## Budget

Lincolnview Local (050369) - Van Wert County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (196)

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

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

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<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
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<th>Purchased Services 400</th>
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<th>Capital Outlay 600</th>
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**Adjusted Allocation** 0.00

**Remaining** -3,556,476.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   STEM from the Start (SftS)

2. Executive summary: Please limit your responses to no more than three sentences.

   STEM from the Start (SftS) is designed to: (1) modify systems of elementary education to include STEM (Science, Technology, Engineering, and Math) education by implementing the Engineering is Elementary (EiE) Curriculum; (2) increase teacher’s abilities to teach essential understandings and skills in STEM in K-5 classrooms; and (3) increase technology literacy and STEM skills for students in grades K-5, by increasing availability of technology for students, by creating community collaborations with local organizations, and by providing training, time, and resources for teachers. This project will improve student achievement, provide a greater share of resources in the classroom, and implement a shared services model through implementation of the EiE curriculum, acquisition of additional technology in K-5 classrooms, professional development on technology integration and EiE, and collaboration with local community organizations and businesses. Spending reductions in the five-year fiscal forecast will be accomplished by purchasing professional development services, technology equipment, and improvements to the technology infrastructure in each elementary building thus reducing future expenditures over the next five years that had been anticipated as costs in the districts’ five-year fiscal forecasts.

   *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.*

   2166 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
   - [x] 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
   Becky Diglia

   Organizational name of lead applicant
   Lincolnview Local Schools

   Address of lead applicant
   15945 Middle Point Road, Van Wert, OH 45891

   Phone Number of lead applicant
   419-968-2226

   Email Address of lead applicant
   bdiglia@lincolnview.k12.oh.us

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

   - [x] Yes
   - [ ] No

   *If you are applying as a 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.*
**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**

Problem to be addressed is: lack of support for best practice instructional strategies to address the increased rigor of new learning standards especially in the areas of math/science; how to provide professional development that focuses on best practice instructional strategies that meets increased rigor of the NLS including teacher/student access to digital tools. SftS will address the lack of: (1) a researched based STEM curriculum; (2) resources & teacher knowledge to teach STEM skills & address the increased rigor of the NLS; (3) equipment & structures in K-5 to support STEM education. Districts in the SRS consortium struggle to meet the increased rigor of the New Learning Standards/College Career Readiness Standards (NLS), especially math & science. There is a need to provide teachers with tools to support increased rigor of the NLS, including problem solving, analytical, communication & technology skills needed to develop college career ready students, especially for girls. Currently, our schools lack resources to adequately provide targeted supports needed to deliver curriculum to support the NLS and insure increased student achievement. K-5 teachers cite lack of time, confidence & instructional skills to adequately integrate & support a more rigorous math & science curriculum. The consortium schools presently lack any focus on careers in the areas of Scientific, Technological, Engineering & Mathematical literacy (STEM). A coherent, rigorous curriculum is essential for any successful STEM school initiative. Pedagogical techniques used in STEM focused schools include project based learning & use of technology supported learning tools. Currently none of our schools provide a K-5 STEM curriculum. Students and teachers in the districts' K-5 classrooms lack access to digital tools that would further support a STEM curricular approach. Teachers also lack an understanding or framework for implementing an interdisciplinary approach to teaching STEM subjects.

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

SRS will increase STEM literacy of teachers & students in K-5 classrooms by: (1) providing a research based, nationally recognized STEM curriculum; (2) by supporting teachers with professional development (PD) to address the rigor of the NLS and assimilate and support a STEM school culture; (3) including the use of digital tools, devices, & materials. Research supports the importance of STEM emphasis in elementary grades in order to build student interest in STEM coursework at the secondary level and post secondary STEM career choices. Currently none of our districts provide an elementary STEM curriculum. Districts will purchase the Engineering is Elementary (EiE) Curriculum (developed by the Boston Museum of Science) & recruit a lead cadre of K-5 teachers (3-8/district), who will lead the implementation of EiE. PD will be provided by EiE trainers to all K-5 teachers on STEM culture and to the cadre of lead teachers on the EiE curriculum. Implementing a STEM culture & curriculum will be disruptive to our current system by challenging students to think, innovate, problem solve, & use technology tools in new ways while engaging in project-based classroom EiE activities. Teachers at the K-5 level cite a lack of time, confidence, instructional skills, & resources to adequately integrate & support a STEM curriculum. They will greatly benefit from professional development in the area of STEM by being trained to use the EiE curriculum which integrates an interdisciplinary, inquiry-based approach to reading (informational text), mathematics, social studies, science, & the arts in a progression of units through grades K-5. Restructuring of weekly schedules will provide teacher common planning/collaboration time that has previously not been available. This positively disruptive innovation will allow teachers to plan & implement more effective classroom strategies & STEM curriculum. In addition, teachers lack resources & experience using technology in the classroom which will be addressed via PD provided by NWOET on technology integration including the use of flipped/blended learning strategies. The PEERS model will be used to allow teachers time to research, implement and reflect on their teaching through professional learning communities. This model has been used with great success in our districts to introduce & implement new programs & projects, providing a comfortable medium for teachers to thoughtfully & intentionally implement new technology strategies along with the EiE curriculum. Breaking down traditional barriers with the implementation of new technology & the EiE curriculum will be positively disruptive and will improve teacher skill & confidence in utilizing technology within the context of STEM education. Connections with real world experiences & careers will be provided as teachers seek local community leaders & opportunities for classroom presentations & virtual field trips using new digital tools purchased for student use. Community collaboration will provide a forum to exchange information/ideas on how to increase student knowledge of STEM related experiences & careers. Connections will be made with parents through school activities & materials from the EiE curriculum designated for parent education. Currently there is a lack of student access to digital tools for learning. A single lab of 20-25 computers often serves buildings of 300-400 students limiting the amount of time students use technology. Districts will purchase digital devices & upgrade tech infrastructure to insure all students are able to learn, create, & communicate effectively in a digital world. By providing devices to be used on a daily basis this barrier will be alleviated allowing for full implementation & better meet the needs of students of all ability levels thus personalizing & optimizing the STEM learning experience for each student. This will be disruptive to our schools by creating a major shift in our current educational structure.

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*
This project is designed to increase the achievement levels of students of all abilities in grades K-5 including those with disabilities and those who are identified as gifted. Engineering is Elementary (EiE) Curriculum will engage all students in problem-based learning in which they design, model, test solutions, analyze data, and report their findings in the classroom, in their school, in their community, and even to others over the internet. Online learning opportunities will open the doors for all students to access instruction that meets their specific needs and interests. Online learning, as a learner-centered approach to education, is an efficient learning environment that focuses the teacher's attention on the specific performance of individual students and to provide guidance needed for them to achieve success. (Cavanaugh & Scheirer, 2008). Student achievement will be measured by OAA/NGA scores of students in 3-8 in math, science; student scores on EiE assessments; semester and final grades in math, science. Students participating in EiE curriculum will show changed attitudes and greater awareness of science & math each year. Students participating in EiE curriculum will show greater awareness of related STEM career paths each year; K-5 students will show improvement in technology skills Expected Outcomes: Students participating in EiE curriculum will show increase in test scores. EiE assessments, and/or grades each year Students participating in EiE curriculum show increased interest in STEM topics Students participating in EiE curriculum will be able to recognize I career associated with each of the 4 areas of science: physical, life, earth/space, engineering/technology/application Students in K-5 classrooms will increase technology skills Consolidation Activities: PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation. These directors have collaborated to create this proposal to provide a multi-faceted approach by a comparison of district status/goals, developing a focus, consulting with technology coordinators, school administrators, & teachers, and contacted partners to provide PD, materials, and support for SfSs. Each Director will assist in collecting data to measure student achievement; distributing assessment instruments to cohort teachers and students. Partnership Activities: EiE Trainers, Materials, and Resources will be purchased for use in STEM culture/education; Evaluator will measure student achievement results.

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.)

