants and for both short and long term outcomes to occur. The training for all of the participants will be evaluated in the same fashion as the pilot program to ensure success of implementation. Students will be trained in a similar format to the teachers and administrators. If possible students will participate as trainers for the students. Student are able to learn from each other and it also allows for ownership by the students if they are participating in the training. Ownership by students is critical as they are the end users of the technology. The student training will be evaluated by using a Qualtrics survey that will also include open-ended questions that will be analyzed in the same manner as the teacher training. Reports will be generated from the student training to be sent to the funders and to be shared with the program staff. A electronic survey will be sent to all participating teachers. The survey will focus on the perceptions of the teacher regarding the implementation of the program and the use of the program over the academic year. Questions will be asked that will allow for the response scale to be a like-type response scale (response scale could be strongly disagree to strongly agree). Teachers would be asked to respond to how they might alter the use of the program and what challenges they found during the year using this program. See Attachment EVALUATION for more information.

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 P-SCETI project will provide lasting value and impact by building a powerful learning and content management system that empowers students and teachers to collaborate online. The project allows the consortium to move into digital and blended learning so that students may take advantage of the technologies of today. In the past, the main obstacle to implementing a system such as this is startup cost. The P-SCETI takes advantage of the Straight A opportunities and consortium cooperation to implement the project at reduced costs. Once the project initiatives are up and running, the recurring costs to each member are substantially lower than if each had undertaken smaller-scale projects individually. The project introduces rural, Appalachian students to technologies and tools they would not have had access to before, helping to close the income-performance gap.

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
* Student Achievement

In All Grades - Increase literacy, vocabulary, writing abilities, computer/technology skills, and increase student engagement and interactivity in the curriculum of blended learning environment. Benchmarks are given in grades K-12. These benchmark assessments will be given quarterly. In grades K-3 we will use Star Early Literacy application to benchmark and assess student literacy achievement. In grades 4-12 we will use Star application to benchmark and assess student literacy and achievement. In grades 4-12 teachers will also use their SLOs, Short Cycle Assessments, FIP methods, and online assessments in their LMS to benchmark and assess student achievement in a blended learning environment. After completing benchmark assessments, teachers will be able to individualize instruction based on student needs. Students will be able to get immediate feedback after instruction and assessment. Teachers will then be able to provide intervention and differentiated instruction to those students who may need it, and enrichment for those students who are above benchmark scores.

* Spending Reduction in the five-year fiscal forecast

We anticipate savings each year with the cessation of purchasing paper texts. The project will take care of the LMS and other online curriculum costs that have previously been burdens on local budgets. The blended learning environment will reduce paper and printing costs significantly. Green Local Schools projects P-SCETI will save a minimum of 50% of paper and toner usage, doubling the lifespan of printers and maintenance kits, reduction in man hours and equipment costs because of newer hardware, and reduction in textbook and paper curriculum costs totaling $78,000 per year or $390,000 per 5 years. The Clay Local School District projects P-SCETI will save more than 60% in toner and paper costs, increasing the lifespan of printers and copiers, reduction in man-hours and equipment repair costs due to newer hardware, and an elimination of paper textbook and paper curriculum costs totaling $84,000 per year or $420,000 per 5 years. The Circleville City School District projects a reduction in paper and toner usage, an increase in printer and copier life-spans, a reduction in man-hours and equipment repair costs, and a reduction in paper text and paper curriculum costs totaling $94,000 per year or $470,000 per 5 years. The P-SCETI consortium projects to save a grand total of $256,000 per year or $1,280,000 per 5 years.

* Utilization of a greater share of resources in the classroom

Currently, the consortium members are not able to operate on a reliable equipment replacement schedule. If implemented, the P-SCETI project resets almost 90% of the technology equipment in each district. It also reduces/eliminates out-dated stand-alone desktops for new net-based cloud devices that require less district infrastructure and maintenance. Replacing the desktop will reduce the time members spend in repair and the frustration students face with inadequate and obsolete instructional equipment.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

We anticipate the consortium will make it easier to share knowledge, expertise, and lessons learned between members and other schools in the region. The partnership with Ohio University means that the data from our project can be published and provided to an even wider audience.

