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Adjusted Allocation: 0.00
Remaining: -7,070,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
K Twelve One on One

2. Executive summary: Please limit your responses to no more than three sentences.
The Quad County Consortium seeks to provide an innovative 1:1 technology initiative where the use of technology will become a tool to increase student achievement throughout the curriculum, (learning will not be limited to the classroom, school building, nor the school day). Teachers will be provided with the tools and training necessary to implement blended learning opportunities, digital curriculum, and advanced 21st Century skills. Funding secured through this grant will allow the consortia to optimize spending, cost containment, and cost/benefit relationships that are sustainable by the change from traditional educational methods to digitally enhanced instruction.

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.

4679 3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

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

- 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
Dr. Tricia Watson
Organizational name of lead applicant
Hilltop School District
Address of lead applicant
125 Longboat Lane; Hilltop, Ohio 44123
Phone Number of lead applicant
216-555-1234
Email Address of lead applicant
twatson@hilltop.edu

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

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

Add Consortium Members

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

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Quad County Consortium members share similar demographics, such as a free/reduced lunch average percentage of approximately 70%, with limited access to technology and/or internet outside of the classroom. Districts currently have limited access to technology literacy. This project seeks to increase students' college and career readiness by providing a device for every student K-12. In addition, classroom resources including interactive whiteboards, tablets, laptops, and SMART TV technology and rigorous professional development will be made available for all staff. Consortium members conducted a parent/community survey which showed access to internet and devices. Only 42% of homes in the area reported having a computer. Of these only 60% reported having internet access. Ratio of students to computers in buildings across the districts is currently 1:6, below a recommended 1:4 minimum ratio. Internet access is limited across district buildings, with most having access only in a computer lab or library. Student educational experiences are limited by the lack of access individually and in the classroom. Student tech skills are limited Teachers lack the necessary skill sets as to properly integrate technology with the curriculum.

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

**SOLVING THE PROBLEM** The project will provide a device for every student (K-12) as well as resources and equipment for training staff to enhance educational opportunities to maximize student college and career readiness. Consortium members will share professional development. This will build capacity within the consortia by sharing and promoting teaching strategies with technology embedded within the curriculum. Technology will not necessary drive the pedagogy, but it will be a catalyst to improve the quality and engagement levels of students. MEASURES Student access to tech and the development of tech skills Follow up parent/community survey to measure tech use outside of the classroom. By exposing students to technology the hope is to minimize any negative effects of online testing due to technology skill deficit. State assessment scores in content areas.

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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.)

**Student Achievement** - By exposing students to technology the hope is to minimize any negative effects of online testing due to technology skill deficits. Student engagement will be enhanced by the use of technology inside and outside of the classroom (Spires, Lee, and Turner, 2008). Research suggests that teachers are the driving factor in student achievement (Rand Corporation, 2012). Increasing the level of rigor within teacher professional development would support new and innovative teaching strategies that could reach the multitude of differences among our diverse learning populations. We anticipate that this approach will produce measureable differences in state test scores over time. In addition, students will advance to college and career readiness with exposure multiple technology platforms (Apple iOS, Android, Microsoft, and Blackboard) and devices.

- 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.)

**Spending reductions will be accomplished by maximizing online curricular resources (i.e. online textbooks, intervention programs, apps, advanced course offerings, dual credit, virtual school, and credit recovery).** Professional development will be shared within the consortia members and promote in-house development of teacher practitioners who could be used to offer PD within the consortia thereby eliminating the need to hire outside experts or to fund travel. The consortia will manage costs by planning PD events as a regional provider. The close proximity of consortia members is an added benefit because it will allow for easy flow of information.

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

**A greater share of resources in the classroom will directly affect teacher practices and student engagement. Teachers and students will have universal access to real world applications (NASA, National Geo. Stock Market, Episodic field trips via distance learning). Classroom strategies can now include interactive lessons, blended learning, Distance Learning and other best practices which increases technology literacy among students and teachers. 1:1 student to technology initiative will be a result of the implementation of this project.”

- Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

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

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

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

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

Upload Documents

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

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

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

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

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

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

7,070,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Student Devices 5,130 x $1,000 = $5,130,000 Provide an innovative 1:1 technology initiative for students in the Quad County area Devices come with 5 programs loaded. Teacher Devices 350 x $1,000 = $350,000 Provide teachers with individual classroom devices that allows for the effective implementation of digital curriculum, technology integration and instruction and come loaded with teacher resource programs. Staff Professional Development 350 x $1,000 = 350,000 Provide high quality professional development to insure fidelity of implementation. 21st Century Skills/Tech Coordinator 4 x 60,000 = 240,000 for one year only contracted through the ITC. In following years, two coordinators will be employed for the four districts through shared services to support the development of skill sets for staff to build and ensure capacity and to sustain growth over time. Integration of innovative Curriculum technology/Parent and Community Supports - 4 districts x $150,000 = $600,000 Curriculum alignment and development of online courses and resources to increase student achievement. Providing life skills to utilize for college and career readiness. Engage and educate parents and community regarding the transformation of education through
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...
For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

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

17. Planning - Activities prior to the grant implementation

* Date Range Jan–December 2014

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

Jan–April 2014: Planning meetings of the consortium to work on developing a plan and writing the grant proposal. Sept–December 2014: Introductory consortium planning committee will meet to select vendors and finalize a consortium rollout. Each district will complete and adopt an acceptable use policy.

* Anticipated barriers to successful completion of the planning phase

Possible barriers at this stage could include push-back on policy from either the community or School Boards. Each district will have to work through these issues in order to have a policy in place prior to roll-out of devices.

18. Implementation - Process to achieve project goals

* Date Range October 2014–December 2015

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

Professional Development will begin in October 2014 and student rollout of devices will occur during December 2014 through January 2015. Roll-out will begin with high schools and will include introductory lessons in use of the devices as well as new school policies. These will be presented during student homerooms and be augmented by communication with parents so that each family understands their specific responsibilities for the equipment. Lessons learned at the high school level will be taken into account as devices are incorporated next at the elementary level, and last for middle school. Middle school roll-out will occur in September 2015. This timing was selected because this will allow for an incoming class with prior elementary school experience with the devices.

* Anticipated barriers to successful completion of the implementation phase

We anticipate that high school teachers will be able to “hit the ground running” with regard to integrated used of devices concurrent with their being distributed to students. However, should there be a delay in the Professional Development, or teachers indicate a lack of readiness, it is possible that roll out could be delayed, or that a “softer” roll-out (such as classroom only use in selected classes) could be chosen to allow more preparation time.

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

* Date Range January 2016–June 2016

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

Measure the increase in overall number of learning opportunities available to all consortium students through a follow-up to the parent/community survey. Measure the increase of the number of students remaining in the buildings as opposed seeking other learning opportunities (such as private voucher or charter schools) at a cost to the district. Review state test scores in academic areas.

* Anticipated barriers to successful completion of the summative evaluation phase

The timeframe for these measurements is very short and changes may not be readily apparent. These measure can also be repeated for each school year throughout the five year period to look for positive trends.

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:

Classrooms will be transformed from where teachers are dispensers of information to facilitators. Students will work in collaboration. Classrooms will become student lead blended learning labs. Course work will be specific to the needs of students to foster rigorous advancement toward the level of student interests. Provide global perspectives that meet the demands of 21st century learning skills. The consortia development supports collaboration across district boundaries.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication
21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

Research to support past successes: This is a new, never-before-implemented project, but we have a rationale for success based on other projects. With regard to implementing the opportunity to provide 1:1 technology for our staff and students, research supports the offering of blended learning opportunities. Being a consortia of rural counties, we have comparable populations and demographic hurdles to providing 21st venture opportunities to learn. “What the students learn online informs what they learn face-to-face, and vice versa. Furthermore, if students have control over their pace, this control often extends to the entire subject that is blended, not only to the online-learning portion of the coursework.” This example of a successful 1:1 implementation comes from another district is Quakertown, PA. “Quakertown Community School District (QCS) in Pennsylvania offers students in grades 6-12 the option of taking one or more online courses. All students complete a cyber- orientation course prior to enrollment. Courses are asynchronous and students can work on them any time during the day. QCS has created “cyber lounges” where students can work on their online courses at school, but they are also free to complete the courses remotely if they prefer. The teachers-of-record for the courses are the online teachers, most of whom also teach face-to-face courses for QCS.” The utilization of a greater share of resources is undeniable with this program, as 4 consortia districts will share in resources, support staff, course development, shared ideas and goals. The allocation of funds over a five-year forecast will be impacted, but as we adjust and we our resources differently to meet the demands of the new technology, this is to be expected. From a standpoint of student achievement, the following data from Project Red, the Technology Factor gives applicable data: 67% of respondents report that paper and copy machine expenses have been greatly or somewhat reduced. - 53% of respondents report that the number of disciplinary actions has been greatly or somewhat reduced. - 69% of respondents report that high-stakes test scores have greatly or somewhat improved. - 48% of respondents report that dropout rates have greatly or somewhat improved. - 25% of respondents report that teacher attendance has greatly or somewhat improved.