Purchase of classroom devices, equipment, and infrastructure reduces the amount of funds that will need to be spent in the future, thus reducing annual future expenditures; anticipated spending reductions $455,000 for the 5 districts in the consortium. Professional Development for District EiE Lead Cadre Teachers will provide the vehicle for a train-the-trainer model of embedded EiE coaches to provide ongoing training and support for teachers beyond year one of grant with no extra cost; anticipated spending reductions $25,000 for the 5 districts in the consortium. Established District Tech Coaches support technology implementation in classrooms by sharing information from OTEC (Ohio Technology Educational Conference) with classroom teachers by eliminating need to purchase training/associated costs for all teachers and by not hiring full time tech personnel by using expertise of Tech coaches; anticipated spending reductions of $279,383 for the 5 districts in the consortium Purchase of EiE Materials and Resources will reduce spending on traditional science/math textbooks, materials, and resources by increasing the use of digital devices and EiE units; anticipated spending reductions of $50,000 for the 5 districts in the consortium Expected outcomes: 100% of all devices/information/infrastructure equipment purchased/installed/updated 100% of EiE materials will be purchased 100% of all classroom equipment imaged/distributed to classrooms 100% of Lead Cadre Teachers trained in EiE curriculum 100% of Lead Cadre Teachers participate in NYOET trainings 100% of Lead Cadre Teachers will complete PEERS groups/project 100% of Tech Coaches attend OTEC 100% of K-5 teachers trained in EiE curriculum Consortium Activities: AW, CV, LV, PEV Treasurers will work closely and collaborate with Lead Fiscal Agent Troy Bowersock on all expenditures and savings. PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation. Each Curriculum Director will work closely with their district treasurer to oversee all purchasing and budgeting for their district. Partnership Activities: EiE/STEM and NYOET training will be held in Year 1 of Grant project; EiE materials/resources will be purchased in year 1 of grant period.

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.)

Provide digital tools for every student K-5 and upgrading the infrastructure to support additional digital usage Provide EiE kits for each classroom Provide EiE & NYOET training for teachers K-5 Expected Outcomes: 100% of students in K-5 at all 5 districts will have daily access to a digital tool in year 1 of SfSs 100% of infrastructure updates completed in year 1 of SfSs 100% of lead cadre teachers receive EiE kits 100% of lead cadre teachers complete EiE and NYOET training by May 2015 100% of lead cadre teachers implement program in classroom by May 2015 100% of K-5 teachers implement EiE curriculum by May 2019 100% of lead cadre teachers implement in EiE curriculum by May 2019 100% of lead cadre teachers participate in PEERS groups/project 100% of Tech Coaches attend OTEC 100% of K-5 teachers trained in EiE curriculum Consortium Activities: AW, CV, LV, PEV Treasurers will work closely and collaborate with Lead Fiscal Agent Troy Bowersock on all expenditures and savings. PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation; will recruit teachers to be Lead Cadre Teachers, plan PD, collect data; will oversee the implementation of collaborative EiE training for the lead cadre teachers and provide a vehicle for communication between teachers in all 5 districts. TECHNOLOGY COORDINATORS: Trevor Hug (PEV), Shane Leeth (CV), Eric Miglin (LV), Cathy Barnet (AW), Harold Gottke (AW), Jerry Hesselt (WT), & Jo Ellen Sisson (WT): to provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts. Established Tech Collaborative meets regularly to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progress. Each Technology Coordinator will be responsible for purchasing, installation and distribution of technology infrastructure and devices in their own district. Partnership Activities: Provide EiE/STEM & NYOET training for teachers K-5

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Students in grades K-5 will also benefit from connections with community partners who will collaborate to reinforce the technology literacy
skills that students will acquire in the classroom. Local community organizations and businesses will be utilized for resources and presentations that correlate with topics being taught. STEM resources will be shared with directors and staff of the after school, evening, weekends, and summer programs about the programs and curriculum implemented in the classrooms so that learning can continue outside of the classroom. Parents will be informed of the learning opportunities in the classroom and in the community so they can reinforce STEM concepts. IMPLEMENTING A SHARED SERVICES DELIVERY MODEL: Project Implementation: Management Team (MT) will provide structure and leadership for this project. Curriculum Personnel from each district will form MT and meet on a regular basis to insure completion of all grant activities, including follow-up and evaluation for the entire 6 year grant period. Professional development (PD): Through this project's consortium, lead teacher cadres from each district will be trained together as one group; EiE trainers via partnership with Battelle & Northwest Ohio STEM Hub at Bowling Green University; PEERS model for PD through partnership with WBESC, Technology PD provided through partnership with NWOET Parent Involvement: through PTO's; parent education on STEM/EiE; Newsletters Community: STEM Activities/celebrations: local community businesses provide classroom presentations; greater community awareness of school STEM curriculum Expected Outcomes: Management Team to meet a minimum of 6 times a year to oversee implementation of project 100% of lead cadre teachers complete EiE training and implement program in classroom in year 1 100% of lead cadre teachers attend technology PD provided by NWOET 100% of lead cadre teachers participate in PEERS group 100% of K-5 teacher implement EiE curriculum in classrooms by May 2019 Each building creates annual STEM Activity/Celebration for public participation 100% of lead cadre teachers utilize a community resource for classroom presentation Establish online STEM Directory of local and virtual resources Parent awareness of STEM/EiE curriculum increases each year Consortium Activities: PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation Partnership Activities: STEM Activities/celebrations in collaboration with PTOs; local community businesses provide classroom presentations; greater community and parent awareness of school STEM curriculum through newsletters/parent education/news releases

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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.

3,556,476.00 State the total project cost.
13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To what extent, and why, is the project sustainable?

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Personnel Services (Salaries and Wages)/Fringe Benefits: There are no recurring costs anticipated for staffing required to maintain SIS beyond June 30th of year 1; current staff is in place in each district to complete long-term activities that have been established as a result of SIs. Current staff will complete the following activities to maintain and sustain the program: MT: Schedule PD; oversee purchase of EiE curriculum/materials/resources, data gathering on long-term outcomes; long-term management of activities during monthly MT meetings.

Tech Coordinators: oversee purchase of technology resources, long-term maintenance/replacement of equipment/infrastructure; technology support for cadre, tech coaches, students Annual District Costs (LV, CV, WT, PV, AW): EiE cadre PEERS groups salary costs will be sustained beyond year 1 grant. The cadre will provide ongoing support via PEERS for colleagues/new staff as needed throughout the grant period. This support will occur during regular school days, eliminating the need for subs. Subsequent professional development will occur during scheduled PD days, requiring no subs. Tech Coaches receive a stipend for team & individual planning time, additional technology skills training; these activities occur outside the regular contracted school day Annual District Recurring Costs (LV, CV, WT, PV, AW): Salaries: PEERS/PLC 1 facilitator $398 + 4 teachers x $194= $1740 10 Tech Coaches x $422.75 Stipend=$4227.50 OTEC Subs: 4 x $80= $320 Benefits: PEERS/PLC 1 facilitator $61= $185 10 Tech Coaches x $77.25 Stipend=$772.50 OTEC Subs: 4 x $12.36= $50 Purchased Services PROFESSIONAL DEVELOPMENT: The lead cadre will be trained on STEM Culture and the EiE curriculum. The cadre will sustain EiE training and support via the PEERS model for colleagues and new staff beyond June 30th of the grant year. The consortium will provide inter-district support and collaboration via Management Team/Curriculum Coordinators, Technology Support staff, and cross district teacher meetings. Each district will purchase six days of PD ($1250 per day) from NWOET for technology/curriculum/support to be distributed throughout the entire grant period. PD will be scheduled by each district according to district PD plans. Each district will sustain technology/support/boarding a team of tech coaches; collaborate with NWOET during PD contract period to provide embedded technology support to teachers; & attend Ohio Technology Education Conference (OTEC). PD provided will be sustained through reallocated funds from savings in the five year forecast for Capital Outlay. Attendees will acquire new classroom technology innovations that will be shared within the districts. Evaluation: Dr. Michael Traugh will provide evaluation services for the entire grant period. Annual Costs Per District: 3 OTEC Registrations x $200=$600 3 hotel rooms x $150 2 nights=$900 280 Miles x .55= $154 Supplies and Materials EiE kits are consumable materials. The kits are composed of necessary hands-on science items relevant to the EiE curriculum and activities and will be replaced as needed. Annual Costs Per District: EiE kit refills $85 x 20 = $1700 annually per building e/book supplements = $1200 annually per building Capital Outlay Since each district had projected substantial capital outlay for equipment, the purchase of all new digital tools at one time will allow for cost savings through volume discounts. The savings can then be re-allocated for maintenance and repair costs. Annual Costs Per District: 30 Device Replacement Batteries each year x $150=$4500 15 Device Replacement Screens each year x $10=$1500 4 Projector Bulbs each year x $150=$600 Out of warranty device replacement/repairs will covered through re-allocated capital outlay technology funds.
14. Will there be any expected savings as a result of implementing the project?

