

Budget

Pickaway-Ross County JVSD (051433) - Ross County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (35)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	8,100.00	830,819.90	0.00	838,919.90
Support Services		25,014.91	4,252.53	10,000.00	0.00	0.00	0.00	39,267.44
Governance/Admin		50,000.00	8,500.00	0.00	0.00	0.00	0.00	58,500.00
Prof Development		0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	9,650.00	0.00	0.00	0.00	9,650.00
Total		75,014.91	12,752.53	21,650.00	8,100.00	830,819.90	0.00	948,337.34
Adjusted Allocation								0.00
Remaining								-948,337.34

Application

Pickaway-Ross County JVSD (051433) - Ross County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (35)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

PRIDE (Pickaway-Ross Interactive Discovery Edu-bus)

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

Pickaway-Ross Joint Vocational School District plans to outfit a 38-foot bus - the Pickaway-Ross Interactive Discovery Edu-bus (PRIDE) - with education stations featuring simulations, digital-learning activities and games that can be changed based on the audience's need. The bus will travel to schools, day-care centers, senior citizen centers, county fairs and other community events, providing fun learning activities to thousands of residents of all ages in the PRJVSD: Pickaway, Ross, Hocking and Madison counties. As a traveling educational road show, the bus will be recognized in the community and promote and encourage STEM education and career-technical training that will be needed to create a skilled workforce.

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.

25000 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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Linda Trimmer

Organizational name of lead applicant
Pickaway-Ross Joint Vocational School District

Address of lead applicant
895 Crouse Chapel Road, Chillicothe, Ohio 45601

Phone Number of lead applicant
740-642-1225

Email Address of lead applicant
linda.trimmer@pickawayross.com

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

What can be done to improve the understanding of STEM - science, technology, engineering and math - and career-technical education (CTE) and what can Pickaway-Ross Career & Technology Center (PRCTC) staff and students do to engage children, adults and senior citizens in our community in these areas and make learning fun in the process? During this process, can student achievement be increased and more resources shared throughout the district?

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

A 38-foot customized bus - Pickaway-Ross Interactive Discovery Edu-bus (PRIDE) - will travel to all area schools, day-care centers, senior citizen centers, fairs and community events as our qualified staff introduces the education stations on the bus to the participants. Most of the equipment and activities are items that have never been used or seen in a traditional classroom. PRCTC is in a rural area and many households and local schools do not have access to the state-of-the-art technology that will be available on the bus. The traveling exhibit would help deliver the important message of STEM and CTE to those who may not have an opportunity to access it otherwise. PRIDE will raise interest among youth and adults to experience the joy of discovery with interactive modules, games, simulations, experiments, demonstrations and activities, all incorporated within the bus. The bus will be a traveling educational road show that will be recognized throughout the counties served by PRJVSD and will inspire residents by learning about topics that can guide them to a rewarding career. PRIDE will promote and encourage learning, providing a fun way for students and other members of our community to apply educational concepts in a hands-on setting. The learning method will encourage disruptive innovation, with children learning to think and innovate through the interactive activities. PRIDE addresses all tenets of disruptive innovation by creating a collaborative environment for learning with the use of technology; providing team support from peers and adults; delivering college- and career-readiness exploration; offering community partnerships and access to otherwise unavailable resources; and forming flexible learning opportunities that can be adjusted to meet students' and community members' needs. The bus and its supporting technology will be in continual use, either on the road or in use at PRCTC programs, such as at our middle-school pre-engineering program. The intention is for the equipment and activities on the bus to always be used in a sustainable learning environment. As a career center, we are fortunate to have talented students and staff in our school who will work to make this concept a reality. Teachers and students will be taught how to use the interactive experiments, games and activities. These teachers and students will travel with the bus to share with visitors the fun of discovering STEM and career-tech activities. Students in Media Design and Network Support programs will be involved in the graphic design and connectivity of the bus. Automotive/High Performance program students will advise on the purchase of the vehicle and then maintain it. A majority of individuals have grown up in a multimedia environment where virtual simulations and illustrations demonstrate a concept better than lecture and discussion. Using the activities on the bus, students and parents will become aware of how these skills can affect and help them in their everyday lives. The bus will be an opportunity for students and other members of the community to experience STEM and career-technical activities and allow them to recognize the importance of such learning. The activities will spark interest in students who may not be considering a STEM career path. PRIDE will demonstrate to the community how involvement in supporting students who pursue careers in fields such as health care, computer and engineering technology impacts the local economy and overall quality of our community. Most communities cannot support the needs of the many high-tech jobs available in the global workforce because of the lack of skilled workers. Getting students excited in STEM and career-tech careers will provide our community with the needed skilled workers to take part in creating an exciting economic marketplace of the future. Technical education creates innovative thinkers who will invent products and processes that will sustain our economy in the future.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Classroom environments that include games and digital learning are more student-centered and student-driven. Project-based learning experiences benefit physical, emotional, cognitive and social development. The games and simulations on the bus will be used to enrich teaching and learning of student helpers and PRIDE participants. Each selected activity will be self-chosen and self-directed. Gaming and simulations effectively promote interest in a topic, teach domain knowledge and increase retention in the subject matter. Digital learning also promotes students' engagement, information processing, problem-solving and academic abilities. PRIDE activities will encourage participation, innovation, collaboration, independent thinking and enthusiasm for STEM and career-technical education by learners of all ages. Pickaway-Ross will train 100 students on the education station equipment and these students will then share that knowledge by teaching 25,000 students from pre-kindergarten to 12th grade from other school districts. This will provide thousands of students with exposure and training that they would not have received without PRIDE. A rubric will be used to measure the level of growth for the Pickaway-