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

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

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

The evaluation will be lead by Dr. Jan Hanson, assessment coordinator from Hollenwall. Jhanson2@hollenwall.edu

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

Quantifiable measures ---- Student and teacher surveys, Administrative Walk-throughs, Student artifacts, classroom practices, Student participation in advanced course offerings, Student tech portfolios, State test scores Students will be technologically equipped to enter college and work force prepared as 21st century learners. The change in lesson delivery and impact on school structure, students will have choices in how, when and where they will learn. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Benchmark- Over the five year period the 1:1 student to computer initiative would allow the consortia members to develop their own online programs for students to have greater flexibility in course offerings. In addition, students would have greater access to college level online coursework saving money and providing an access to course work that otherwise has been a barrier. Measure the increase in overall number of learning opportunities available to all consortium students. Measure the increase of the number of students remaining in the buildings as opposed seeking other learning opportunities at a cost to the district.

* 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 collaborative group will review data regularly and make changes in response to any areas which are falling short of expectations.

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 project includes development of online courses which will be available to all schools within the consortium. As a result, all students will have access to a wider range of coursework. In addition, all students in the district will develop skills in the use of technology, such as electronic writing and editing, use of group processes via technology, online research, recognizing credible sources, etc. These things will continue to impact instruction after the initial grant period has expired.

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

**Student Achievement**

- Teachers will receive professional development in use of technology to provide effective instruction
- All students will receive a device for personal use
- Teachers will implement a minimum of one lesson using technology during the first month of student access to devices
- Building Leadership Teams will meet regularly with teachers to discuss informal observations as well as any interim achievement measures in use across buildings.

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

- Treasurers from each district will provide this information annually

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

- IT personnel from each district will provide usage data reflecting log-ins to online options and any other district purchased packages used for instruction. We anticipate, from a first year baseline, an increase of at least 10% per year.

**Implementation of a shared services delivery model**

- Benchmarks include: Professional Development purchased and implemented to all consortia teachers as a group.
- Shared purchase of devices in order to achieve best pricing
- Identification of a cohort of teacher practitioners to guide practice in each building. This group will meet together regularly to share best practices and experience

**Other Anticipated Outcomes**

- We expect students, as a result of this project, to finish their K-12 schooling better prepared for college and/or careers.

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

- [ ] Yes
- [ ] No

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

**Explain your response**

- We will be happy to share our experience and methods with other districts.

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).