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

Yes, this project could easily be replicated in other districts in Ohio. Our timeline has been compressed into a 12-month period with the initial purchase of equipment and training. Yet, with funding and a longer implementation period as well as at what level staff/students come "tech" ready, districts would have the flexibility to stage the implementation or rollouts. In cooperation with Ohio University (data gathering and project evaluation), the consortium plans to share the lessons learned with other districts by presenting "our story" at the annual Ohio Educational Technology Conference (OETC), at the High Schools That Work (HSTW) Best Practices Showcase, and through various other sharing avenues with educators, administrators, and technology coordinators.

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, 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. Anthony Mantell
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<tr>
<td>Kirk</td>
<td>McMahon</td>
<td>7404744340</td>
<td><a href="mailto:kirk.mcmahon@cvcsd.com">kirk.mcmahon@cvcsd.com</a></td>
<td>Circleville City</td>
<td>043760</td>
<td>388 Clark Dr, Circleville, OH, 43113-1517</td>
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<td>Sandy</td>
<td>Mers</td>
<td>7403549221</td>
<td><a href="mailto:sandy.mers@green.k12.oh.us">sandy.mers@green.k12.oh.us</a></td>
<td>Green Local</td>
<td>049619</td>
<td>4070 Gallia Pike, Franklin Furnace, OH, 45629-8889</td>
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<td>Dr Krisanna Machtmes</td>
<td>7405971323</td>
<td><a href="mailto:machtmes@ohio.edu">machtmes@ohio.edu</a></td>
<td>Ohio University</td>
<td>063024</td>
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<td>HDL Center Suite 279, Athens, OH, 45701</td>
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<td>Amy Palermo</td>
<td></td>
<td>6148954738</td>
<td><a href="mailto:amy@itsco.org">amy@itsco.org</a></td>
<td>ITSCO</td>
<td></td>
<td>1900 E Dublin Granville Road, Columbus, OH, 43229</td>
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<tr>
<td>Melissa</td>
<td>Knapp</td>
<td>RTI Teacher GLSD</td>
<td>Melissa will serve on the P-SCETI leadership team as well as the GLSD P-SCETI implementation team.</td>
<td>Melissa is a member of our district leadership team and our RTI teacher for grades K-3. Melissa uses technology as a predominant means of collecting data, determining strengths and weaknesses, assigning skill based interventions, and projecting student growth. She helped facilitate a district wide workshop to use Renaissance Learning tools.</td>
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<tr>
<td>Gary</td>
<td>Arthurs</td>
<td>Technology Director GLSD</td>
<td>Gary will serve on the P-SCETI leadership team as well as the GLSD P-SCETI implementation team. Gary will be responsible for coordinating the technology implementation at GLSD</td>
<td>His responsibilities include determining, evaluating, implementing equipment and devices listed in the grant for improving the education of our students as we move into a new age of educating through technology. He has forty years plus experience in the changes and advancement in technology in industry. He has experience creating and building sales and support businesses for the local consumer as well as various educational institutions. He has designed, installed, implemented and maintained support for control systems and networking as an employee and business owner throughout his career.</td>
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<tr>
<td>Amy</td>
<td>Palermo</td>
<td>Executive Director</td>
<td>ITSCO will be providing a lot of the Google Training.</td>
<td>All of the following projects were managed by Amy Palermo, Executive Director for ITSCO. Grant Projects - Literature Lounge, Phases 1-3, funded by the Library Services and Technology Act, provided professional development to over 200 teachers. The project focused on differentiated instruction for the ELA classroom and created book talks that are currently featured through INFOhio. - Deep Dive For Administrators, funded by Martha Holden Jennings Foundation, provided professional development for superintendents and principals on 21st Century practices with technology. Over 100 administrators participated in the project. - Quality Matters, Phases 1-2, funded by eTech Ohio, provided professional development to over 150 educators. This project provided an online class for the Quality</td>
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<tr>
<td>Ron</td>
<td>Goodson</td>
<td>Federal Prog Coord CLSD</td>
<td>Matters K-12 rubric, supporting high quality standards for instructional design in online and blended environments. - Teacher Showcase, funded by the Ohio Department of Education, is a project that focuses on project based learning with technology. This grant works with teams from across Ohio to create exemplar video examples showcasing PBL at work in the classroom. In addition to these grant specific projects, we have provided professional development to over 5,000 educators on Project Based Learning, Differentiated Instruction, Ohio's New Academic Content Standards, and 21st Century Skills.</td>
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<tr>
<td>Jeff</td>
<td>Hunter</td>
<td>Science Teacher CLSD</td>
<td>Hunter is a member of the development team. He serves as the High Schools that Work (HSTW) Site coordinator. He is a member of the Clay Local District Leadership Team and a Mentor for the Resident Educator Program. He serves on the Shawnee State University Teacher Education Advisory Council. Hunter has presented at the Ohio Educational Technology Conference on blended learning.</td>
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<tr>
<td>Todd</td>
<td>Warnock</td>
<td>Principal 6-12 CLSD</td>
<td>He has worked in many areas during his career at Clay and is in his twelfth year as the Middle School and High School Principal. During his tenure at Clay he also served as a volunteer technology coordinator during the mid 1990's and helped to usher in more widespread technology use through the help of the Scioto County Technology Consortium and the Riordan Foundation. He has been involved in every major technology project at the school district since that time. Todd will be responsible for being a liaison between school districts and will work to fully implement and integrate all aspects of the program in the middle school and high school. He holds a Bachelor's degree in history and</td>
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<td>Tony</td>
<td>Piquet</td>
<td>P-5</td>
<td>CLSD</td>
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<tr>
<td>Jackie</td>
<td>Hickman</td>
<td>English</td>
<td>Teacher GLSD</td>
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<tr>
<td>Tony</td>
<td>Mantell</td>
<td>Superintendent</td>
<td>CLSD</td>
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Tony will serve on the P-SCETI leadership team as well as the CLSD P-SCETI implementation team. Tony will also be responsible for P-5 building level administration of the P-SCETI at CLSD. He is the principal of the Preschool - 5th grades at Clay Elementary School. He received his Elementary Education Undergraduate Degree from Ohio University and his Educational Administration Graduate Degree from University of Dayton. He taught 9 years as a 5th and 6th grade self contained classroom teacher and 6 years as a junior high social studies teacher at New Boston Schools. He has been an elementary principal since 1999 serving 2 years at Northwest Elementary and presently Clay Elementary.