Ross students traveling with the bus. A pre-classroom activity will be created for all participants and a post-visit activity for teachers to give to all students visiting the bus. Scores will be evaluated to see if learning occurred from completing the activities on the bus. Visiting students will be surveyed for interest in career-tech and STEM careers after the visits.

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.)

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.)

This project incorporates one of PRJVSD's strategic goals: To develop and implement instructional skills that are technology-based across the curriculum. The state-of-the-art technology equipment and education stations purchased through this grant will create more district resources that can be used in the classroom to improve the student-learning environment. Equipment and activities will be used on the bus, in the pre-engineering program at McDowell Middle School and in Pickaway-Ross classrooms so that no resources will go unused. Pickaway-Ross expects full use of all purchases from this grant in many areas in our district, other area districts and during community events. Mobile devices and video equipment on the bus will allow classrooms to collaborate on projects with other students in the area, state and across the country. The mission of PRJVSD is to deliver unique and progressive academic and career educational opportunities that empower individuals to achieve their goals. PRIDE would accomplish this by providing to students and the community the opportunity to experience learning through devices - such as an earthquake shake table, solar telescope and telepresence robot - not normally seen outside an engineering firm or college lab. The learning that will come from the implementation of PRIDE will start at the professional level, as Pickaway-Ross teachers will be trained on the equipment and then will share that knowledge with students, on the bus and in the classroom, and with other teachers. Pickaway-Ross students' knowledge will grow exponentially with each visit as they become experts on multiple education stations in different program areas. Student visitors will likely learn more under the tutelage of their peers. Adult visitors will be introduced to concepts and equipment that may not have been a part of their education. Through PRIDE, our programs will be collaborating with all high schools and educational service centers, as well as city and county events, such as county fairs and science fairs. Schools in the areas served by PRJVSD will benefit from the PRIDE equipment and Pickaway-Ross' teaching staff and student helpers.

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.)

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.