Yes  No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

837,250.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible savings reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

SfS is self-sustaining and will provide a framework for this project to continue beyond the grant period as outlined below. (1) The significant investment in hardware and infrastructure will provide the opportunity to develop school-wide cultures of STEM & technology that supports instruction across the curriculum, especially in math and science for the duration of the grant. (2) Lead cadre teachers will continue beyond the grant period to train other staff members in the EiE curriculum and other STEM strategies. The need to upgrade science curriculum with textbooks may be decreased. The tech devices along with EiE materials may decrease the need to purchase any additional materials. Consortium members will recover a combined $257,850 per year. PD is also sustainable as the knowledge and experience that cadre lead teachers gain will continue to be shared with other teachers and be a sustainable aspect of SfS. Science/math curriculum resource materials such as textbooks will provide districts with potential savings in this area as a result of the implementation of the SfS and EiE curriculum and other resources and technology tools. The tech budget is also sustainable as the knowledge and experience that cadre lead teachers gain will continue to be shared with other teachers and be a sustainable aspect of SfS. On average, consortium members will recover a combined $257,850 per year. In addition, the need for copy and paper will be decreased by using tech devices rather than handouts at a combined rate of $50,000 for paper and copying expenses. Total Expected Savings for the consortium will be $ 837,250 per year.

Annual Expected Savings for each consortium district AW: Anticipated technology expense prior to grant = $75,000 In house PD savings from cadre training = $5000 PD/Tech Teams for tech training; instead of full time tech position = $22,500 Fringes & Benefits for full time tech position= $15,200 200 Cases of Copier Paper x $25=$5,000 Total Annual Savings: $128,050 CV: Anticipated technology expense prior to grant = $80,000 In house PD savings from cadre training = $5000 PD/Tech Teams for tech training; instead of full time tech position = $45,000 Fringes & Benefits for tech PD full time tech position = $12,300 200 Cases of Paper x $25=$5,000 20000 Copies x 25=$5,000 80 Textbooks x 125=$10,000 Total Annual Savings: $162,300 LV: Anticipated technology expense prior to grant = $100,000 In house PD savings from cadre training = $5000 PD/Tech Teams for tech training; instead of full time tech position = $45,000 Fringes & Benefits for tech PD full time tech position = $12,300 200 Cases of Paper x $25=$5,000 20000 Copies x 25=$5,000 80 Textbooks x 125=$10,000 Total Annual Savings: $182,300 WT: Anticipated technology expense prior to grant = $100,000 In house PD savings from cadre training = $5000 PD/Tech Teams for tech training; instead of full time tech position = $45,000 Fringes & Benefits for tech PD full time tech position = $12,300 200 Cases of Paper x $25=$5,000 20000 Copies x 25=$5,000 80 Textbooks x 125=$10,000 Total Annual Savings: $182,300

14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

SfS is self-sustaining and will provide a framework for this project to continue beyond the grant period as outlined below. (1) The significant investment in hardware and infrastructure will provide the opportunity to develop school-wide cultures of STEM & technology that supports instruction across the curriculum, especially in math and science for the duration of the grant. (2) Lead cadre teachers will continue beyond the grant period to train other teachers in the use of the EiE curriculum. Initial technology training efforts will also provide teachers with skills to carry on beyond the grant period, supporting teachers with the increased use of technology in the classroom. The professional learning communities (PEERS) will provide on-going, job embedded support to sustain long term commitment to project goals. Common planning time will allow for continued teacher sharing of ideas and resources involving technology and the EiE curriculum. Research on effective practices in professional development indicate Professional Learning Communities (PEERS) of small, site based, job embedded, study groups are most effective for acquiring and retaining new knowledge and instructional strategies leading to increased student achievement.
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

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

17. Planning - Activities prior to the grant implementation

* Date Range August-October 2014

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

Management Team will take initiative to introduce Sfts to school boards, administrators, teachers, parents, & community. Partners will meet with MT to clearly define their roles in Sfts. August: Management Team (MT) consisting of Curriculum Directors from each district will meet to review Sfts goals, establish action steps & responsibilities, due dates; inform public/parents/teachers/administrators on Sfts; meet with partners to plan implementation steps; schedule PD dates for EIE & NWOET trainings; recruit lead cadre teachers; create news release; coordinate with Evaluator to create pre/post surveys for students, teachers, parents. September: MT Meeting; Contact local media to publicize Sfts, seek participation of community members & business partners; facilitate PD for STEM Culture training @ district; purchase equipment; install infrastructure; plan PEERS groups; administer pre-assessments/surveys; collect PD survey & participation data; review district tech policies; lead cadre teachers visit 2 EIE schools October: MT Meeting; facilitate 3-day EIE training for lead cadre teachers; PEERS groups begin; follow-up with partners on their roles; establish connections to partner community organizations/businesses to provide presentations; collect PD survey data; revise district tech policies COMMUNICATION & COORDINATION MT will have on-going communication concerning grant activities & monthly meetings to review Sfts progress, make adjustments, assist each other to complete Sfts activities. Partners will be contacted to define roles, establish dates for activities; Begin collecting information for online STEM directory MILESTONES: Publicity of Sfts project; form MT; initial contact with partners; STEM Culture PD held; EIE training held; PEERS groups formed; equipment purchased; infrastructure installed

* Anticipated barriers to successful completion of the planning phase

Delays in deadlines/scheduling due to weather cancellations, delays in deliveries, unavailability of service providers/vendors To mitigate: MT will adjust deadlines, assist in activity completion Lack of publicity of Sfts project To mitigate: MT will plan kick-off events with staff, parents to better inform them of project; media will be contacted to attend these events; information to be posted on school websites/school social media sites (such as Facebook pages) Lack of involvement of staff members. To mitigate: MT will discuss the project with teachers, administrators to fully explain Sfts components, benefits to students; recruit teachers to participate in Lead Cadre Changes in leadership To mitigate: The MT is comprised of six members. It is unlikely that a majority will leave their positions simultaneously (or nearly so) during the next five years so commitment to data collection will continue through MT leadership. Lack of common planning time To mitigate: MT will work with principals to adjust weekly schedules to provide time; PEERS groups provide collaboration time among Sfts participants

18. Implementation - Process to achieve project goals

* Date Range November 2014- April 2015

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

Teachers continue to implement EIE Units, participate in PEERS groups, collect student data for evaluator; MT will meet monthly; facilitate 3 days of follow-up training for EIE lead cadre teachers November: Facilitate 1 day tech of PD/NWOET; start online STEM directory of local & virtual resources; work with principals to create common planning time for teachers; begin planning STEM activity/celebrations with PTO December: MT meet with Tech Coordinators for a progress report on technology implementation January: Facilitate 2nd day of tech
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: May - June 2015