So assured Dr. Tricia Watson, Superintendent Hilltop School District
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<th>Last Name</th>
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<td>Dora</td>
<td>Harrison</td>
<td>216-555-9874</td>
<td><a href="mailto:dharrison@vvsd.edu">dharrison@vvsd.edu</a></td>
<td>Dept Of Education</td>
<td>050765</td>
<td>25 S Front St, Columbus, OH, 43215-4104</td>
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<tr>
<td>Dewey</td>
<td>Maldonado</td>
<td>216-555-9874</td>
<td><a href="mailto:sgiggles@aol.com">sgiggles@aol.com</a></td>
<td>Dept Of Education</td>
<td>050765</td>
<td>25 S Front St, Columbus, OH, 43215-4104</td>
<td></td>
</tr>
<tr>
<td>Dr. Roderick</td>
<td>Garrett</td>
<td>216-555-6452</td>
<td><a href="mailto:garrettr@hollenwall.edu">garrettr@hollenwall.edu</a></td>
<td>Dept Of Education</td>
<td>050765</td>
<td>25 S Front St, Columbus, OH, 43215-4104</td>
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No partners added yet. Please add a new partner by using the form below.
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<th>Responsibilities</th>
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<th>Delete Contact</th>
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<tbody>
<tr>
<td>Gary</td>
<td>Howard</td>
<td>Director of Instructional Technology, Valleyview SD</td>
<td>Lead in hardware purchase, Oversight of rollout process, Lead development of acceptable use policies</td>
<td>EDUCATION Bachelor of Science, Mass Communication: Print/Electronic Journalism, 2012 Hesser College, Salem, New Hampshire Honors: Cum Laude Dean's List High Honors Scholarships, 2009, 2010, 2011, 2012 Certificate of Merit for Significant Contributions to Collegiate Journalism from the Society for Collegiate Journalists, 2009-2010 Certified Expert in Microsoft Word, Excel, PowerPoint, Outlook, Access, Visio, Project Management, and Microsoft SQL.</td>
<td>The Valleyview district is represented in this coalition by Dora Harrison, Curriculum Director and Gary Howard, Director of Instructional Technology. Harris and Howard have previously partnered in the expansion of the Valleyview School website to include access for parents to be able to view real-time information about their student's grades and assignments. Valleyview took the lead in creation of the parent/community survey, initially using it in their own district, but then sharing it with other members of the coalition.</td>
<td></td>
</tr>
<tr>
<td>Arnold</td>
<td>Stone</td>
<td>CFO</td>
<td>Fiscal oversight</td>
<td>Masters of Business Administration, May 2009 Bachelor of Science, Double major: Accounting and Finance, 2004 (GPA 3.5/4.0) Internships: Audit Internship, KFMB, P.A., San Diego, CA, 2004 Internship, Stafford/Peterson, San Diego, CA, 2003</td>
<td>The Hilltop District has multiple past experiences in managing grant funding under district CFO Arnold Stone. These include Race to the Top funding, Reading First and Project Lead the Way.</td>
<td></td>
</tr>
<tr>
<td>Tricia</td>
<td>Watson</td>
<td>Dr.</td>
<td></td>
<td>EDUCATION Ph.D., Education, 2002 Brown University, Providence RI Dissertation: &quot;Surveying Parents on Education Issues in Rural America&quot; M.Ed., Educational Leadership, 1999 Brown University, Providence RI B.A., History and Education, 1976 University of Madrid, Spain</td>
<td>Dr Tricia Watson is Superintendent of the Hilltop School District and has served as leader of several previous initiatives by this collaborative group (Quad County Field Day project, library expansion project, K-3 reading professional development). Hilltop has recently taken the lead in expanding technology integration for students by introducing keyboarding as a skill taught to elementary students in a demonstration project in one elementary school.</td>
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<td>Dewey</td>
<td>Maldonado</td>
<td>Principal, Little Red El-Middle School, Farmville</td>
<td>Oversight of elementary and middle school rollout, Outreach and communication with families</td>
<td>Experience Principal, Little Red El-Middle School, Farmville 2005-present Assistant Building Principal, Milton Middle School, Milton, Nebraska, 1988-2005 Responsible for student disciplinary procedures, including parental conferences Middle School English Teacher Milton Middle School, Milton, Nebraska, 1982-1987 Taught English 7 and 8 Administrator, Kartoon Town</td>
<td>Dewey Maldonado is principal of Little Red Elementary-Middle School in Farmville. With a background in both elementary and early childhood education, Mr. Maldonado has been able to bring to the table a unique perspective with regard to the integration of technology in the classrooms of our youngest learners. Further, as the principal of a K-8 school, he has every-day experience with middle school students and their unique needs.</td>
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<td>Dora Harrison</td>
<td>Curriculum Director, Valleyview SD</td>
<td>Organization and dissemination of professional development</td>
<td>EDUCATION / CERTIFICATION Master of Education 2005 Indiana State University, Indianapolis, Indiana Bachelor of Science, Secondary Mathematics Education, 2000 University of Atlanta, Atlanta, Georgia</td>
<td>The Valleyview district is represented in this coalition by Dora Harrison, Curriculum Director and Gary Howard, Director of Instructional Technology. Harris and Howard have previously partnered in the expansion of the Valleyview School website to include access for parents to be able to view real-time information about their student's grades and assignments. Valleyview took the lead in creation of the parent/community survey, initially using it in their own district, but then sharing it with other members of the coalition.</td>
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| Implementation Team | Planning Planning | As noted | Consortia members have implemented similar projects albeit on a smaller scale. Within the past year, each of the four districts have successfully deployed wireless systems and several mobile and/or traditional labs, utilizing a variety of devices such as iPads, interactive boards, net books, etc. The consortia members have several experiences with grant writing and implementation plans. Bring Your Own Device plans are currently being piloted in some areas to assess educational impact on student achievement. Each district will be writing and implementing acceptable use policies to enable BYOD. Policy initiatives have been developed to provide a foundation for technology integration. Consortia members work collaboratively on a variety of projects: purchased services, regional technology data services through agencies such as local Educational Service Centers, Regional SST and regional computer associations. This team will be augmented throughout planning and implementation phases by District and Building Leadership Teams. A working group of application planners will also meet regularly, composed of the 21st Century Skills/Tech Coordinator from each school as well as curriculum directors. |
| Dr. Roderick Garrett | AP Instructor, Biology and Chemistry, Hollenwall HS | Dr. Garrett will assist teachers with implementing blended learning. | Certification Ohio Initial Secondary Certification in Science, 1995 High School Endorsements in Chemistry - Regular, AP and Honors classes, Biology, Earth Science and Physics Middle school endorsement in Science Education DePaul University Chicago, IL, 2000 Master in Secondary Science Education, Summa Cum Laude honors DePaul University; Chicago, IL Bachelor of Science in Secondary Education Chemistry; 1995 Graduating GPA: 3.75 / 4.0; High Honor Roll; Deans list all quarters in attendance | Dr. Roderick Garrett of the Hollenwall School District is a certified Advanced Placement instructor in Biology and Chemistry and has been using distance learning with AP students in order to expand the ability at high school level to make these advanced courses available for all qualified students. |