Jackie is a member of our district leadership team as well as our High Schools that Work Site Coordinator. As a HS English teacher, she uses Blackboard to connect to her students outside of the classroom. This year, a pilot project was completed in which her lessons were videoed and uploaded to blackboard.

Tony will have the responsibility to oversee and direct the Clay Leadership Team. He has been an educator for thirty seven years. Twenty four of those years he has served as an administrator. The last fourteen he has worked as the superintendent of the Clay Local School District. His experience as the CEO of a school district generates confidence he will be able to manage our grant in a very responsible and efficient manner. His experience also has created the ability to work and collaborate with other entities in a positive manner. He is extremely confident we will have a very strong consortium with a unified goal of providing unique educational opportunities for all of our students. Mr. Mantell holds a Bachelor of Science degree in education from Ohio University (1977). He obtained his Master's Degree in Educational Administration from the University of Dayton in 1988. He has taken many additional graduate courses from Ohio University and the University of Dayton allowing him to complete his education from Marietta College (1990), a Master's Degree from Ohio University (1996), and completed the superintendent's licensure program through Ashland University (2003). He is the principal of the Preschool - 5th grades at Clay Elementary School. He received his Elementary Education Undergraduate Degree from Ohio University and his Educational Administration Graduate Degree from University of Dayton. He taught 9 years as a 5th and 6th grade self contained classroom teacher and 6 years as a junior high social studies teacher at New Boston Schools. He has been an elementary principal since 1999 serving 2 years at Northwest Elementary and presently Clay Elementary.