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

May: Management Team (MT) Meeting; administer post-assessments and surveys; gather end-of-year student data (grades, EiE scores); PEERS groups completed; gather data on classroom presentations/virtual field trips held second semester; final meeting with lead cadre teachers to outline next steps/planning for future years; PEERS groups will create multi-media presentation to use to promote SftS at regional and state conferences; teachers will be asked to present at statewide conferences during the following school year to report on SftS June: MT Meeting; gather OAA/NGA results; MT meet with Tech Coordinators; all year-end data to evaluator; follow-up news release on progress of SftS; final reports completed; outline plans for year 2 COMMUNICATION & COORDINATION MT will have on-going communication concerning grant activities and monthly meetings to take stock of project progress, make adjustments, assist each other in completing SftS activities. Partners will provide feedback/information for grant evaluation via surveys MILESTONES: PEERS groups completed; Final data compiled/to evaluator; final reports completed PLANS TO ANALYZE RESULTS: External Evaluator Dr. Traugh will collect data annually & semi-annually and a five year trend analysis will be applied to benchmarks of student achievement on OAA/NGA, EiE scores, grades (students involved with EiE curriculum will be followed for 5 years); teacher attendance at PD, completion of PEERS; use of community resources (presentations, virtual resources); participation at STEM Activity/Celebrations. MT will review semi-annual & annual data and annual analysis to assist in planning activities and follow-up needed in years 2-5

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

Barrier: Delays in expected deadlines/scheduling due to weather cancellations, delays in deliveries, unavailability of service providers/vendors
To mitigate: MT will adjust deadlines, assist in activity completion
Barrier: Lack of involvement of staff members
To mitigate: MT will discuss the project with teachers, administrators to fully explain SftS components, benefits to students. Lead Cadre Teachers will assist in recruiting additional SftS participants to implement EiE curriculum and promote benefits of classroom use of STEM/EiE and technology in the classroom. Barrier: Changes in leadership To mitigate: The MT is comprised of six members. It is unlikely that a majority will leave their positions simultaneously (or nearly so) during the next five years so commitment to data collection will continue through MT leadership. Barrier: Lack of involvement of business partners/PTOs
To mitigate: MT will make personal contact with key leaders and partners to fully explain objectives of SftS and the importance of their involvement; MT may recruit additional partners to fulfill goals and objectives of SftS; publicity in local newspapers of grant activities will increase community/parent awareness/interest in SftS

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:

INSTRUCTIONAL CHANGES / NEW PROCESSES
CHANGE: Implement EiE STEM based curriculum IMPACT: Increase emphasis on STEM subjects, increase student achievement in math/science, implementing a STEM initiative results in a more coherent and rigorous curriculum focusing on critical thinking /problem solving IMPACT: Increase student interest in STEM careers at the elementary level which will lead to increased selection of STEM coursework at the Middle/High School level CHANGE: Use pedagogical, best practice techniques specific to STEM IMPACT: Increase teacher confidence with instructional strategies in STEM areas IMPACT: Students experience more project based activities/ skills required for college career success (cooperative learning, critical thinking, problem solving) CHANGE: Teachers increase collaboration with peers to implement interdisciplinary approach rather than treating individual subjects as "silos" IMPACT: Cross curricular planning promotes a more efficient approach to the curriculum; STEM subjects integrated across the curriculum target essential understandings IMPACT: Students make learning & real-world connections across subject areas CHANGE: Teachers move from traditional methods of instruction to become facilitators IMPACT: Students become more involved with learning skills such as self-directed, leadership,
E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

Research documents that by the time students reach 4th grade, 1/3 of the students have lost interest in science. By 8th grade, almost 50% have lost interest or deemed it irrelevant to their education and future plans (Murphy, 2011). Current data on school readiness and early math/science achievement indicate we are not giving young children the support they need to be STEM smart (STEM Smart Brief, Education Development Center, Inc.). While the U.S. is struggling to perform well in math & science, ranking 30th & 23rd on the international spectrum, respectively, girls who are interested in STEM face a number of obstacles ranging from weak STEM programs in K-12 schools, unqualified teachers, and popularized misconceptions about the aptitude of girls in math and science (Gunpathy, et. al., 2014). At the same time, 38% of elementary teachers lack confidence in their qualifications to teach science (Bayer Corp., 2004). Regardless of the region of the country, or the type of school, elementary teachers report they are 3 times more likely to teach English (95%) and math (93%) everyday than they are to teach science (35%) and social studies (33%). While the U.S. is struggling to perform well in math & science, ranking 30th & 23rd on the international spectrum, respectively, girls who are interested in STEM face a number of obstacles ranging from weak STEM programs in K-12 schools, unqualified teachers, and popularized misconceptions about the aptitude of girls in math and science (Gunpathy, et. al., 2014). At the same time, 38% of elementary teachers lack confidence in their qualifications to teach science (Bayer Corp., 2004).

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 success, impact on student achievement, spending reduction in the five-year fiscal forecast, and utilization of a greater share of resources in the classroom.
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.

**EXTERNAL EVALUATOR:** Michael Traugh, PhD 800 Martinsburg Rd Mount Vernon, OH 43050 740-397-9000 mtraugh@mvnu.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 outputs and outcomes and the systems in place to track the project's progress).

**SHORT TERM OBJECTIVES:** Surveys following SftS workshops will measure teacher learning/preparation. PEERS will report teacher attendance at meetings, peer classroom coaching & implementing new SftS knowledge/skills. PEERS will report recruitment/training of additional SftS teacher participants. **LONG TERM OBJECTIVES:** External Evaluator (EE) will submit a summary report after each on-site visit and a summative evaluation after the last visit. Five year trend analysis (EE summative report) will be applied to data benchmarks established at project beginning. DATA TO BE COLLECTED: Annually: Teacher attendance at SftS PEERS professional development meetings Number of peer classroom coaching sessions School-wide versus SftS cohort on OAA/NGA Student attitudes toward math/science careers & content Technology skills assessments Ancillary findings: e.g. student attendance; classroom participation rate SftS cohort celebration activities: parent participation rates; pre/post surveys of parent awareness & understanding of STEM & the SftS program SftS cohort usage of local business & community resources- real/virtual Semi-annually: SftS units taught Recruitment/training of additional SftS teacher participants Report semester/final math & science grades Student scores on EIE provided assessments EE interviews: qualitative data/feedback on successes, failures & improvements **FORMATIVE OUTPUTS & OUTCOMES:** EE on-site visits to conduct interviews & collect teacher/MT reports on following schedule: S-AR reports; autumn 2014, 15, 16, 17, 18, 19; AR & S-AR reports; spring 2015, 16, 17, 18, 19, 20. Annual comparisons of school-wide versus SftS cohort scores on OAA/NGA during 5 year follow-up period **SYSTEMS TO TRACK PROJECT PROGRESS:** EE will submit a summary report to MT after each on-site visit; EE summary report, MT and PEERS will track progress to modify plan if needed to ensure success.

* 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.

Management Team (MT) members will review, monitor and document the progress of stated grant goals and project activities on a monthly basis. Documentation will be the responsibility of the Lead Agency MT member. This monthly review and documentation will support determining whether there is sufficient progress toward stated goals, and if realignment is needed. Realignment or modification of project goals and activities will be initiated only with consensus of the MT, & with input from our grant Evaluator, Partners, and where appropriate, input from district administrators. Maintaining the integrity of our originally stated grant goals and project activities will be an utmost priority. Close documentation and feedback from MT members on a regular basis will help to determine if actions are needed to redirect or modify activities that are occurring in order to remain on track with the grant work at the district level. LESSONS LEARNED SHARED WITH OTHER OHIO ENTITIES Through the semi-annual and annual reports provided by the external evaluator, as well as informal feedback from the EIE Lead Cadre teachers, partners, parents, and students, the Management Team will compile and share information about changes addressed and things that would have been done differently. PEERS groups will create multimedia presentations on the implementation of the EIE curriculum and integration of devices into their classrooms. The MT, along with Lead Cadre teachers, will make presentations at state and regional conferences such as the annual OTEC, STEM, and/or the ODE Statewide Education Conference held each fall and spring.

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.

Increase Student Achievement by Building Math, Science, and Technology Skills: Through SftS, the amount of time that all K-5 teachers spend incorporating math, science, and technology into their instruction will increase on a daily basis. All students’ understanding and ability to use math and science skills to solve problems related to their daily lives will increase. Teachers, students, and parents will increase their level of understanding of the connection of math, science, technology and engineering into all career areas. 21st Century Skills: Through participation in project-based learning and the EIE units of study, students will increase skills in collaboration, problem solving, and use of technology. Starting these skills in early elementary will result in students being better prepared for higher-level thinking skills at all grade levels, and increase the likelihood that students will choose high school STEM coursework. College/Career Readiness: By the addition of a STEM careers/skills focus, teachers will increase the amount of careers/skills connections incorporated into all student subject areas. Students will gain more exposure and experience with STEM skills and careers which will increase their knowledge, understanding and awareness of STEM careers open to them in the future. Spending Reductions through increased integration of technology: Teachers will gain knowledge through technology PD/training provided in first year of SftS, thus reducing future training expenditures; students will gain technology literacy skills and access to digital resources through increased integration of technology classroom devices on a daily basis. Utilization of a Greater Share of Resources in the Classroom to Provide Classroom Equity: Through the SftS engineering design process, which removes the stigma of failure, all students will learn to use failure as a positive, and in so doing develop increased confidence and grit needed to be successful when faced with learning challenges. All students will gain more critical thinking skills and an understanding of how to work through problems gaining a better understanding of the importance of the concept of effort and productive struggle. All students will have equal access to a variety of technology tools and resources for learning in the classroom, as teachers increase utilization of technology in all subject areas. College/Career Readiness: An immersion in technology at the primary level will help increase the likelihood that students may consider career technical education opportunities at the secondary and postsecondary level. Implementation of a Shared Services Delivery Model through Engaging Citizens in Technology Literacy: Participation of business partners and parents in the EIE unit activities, related programs such as Engineers in the Classroom and other school-wide STEM activities, will aid in more community partners gaining a clearer understanding and appreciation for STEM literacy skills and the role they can provide in supporting school STEM efforts. Community partnerships will expand the circle of knowledge that our children gain about real-world connections to STEM careers ultimately leading students to responsible 21st century citizen participation.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.


The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* **Student Achievement**

Student achievement will be measured by OAA/NGA scores of students in grades 3-8 in math, science; student scores on EiE assessments; classroom semester and final grades in math, science Students participating in EiE curriculum will show increased interest in STEM topics within the science & math Students participating in EiE curriculum will show greater awareness of related STEM career paths each year. Specific Benchmarks: 80% of students participating in EiE curriculum will show increased in test scores, EiE assessments, and/or grades each year 80% of students participating in EiE curriculum show increased interest in STEM topics through pre/post-surveys each year 80% of students participating in EiE curriculum will be able to recognize 1 career associated with each of the 4 areas of science: physical, life, earth/space, engineering/technology/application through EiE assessments each year 80% of students in K-5 classrooms will increase technology skills according to grade level rubrics each year Other anticipated outcomes of the project that may not be easily benchmarked: Students who are introduced to STEM curriculum in the elementary grades will be more likely to take STEM related courses in middle and high school and pursue STEM related careers. Teachers who successfully integrate technology into their classrooms will have additional tools for preparing student with career & college readiness skills. Changes in school climate to embrace STEM culture will strengthen the instructional program and build student confidence, especially for girls, to solve problems, practice analytical thinking, strengthen communication skills and use technology.

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

Purchase of classroom devices, equipment, and infrastructure reduces the amount of funds that will need to be spent in the future, thus reducing annual future expenditures. Professional Development for District EiE Lead Cadre Teachers will provide the vehicle for a train-the-trainer model of embedded EiE coaches to provide ongoing training and support for teachers beyond year one of grant with no extra cost. Established District Tech Coaches support technology implementation in classrooms by sharing information from OTEC (Ohio Technology Educational Conference) with classroom teachers by eliminating need to purchase training/associated costs for all teachers. Purchase of EiE Materials and Resources will reduce spending on traditional science/math textbooks, materials, and resources by increasing the use of digital devices and EiE units. Cost for duplication/copying will be reduced due to increased use of digital devices and access to online content to support learning in the classroom. Specific Benchmarks: 100% of all devices/infrastructure equipment will be purchased by September 2014 100% of infrastructure is installed/updated by October 2014 100% of EiE materials will be purchased by October 2014 100% of all classroom equipment imaged/distributed to classrooms by November 2014 100% of Lead Cadre Teachers trained in EiE curriculum by November 2014 100% of Tech Coaches attend OTEC by March 2015 100% of Lead Cadre Teachers participate in NWOET trainings by May 2015 100% of Lead Cadre Teachers will complete PEERS group/project by May 2015. Other anticipated outcomes of the project that may not be easily benchmarked: Connections with business and community organizations provide a broader base of support for the local schools which may result in passage of levies and greater participation in school sponsored activities.

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

Provide digital tools for every student K-5 and upgrading the infrastructure to support additional digital usage. Provide EiE kits, resource materials for each classroom Provide professional development opportunities for Lead Cadre Teachers including EiE Training, NWOET training, & PEERS group. Specific Benchmarks: 15-40 Lead Cadre Teachers will be recruited by September 2014 100% of students in K-5 at all 5 districts will have daily access to a digital tool by November 2014 100% of infrastructure updates completed by October 2014 Stem Culture PD held in each district by October 2014 100% of Lead Cadre Teachers receive EiE kits by October 2014 100% of Lead Cadre Teachers complete EiE and NWOET training by May 2015 100% of Lead Cadre Teachers participate in PEERS groups by May 2015 100% of Lead Cadre Teachers will implement at least 2 EiE units during year 1 100% of Trained EiE teachers will implement at least 3 EiE units during each following year Other anticipated outcomes of the project that may not be easily benchmarked: Students who are introduced to STEM curriculum in the elementary grades will be more likely to take STEM related courses in middle and high school and pursue STEM related careers. Teachers who successfully integrate technology into their classrooms will have additional tools for preparing student with career & college readiness skills.

* **Implementation of a shared services delivery model**

Project Implementation: Management Team (MT) will provide structure & leadership for this project. Curriculum Personnel from each district will form TM & meet on a regular basis to insures completion of all grant activities, including follow-up and evaluation for the entire grant period. Professional development (PD): Through this project’s consortium, lead teacher cadres from each district will be trained together as one group; EiE trainers via partnership with Battelle & Northwest Ohio STEM Hub at Bowling Green University; PEERS model for PD through partnership with WBESC; Technology PD provided through partnership with NWOET Parent Involvement: through PTO’s; parent education on STEM/EiE; Newsletters Community: STEM Activities/ceremonials; local community businesses provide classroom presentations; greater community awareness of school STEM curriculum Specific Benchmarks: Management Team to meet a minimum of 6 times a year to oversee implementation of project 100% of Lead Cadre Teachers complete initial 3-day EiE training by October Establish online STEM Directory of local and virtual resources by December 2014 100% of Lead Cadre Teachers implement program in classroom by April 2015 100% of Lead Cadre Teachers attend technology PD provided by NWOET by May 2015 100% of lead cadre teachers participate in PEERS group by May 2015. Each building creates annual STEM Activity/Celebration for public participation by May 2015 100% of lead cadre teachers utilize a community resource classroom presentation by March 2015 Parent awareness of STEM/EiE curriculum increases each year 2015 -2020 Other anticipated outcomes of the project that may not be easily benchmarked: Connections with business/community organizations provide a broader base of support for the local schools which may result in passage of levies and greater participation in school sponsored activities.

* **Other Anticipated Outcomes**

Other anticipated outcomes of the project that may not be easily benchmarked: Students who are introduced to STEM curriculum in the elementary grades will be more likely to take STEM related courses in middle and high school and pursue STEM related careers. Teachers who successfully integrate technology into their classrooms will have additional tools for preparing student with career & college readiness skills. Changes in school climate to embrace STEM culture will strengthen the instructional program and build student confidence, especially for girls, to solve problems, practice analytical thinking, strengthen communication skills and use technology. Connections with business/community organizations provide a broader base of support for the local schools which may result in passage of levies and greater participation in school sponsored activities.