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<tr>
<td>Kirk</td>
<td>McMahon</td>
<td>CVCSD</td>
<td>Kirk will serve on the P-SCETI leadership team as well as the CVCSD P-SCETI implementation team. Kirk will also be responsible for district level administration of the P-SCETI at CVCSD.</td>
<td>Mr. McMahon has 29 years in education with 18 years in school leadership including 12 years as a building administrator and 6 years in the central office. The last 5 years as the superintendent. Instrumental in accessing funding from the Federal Race to the Top Grant and Ohio Teacher Incentive Fund Grant. Both of these initiatives have allowed the CCS to move our technology forward. We have also been in the construction phase for a new K-12 school campus.</td>
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<tr>
<td>Sandy</td>
<td>Mers</td>
<td>GLSD</td>
<td>Sandy will serve on the P-SCETI leadership team as well as the GLSD P-SCETI implementation team. Sandy will also be responsible for district level administration of the P-SCETI at GLSD.</td>
<td>Mrs. Mers has worked on several projects, one innovative project was a dual credit project with Shawnee State University and Ohio University where three formats of dual credit were offered to students. During the first year of the project over 200 hours of college credit was awarded to the high school students involved in the program. Mrs. Mers also promotes the increase of technology within classrooms; currently Green High School has implemented taping of classes and posting to Blackboard and Green Elementary (5th and 6th grade) has moved to online textbooks.</td>
</tr>
<tr>
<td>Ben</td>
<td>Buchwalter</td>
<td>CVCSD</td>
<td>Ben will serve on the P-SCETI leadership team as well as the CVCSD P-SCETI implementation team. Ben will be responsible for coordinating the technology implementation at CVCSD.</td>
<td>He will be overseeing all implementation of district technology from this grant for CVCSD. This will include organization of Professional Development, Hardware inventory, Google Apps Administration, etc. My past experience includes 8 years as the Network Administrator at Southeastern Local Schools in Chillicothe, Ohio. I then moved to the Portsmouth Gaseous Diffusion Plant where I served as the Technical Lead for Fluor B&amp;W, Portsmouth. I have since moved back into the Network Administrator role at Circleville City School District since March 2013.</td>
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<tr>
<td>Gretchen</td>
<td>Cayton</td>
<td>CLSD</td>
<td>Gretchen will serve on the P-SCETI leadership team as well as the CLSD P-SCETI implementation team.</td>
<td>Gretchen is a member of the development team. She is the CHS Foreign Language Chair, member Clay Local District Leadership Team, member of High Schools That Work/Making Middle Grades Work Committee, District Value-Added Specialist, and Lead Mentor for Resident Educator Program. She is the</td>
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<td>Name</td>
<td>Position</td>
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<td>Matthew</td>
<td>Kuehne, IT and Facilities Director</td>
<td>Matt will serve on the P-SCETI leadership team as well as the CLSD P-SCETI implementation team. Matt will be responsible for coordinating the technology bid specs and implementation guides with the other consortium technology directors. Mr. Kuehne started with CLSD as the technology coordinator in 2002. His role expanded to managing the facilities in 2012. He has experience with large scale construction projects. He was the construction planning and implementation liaison for the district in it's recent LEED certified 167,000 sq foot campus construction and renovation. He manages the district's technology and facilities departments and staff. He holds a bachelor's degree from Marshall University.</td>
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<td>Mark</td>
<td>Rose, English Teacher CLSD</td>
<td>Mark will serve on the P-SCETI leadership team as well as the CLSD P-SCETI implementation team. Mark is a member of the development team and is a classroom teacher. Mark is a twenty-five year veteran instructor and chair of the Language Arts Department. He uses Blackboard (LMS), teaches Advanced Placement Language and Literature courses as well as other language arts' courses, coordinates the district website and social media accounts (e.g. Facebook, Twitter, text alerts), and is a member of the Local Professional Development Committee (LPDC).</td>
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<td>Dr. Krisanna</td>
<td>Machtmes, Professor Patton College of Ed, OU</td>
<td>Dr Machtmes will serve on the P-SCETI leadership team. She will also be responsible for the independent evaluation component being provided by the Patton College of Education, Ohio University. Dr. Machtmes is an Associate Professor in the Patton College of Education at Ohio University. She will be responsible for the evaluation and data analysis and outcome reports. Dr. Krisanna Machtmes holds a Ph.D. in Education from Purdue University. After completing her doctorate at Purdue University, Krisanna worked for three years as a program evaluator for the 4-H Youth Development Department at Purdue University. Krisanna's initial faculty position was at Louisiana State University in 2002. While at LSU, Dr. Machtmes earned promotion to Associate Professor with tenure. She joined Ohio University in the fall of 2013. Dr. Machtmes’ research focuses on the methodology used to evaluate technology-based education.</td>
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<td>Dr.</td>
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programs. Current research examines the effects of immersive virtual learning on training adults. Responsibilities at Ohio University include teaching graduate courses in research methods and evaluation, including mixed methods.