Connections with business and community organizations provide a broader base of support for the local schools which may result in passage of levies and greater participation in school sponsored activities.
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

STEM from the Start is a program that can be replicated in districts willing to incorporate STEM culture at the elementary level. EIE curriculum, a part of SftS, is a research-based STEM program for grades K-5 currently being instituted by some schools across the state of Ohio as well as other states. There is a degree of flexibility to implement a variety of STEM approaches. SftS will serve as a model for districts to increase the STEM learning experiences. SftS will also serve as a model for implementation of 1:1 devices to integrate technology into the classroom to enhance STEM learning. Our schools will archive planning models, timelines, and implementation strategies as well as our successes so that they may be communicated with other schools. Technology integration along with STEM resources are crucial for the success of the SftS.

Therefore, the availability of classroom equipment and student devices is key to the success of this initiative. Districts would need to insure access to computers and the internet in order to utilize online resources to enrich the project. SftS schools will invite interested districts to make site visits to see how teachers utilize technology and the EIE curriculum to promote STEM learning across several content areas. Schools will need to invest in the EIE curriculum/training and establish partnerships with the regional STEM Hub Network to provide support for professional development in implementing STEM curriculum. Partnerships with parent/business/community organizations are important to support STEM activities at the elementary building level by providing real-life or on-site presentations to students to reinforce awareness of STEM careers and to host STEM fairs and other community activities that promote science, technology, engineering and math (STEM) careers. This framework also provides schools, businesses, and organizations the model for using shared services to promote STEM exploration during school hour and non-school hour exploration and to create valuable partnerships for increasing human resources to increase the relevance of math, science, engineering, and technology content for elementary students. Youth clubs such as 4 H, Boy Scouts, Girls Scouts, the YMCA as well as others community groups may expand the STEM learning experiences/culture to summer camps and other inquiry based learning activities. The scale and scope of the SftS project could be expanded to middle school and high school providing that the technology and resources exist. Upper level math and science teachers could include project based learning and develop presentations for middle/high school students to reinforce STEM across grade levels.

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).

Becky Diglia
Director of Curriculum
Lincolnview Local Schools
April 17, 2014
<table>
<thead>
<tr>
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<td><a href="mailto:cfeichter@wb.noacsc.org">cfeichter@wb.noacsc.org</a></td>
<td>Wayne Trace Local</td>
<td>049031</td>
<td>4915 US Route 127, Haviland, OH, 45851-9738</td>
<td></td>
</tr>
<tr>
<td>Courtney</td>
<td>Rethmel</td>
<td>419-399-4656</td>
<td><a href="mailto:c_rethmel@pauldingschools.org">c_rethmel@pauldingschools.org</a></td>
<td>Paulding Exempted Village</td>
<td>045575</td>
<td>405 N Water St, Paulding, OH, 45879-1251</td>
<td></td>
</tr>
<tr>
<td>Peg</td>
<td>Schilb</td>
<td>419-258-5421</td>
<td><a href="mailto:schilb_p@antwerpschools.org">schilb_p@antwerpschools.org</a></td>
<td>Antwerp Local</td>
<td>048991</td>
<td>303 S. Harrmann Rd, Antwerp, OH, 45813</td>
<td></td>
</tr>
<tr>
<td>Sandi</td>
<td>Freeman</td>
<td>419-399-4711</td>
<td><a href="mailto:sfreeman@wb.noacsc.org">sfreeman@wb.noacsc.org</a></td>
<td>Western Buckeye ESC</td>
<td>134999</td>
<td>PO Box 176, Paulding, OH, 45879-0176</td>
<td></td>
</tr>
<tr>
<td>Trent</td>
<td>Kreischer</td>
<td>419-749-9100</td>
<td><a href="mailto:kreischer.trent@crestviewknights.com">kreischer.trent@crestviewknights.com</a></td>
<td>Crestview Local</td>
<td>050351</td>
<td>531 E Tully St, Convoy, OH, 45832-8864</td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Telephone Number</td>
<td>Email Address</td>
<td>Organization Name</td>
<td>IRN</td>
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<tr>
<td>Shannon</td>
<td>McManus</td>
<td>617-589-4296</td>
<td><a href="mailto:smcmanus@mos.org">smcmanus@mos.org</a></td>
<td>Museum of Science</td>
<td></td>
<td>One Science Park, , Boston, MA, 02114</td>
<td></td>
</tr>
<tr>
<td>Stephanie</td>
<td>Johnson</td>
<td>614-424-4841</td>
<td><a href="mailto:johnsonsa@battelle.org">johnsonsa@battelle.org</a></td>
<td>Battelle Education and STEM Learning</td>
<td></td>
<td>1160 Dublin Road Suite 55, , Columbus, OH, 43215</td>
<td></td>
</tr>
<tr>
<td>Dr. Robert</td>
<td>Midden</td>
<td>419-372-0563</td>
<td><a href="mailto:midden.bgsu@gmail.com">midden.bgsu@gmail.com</a></td>
<td>Bowling Green State University</td>
<td></td>
<td>241 Math Science Building, , Bowling Green, OH, 43403</td>
<td></td>
</tr>
<tr>
<td>R. Michael</td>
<td>Traugh, External Evaluator</td>
<td>740-397-9000 ext. 3418</td>
<td><a href="mailto:mtraugh@mnvu.edi">mtraugh@mnvu.edi</a></td>
<td>Mount Vernon Nazarene University</td>
<td></td>
<td>800 Martinsburg Road, , Mount Vernon, Ohio, 43050</td>
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</tr>
<tr>
<td>Brian</td>
<td>Gerber</td>
<td>419-399-4711</td>
<td><a href="mailto:bgerber@wb.noacsc.org">bgerber@wb.noacsc.org</a></td>
<td>Western Buckeye ESC</td>
<td>134999</td>
<td>PO Box 176, Paulding, OH, 45879-0176</td>
<td></td>
</tr>
<tr>
<td>Roger</td>
<td>Minier</td>
<td>1-800-966-9638</td>
<td><a href="mailto:minier@nwoet.org">minier@nwoet.org</a></td>
<td>Northwest Ohio Educational Technology Foundation</td>
<td></td>
<td>245 Troupe Ave, , Bowling Green, Ohio, 43403</td>
<td></td>
</tr>
<tr>
<td>Jim</td>
<td>Lopshire, Director</td>
<td>419-399-8225</td>
<td><a href="mailto:lopshire1@cfaes.osu.edu">lopshire1@cfaes.osu.edu</a></td>
<td>Paulding County Extension Office</td>
<td></td>
<td>503 Fairground Dr, , Paulding, Ohio, 45813</td>
<td></td>
</tr>
<tr>
<td>Heather</td>
<td>Gottke, Director</td>
<td>419-238-1214</td>
<td><a href="mailto:Gottke.4@faes.osu.edu">Gottke.4@faes.osu.edu</a></td>
<td>Van Wert County Extension Office</td>
<td></td>
<td>1055 Washington St, , Van Wert, Ohio, 45891</td>
<td></td>
</tr>
<tr>
<td>Jayne</td>
<td>Landers, PTO President Antwerp Elementary</td>
<td>419-258-5421</td>
<td><a href="mailto:jaylanders@hotmail.com">jaylanders@hotmail.com</a></td>
<td>Antwerp Local Elementary School</td>
<td>000836</td>
<td>303 S. Harrmann Rd, Antwerp, OH, 45813</td>
<td></td>
</tr>
<tr>
<td>Diane</td>
<td>Dealey, Crestview Parent Club Crestview Elementary</td>
<td>419-749-9100</td>
<td><a href="mailto:dsdealey@peoplepc.com">dsdealey@peoplepc.com</a></td>
<td>Crestview Elementary School</td>
<td></td>
<td>531 E Tully St, Convoy, OH, 45832-8864, , Convoy, Ohio, 45832</td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td>Evans, PTO President</td>
<td>419-968-2226</td>
<td><a href="mailto:kevans@lincolnview.k12.oh.us">kevans@lincolnview.k12.oh.us</a></td>
<td>Lincolnview Elementary School</td>
<td>027508</td>
<td>15945 Middle Point Rd, Van Wert, OH, 45891-9769</td>
<td></td>
</tr>
<tr>
<td>Amy</td>
<td>Klinker, PTO President Payne Elementary</td>
<td>419-263-1321</td>
<td>unavailable</td>
<td>Payne Elementary School</td>
<td>029462</td>
<td>501 W Townline St, Payne, OH, 45880-9361</td>
<td></td>
</tr>
<tr>
<td>Carrie</td>
<td>Sinn, Grover Hill Elementary PTO President</td>
<td>419-587-3415</td>
<td><a href="mailto:sinnc@wt.k12.oh.us">sinnc@wt.k12.oh.us</a></td>
<td>Grover Hill Elementary School</td>
<td>014720</td>
<td>101 Monroe Street, Grover Hill, OH, 45849-0125</td>
<td></td>
</tr>
<tr>
<td>Debra</td>
<td>Herman, Paulding Elementary PTO</td>
<td>419-399-4656</td>
<td>unavailable</td>
<td>Paulding Elementary School</td>
<td>064071</td>
<td>405 N Water St, Paulding, OH, 45879-1251</td>
<td></td>
</tr>
<tr>
<td>Deedi</td>
<td>Miller</td>
<td>419-399-4656</td>
<td><a href="mailto:d_miller@pauldingschools.org">d_miller@pauldingschools.org</a></td>
<td>Oakwood Elementary School</td>
<td>001255</td>
<td>PO Box 37, Oakwood, OH, 45873-0037</td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
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<tr>
<td>Chris</td>
<td>Feichter</td>
<td>Director of Curriculum &amp; Instruction</td>
<td>?PROJECT COORDINATORS/CONSORTIUM MEMBERS/ MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation. Each MT member will be responsible to coordinate district activities of professional development, EiE and NWOET trainings, PEERS groups, implementation of EiE units, purchasing equipment and materials, data collection, community/business connections, PTO collaboration, and the STEM Activity/Celebration.</td>
<td>Director of Curriculum &amp; Instruction, Wayne Trace Local Schools</td>
<td>? 25 years in administrative experience: Elementary Principal (Antwerp Local Schools), Director of Instruction and Grants Management Coordinator, Special Education Coordinator, Early Childhood Coordinator (Western Buckeye Education Service Center) ? Over 15 years of experience administering federal, state, and local grant programs including projects such as Federal Teaching American History Grants, Ohio Reads Programs, Title programs, 21st Century Grants, Monsanto Innovation Grant.</td>
<td></td>
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</tr>
<tr>
<td>Trent</td>
<td>Kreischer</td>
<td>Curriculum Coordinator</td>
<td>PROJECT COORDINATORS/CONSORTIUM MEMBERS/ MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation. Each MT member will be responsible to coordinate district activities of professional development, EiE and NWOET trainings, PEERS groups, implementation of EiE units, purchasing equipment and materials, data collection, community/business connections, PTO collaboration, and the STEM Activity/Celebration.</td>
<td>Curriculum Coordinator, Crestview Local Schools</td>
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<tr>
<td>Sandi</td>
<td>Freeman</td>
<td>Coordinator of Gifted Services</td>
<td>?PROJECT COORDINATORS/CONSORTIUM MEMBERS/ MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation; will be responsible to assist in the coordination of district activities of professional development, EiE and NWOET trainings, PEERS groups, implementation of EiE units, purchasing equipment and materials, data collection,</td>
<td>Coordinator of Gifted Services, Wayne Trace Local &amp; Antwerp Local</td>
<td>Over 15 years experience administering federal, state and local grant programs including Federal Jacob K. Javits Gifted and Talented Students Education Program, SSTR Region 1 Dual Credit Grant, Ohio Gifted R&amp;D Grants</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Description</td>
<td>Community/Business Connections, PTO Collaboration, and the STEM Activity/Celebration.</td>
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<tr>
<td>Cathy</td>
<td>Barnett</td>
<td>Director of Technology Integration</td>
<td>Provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. Established Tech Collaborative meets regularly to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progress. Technology Integration Coordinator, Antwerp Local Schools All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts. Technology Coordinator for Antwerp Local Schools for past 23 years; Involved with planning, writing, implementing, evaluating state and federal grants such as Learn &amp; Serve, AutoSkills Grant, Hewlett Packard Grant, Etech Competitive Grant, NEA Leadership Grants, Martha Holden Jennings Open Grant, LSTA Grant, Race to the Top Initiative ? School Initiatives : Library Automation, District Technology Team Coordinator All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts.</td>
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</tr>
<tr>
<td>Jerry</td>
<td>Hessel</td>
<td>Technology Coordinator, Wayne Trace Local Schools</td>
<td>To provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. Regularly attend established Tech Collaborative meetings to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progress. Technology Coordinator, Wayne Trace Local Schools Technology Coordinator for past 5 years. Technology Coordinator for past 5 years. Involved with planning, writing, implementing, evaluating state and federal grants such as 21st Century After School Programs; implementation of 1:1 initiative at JH/high school. Played key role in school initiatives/projects like Microsoft Academy, GoogleDocs, Learn3.</td>
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</tbody>
</table>
| Dr. Robert  | Midden                                      | Director NW Ohio STEM Hub                                                                       | Will provide support for EiE STEM training opportunities. ?Bowling Green State University serves as the NW Ohio STEM Hub, higher education lead site. They are uniquely positioned to provide support and resources for our STEM activities. OSLN is a regional resource center, located at Bowling Green State University, that fosters connection and collaboration among education, businesses and non-profits dedicated to STEM; Coordinates professional development; provides a network to enhance sharing of expertise and
Dr. Michael Traugh, External Project Evaluator  
**DR. MICHAEL TRAUGH:** Will provide evaluation services for the entire grant period with semi-annual on-site visits to each elementary school to conduct teacher interviews and will provide summary reports annually and semi-annually on data gathered through interviews and from teachers and the Management Team. He will provide a simple five year trend analysis for benchmarks of SftS.

Bachelor of Arts in Education, Michigan State University; Doctorate of Philosophy in Educational Administration, The Ohio State University. He has been the evaluator of state and federal grants such as Federal Teaching American History Grants, 21st Century Projects, Ohio Reads Programs, Even Start Program Evaluations and several other grant program evaluations for the past 14 years.

Jim Lopshire, Director Paulding County OSU Extension  
Provide presentations for classrooms on STEM related topics and provide connections to other community leaders, businesses, and organizations that can be resources for teachers.

They provide quality programming for youth in STEM related areas through their youth programming and 4-H. OSU Extension historically provides for youth programs and also presentations relevant to science subjects in our schools.

Carrie Sinn, President Grover Hill Elementary PTO  
Provide support for a STEM Activity/Celebration that will involve parents and community

Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities. Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities.

Eric Miglin, Technology Coordinator, Lincolnview Schools  
To provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. Regularly attend established Tech Collaborative meeting to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progress.

Technology Coordinator, Lincolnview Local Schools All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts. Technology Coordinator for Lincolnview Local Schools for past 10 years. District Implementation of 1:1 Laptop Initiative at JH-HS? All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts.

Trevor Hug, Technology Coordinator, Paulding Exempted Village Schools  
?To provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. -Regularly attend established Tech Collaborative meetings to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progress.

Technology Coordinator, Paulding Exempted Village Schools Degree in Educational Technology Management Strong knowledge base of current operating systems, hardware, and peripherals such as printers, scanners, cameras, projectors, and network systems
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Experience/Role</th>
<th>Support Provided</th>
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</thead>
<tbody>
<tr>
<td>Stephanie</td>
<td>Relationship Manager</td>
<td>Provide support and resources as well as serve as a connection to STEM Hub</td>
<td>Battelle is uniquely positioned to impact STEM education and link educational initiatives to work force needs such as the Ohio STEM Learning Network. This will provide additional resources for SftS initiative.</td>
</tr>
<tr>
<td>Johnson</td>
<td>for Battelle Education and</td>
<td></td>
<td>Battelle partners with communities, states, educators, national laboratories and industry leaders to promote innovative STEM education. Battelle supports programs that grow future STEM workforce and prepares today's student to meet the challenges of tomorrow.</td>
</tr>
<tr>
<td></td>
<td>STEM Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian</td>
<td>Superintendent</td>
<td>Provide oversight of the Stem from the Start (SftS) grant.</td>
<td>.30+ years of district educational experience, including Elementary Principal, and Superintendent.</td>
</tr>
<tr>
<td>Gerber</td>
<td>Western Buckeye Educational Service Center, Superintendent</td>
<td></td>
<td>Western Buckeye has a history of managing many past grant programs and will provide experience in facilitating and managing the current STEM project. Past grant successes: Teaching American History, High Schools that Work, 21st Century, Learn &amp; Serve, Javits, Ohio Reads, Alternative School Grant, Even Start, Family &amp; Children First Initiatives.</td>
</tr>
<tr>
<td>Heather</td>
<td>Director of OSU Extension Van Wert County</td>
<td>Provide presentations for classrooms on STEM related topics and provide connections to other community leaders, businesses, and organizations that can be resources for teachers.</td>
<td>They provide quality programming for youth in STEM related areas through their youth programming and 4-H. OSU Extension has a history of providing educational programs to the community and to our schools.</td>
</tr>
<tr>
<td>Diane</td>
<td>President Crestview Parent Club</td>
<td>Provide support for a STEM Activity/Celebration that will involve parents and community</td>
<td>Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities. Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities.</td>
</tr>
<tr>
<td>Debra</td>
<td>PTO President Paulding Elementary PTO President</td>
<td>Provide support for a STEM Activity/Celebration that will involve parents and community</td>
<td>?Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities. ?Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities.</td>
</tr>
<tr>
<td>Jayme</td>
<td>PTO President Antwerp Local</td>
<td>Provide support for a STEM Activity/Celebration that will involve parents and community</td>
<td>Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities. Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities.</td>
</tr>
<tr>
<td>Becky Diglia</td>
<td>Director of Curriculum</td>
<td>Programatic Lead: Becky Diglia will provide lead for the Management Team (MT) by coordinating collaborative Professional Development provided for technology and EiE curriculum; providing leadership of MT; maintaining all records of MT meetings; compiling documentation from each district for evaluator; overseeing budget; assuring full implementation of grant components.</td>
<td>Director of Curriculum, Lincolnview Local Schools</td>
</tr>
<tr>
<td>Shane Leeth</td>
<td>Technology Coordinator, Crestview Local Schools</td>
<td>To provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. Regularly attend established Tech Collaborative meetings to address the needs and</td>
<td></td>
</tr>
<tr>
<td>Shane Leeth</td>
<td>Technology Coordinator, Crestview Local Schools</td>
<td>To provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. Regularly attend established Tech Collaborative meetings to address the needs and</td>
<td>Technology Coordinator, Crestview Local Schools</td>
</tr>
</tbody>
</table>
issues common to all districts, which will provide a forum for discussion concerning grant activities/progress.

implementing, evaluating state and federal grants such as Race to the Top Initiative District implementation of a 1:1 initiative in 7-12 building; established District Student Use Policy All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts.

<p>| Shannon McManus | Professional Development Project Manager, Engineering is Elementary EiE | Engineering is Elementary (EiE) Units will be purchased for lead cadre teachers and supported with PD provided by EiE trainers. | Engineering is Elementary (EiE) is a rigorously researched, classroom tested, interdisciplinary, problem based curriculum that integrates engineering and technology concepts and skills with elementary science topics. Besides promoting STEM literacy, EiE units provide cross-curricular connections with literacy and social studies. Units are organized around illustrated storybooks that feature children from a variety of countries and backgrounds, thus students learn about different cultures and world geography while they build vocabulary. The curriculum is also expressly designed to increase awareness of, and build confidence and enthusiasm for, the work of engineers in real world contexts and engineering as a career choice. It includes 20 units designed to be used in school settings, as well as materials for parent education and opportunities to collaborate with community and business partners to extend learning. The EiE curriculum was developed by the Museum of Science in Boston and is supported by Battelle | Project manager to the EiE program through the Boston Museum of Science |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Government</th>
<th>Description</th>
<th>Experience/Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Minier</td>
<td>Executive Director</td>
<td>Will provide technology PD and support for teachers on technology integration including flipped/blended strategies, use of digital devices in the classroom, online resources for teachers.</td>
<td>They are a well established foundation experienced in providing technical assistance and professional development for schools in NW Ohio. Northwest Ohio Educational Technology (NWOET) is a well established resource for schools to support the integration, especially in the area of technology training. Schools in the consortium have a history of contracting with NWOET staff for technology training.</td>
</tr>
<tr>
<td>Kim Evans</td>
<td>PTO President</td>
<td>Provide support for a STEM Activity/Celebration that will involve parents and community.</td>
<td>Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities. Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities.</td>
</tr>
<tr>
<td>Troy Bowersock</td>
<td>Treasurer</td>
<td>Coordination/oversee all grant activities; complete all summative evaluation and fiscal reporting; provide all fiscal accounting for grant. C, PEV, AW, &amp; WT Treasurers will work closely with LV treasurer on StS.</td>
<td>Troy has 19 years of experience with local/state/federal grants such as improving Teacher Quality as a district treasurer. Troy Bowersock will provide effective, efficient management of this project due to his involvement with other innovative federal, state, and local grant projects like 21st Century Projects and other competitive grant programs.</td>
</tr>
<tr>
<td>Peg Schilb</td>
<td>Director of Curriculum &amp; Instruction</td>
<td>PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all project goals, reports, purchasing, professional development, evaluation. Each MT member will be responsible to coordinate district activities of professional development, EiE and NWOET trainings, PEERS groups, implementation of EiE units, purchasing equipment and materials, data collection, community/business connections, PTO collaboration, and the STEM Activity/Celebration.</td>
<td>Director of Curriculum &amp; Instruction, Antwerp Local Schools 25+ years public school administrative experience (Thomas Edison School, Van Wert City Schools, Western Buckeye Educational Service Center) special education supervisor, elementary principal, assistant superintendent, curriculum coordinator, grants management Grant Management: district federal grants management over 15 years of experience administering federal, state, and local grant programs including Federal US History Grants, Title programs, 21st</td>
</tr>
<tr>
<td>Cortney Rethmel</td>
<td>Curriculum Coordinator</td>
<td>PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM (MT): Curriculum Directors: will oversee all goals, reports, purchasing, professional development, evaluation. Each MT member will be responsible to coordinate district activities of professional development, EIE and NWOET trainings, PEERS groups, implementation of EIE units, purchasing equipment and materials, data collection, community/business connections, PTO collaboration, and the STEM Activity/Celebration.</td>
<td>Curriculum Coordinator, Paulding Exempted Village Schools</td>
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<tr>
<td>Harold Gottke</td>
<td>Technology Director Antwerp Local Schools</td>
<td>To provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. Regularly attend established Tech Collaborative meetings to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progress.</td>
<td>Technology Coordinator, Antwerp Local Schools All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts.</td>
</tr>
<tr>
<td>Jo Ellen Sisson</td>
<td>Technology</td>
<td>To provide all technology support,</td>
<td>Technology</td>
</tr>
<tr>
<td>Coordinator, Wayne Trace Local Schools</td>
<td>Purchasing requests, installation of infrastructure, device installation and maintenance. Regularly attend established Tech Collaborative meetings to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progress.</td>
<td>Coordinator, Wayne Trace Local Schools</td>
<td>All seven tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts.</td>
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</tr>
<tr>
<td>Amy Klinker, Payne Elementary PTO President</td>
<td>Provide support for a STEM Activity/Celebration that will involve parents and community.</td>
<td>Each elementary school has an active PTO that supports school initiatives through educational assemblies, reading program rewards, family nights, and other special educational activities.</td>
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