948,337.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

1. The total project cost is \$948,337, representing \$75,015 in salaries; \$12,753 in fringe benefits; \$21,650 in purchased services; \$8,100 in supplies; and the remaining \$830,820 in equipment. The salaries represent 1 FTE coordinator, 0.50 FTE evaluator and substitute costs as outlined in the financial impact table, with fringes averaging 17 percent of the salary amount. The purchased services include professional development, travel expenses, and fuel and insurance costs for the bus and school van used to transport students to the various sites. The supplies include iTunes gift cards for application downloads and printing consumables. The equipment is detailed in the attached spreadsheet that includes the bus purchase, all computer equipment and specialized equipment to complete the mobile lab. All of the equipment includes a five-year maintenance contract; plus a five-year extended warranty on the bus coach and a five-year/100,000 mile extended warranty on the bus chassis/powertrain.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

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

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

The total ongoing costs in sustaining the project for the next five years totals \$210,279.00 as provided in the third part of the budget spreadsheet, and referenced in the financial impact table. This includes ongoing costs for 1 FTE Coordinator and 0.50 FTE Evaluator salaries, substitutes totaling \$75,015, fringe benefits \$12,643, purchased services of \$27,150, (travel, fuel, insurance expenses), supplies of \$8,100, and equipment of \$87,371 which represents replacing the entire computer purchases in FY 19 due to obsolescence and budgeting 10% of the amount of computer purchased annually as budgeted for replacement due to wear. Fiscal year 20 also includes replacement of all the other equipment originally purchased in year one except for the bus itself. The maintenance of the bus will be provided by the school district's Medium/Heavy Equipment Technologies Program and the Auto Mechanics Program on an ongoing basis.

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

14. Will there be any expected savings as a result of implementing the project?

Yes

No

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

304,259.00 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

As indicated in the financial impact table, the total savings will be \$304,259 provided by 1.25 FTE employees resigning/retiring and not being replaced. The first is the Marketing Coordinator a 1.0 FTE and an Administrator responsible for overseeing Marketing at 0.25FTE with total salary savings of \$99,739, with a fringe benefit savings of \$17,149. The district also receives Career Technical Weighted Funds on an annual basis in the amount of \$2,232,047 of which 75% (\$1,674,035) must be spent on Career Technical programs. The reallocation of these dollars to support this program will result in additional savings as provided annually in the financial impact table. PRCTC will reallocate \$187,371 in FY 16 per year, as well as setting aside an additional \$100,000 per year for unanticipated expenditures to support this grant to meet the sustainability requirement. Purchased Services is decreased by \$50,000 per year from this reallocation, and ongoing expenses from above are increased by 3% annually. Printer Cartridges, paper supplies and ipad gift cards represent \$8,100 of ongoing costs, with a reduction of \$50,000 per year from the reallocation of career technical programming weighted funds of \$50,000 for the supplies line item. This nets a savings of \$41,900 in FY 16, and the additional supplies are increased by 3% thereafter, with the reduction of \$50,000 annually. Equipment is reduced in FY 16 by \$87,371 representing the total of all the computer equipment purchased except for the specialized equipment and the bus with its awning. The budget includes additional costs of 10% per year of the total for replacing lost, stolen or

abnormally worn equipment. FY 19 includes the total replacement of the computer equipment originally purchased in the grant to update with current technology. FY 20 includes replacing all the other equipment except for the bus, with both years offset by career technical programming weighted funds dollars, netting \$0 additional costs and savings. Totals include \$90,900 additional in FY 19, with an offset of (\$90,900); and \$350,000 additional in FY 20 with another offset of (\$350,000); totaling zero for FY 19 and FY 20.

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

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

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

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

1. The project will sustain itself by the reduction of 1.25 FTEs and reallocating career-technical weighted funds the district receives to reduce the ongoing costs of the project. We recognize the ongoing costs, and will reduce spending in other areas to offset or reallocate funds to support the project, and because we have the spending requirement total of \$1,674,035, we can reallocate any ongoing or additional costs from this amount of money to use to support the project, thus allowing it to be cost neutral. The bus will be maintained by current programming and its useful life will be well beyond the next 10 years.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range November 2013 - April 2014

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

November 2013 Formed Bus Grant Committee to develop project- organizational meeting Lead teachers in science (Dave Pentecost) and IT (Tony Eallonardo); Engineering instructor Mark Johnston; and High-Performance Automotive Technology instructor Bob Edwards; curriculum specialist/grant writer Vickie Rickey; marketing/grant writer Erika Konowalow; and Off-Campus Programs Supervisor Linda Trimmer. December 2013 Met with committee half-day to start developing STEM activities and other grant items February 2014 Met with committee to discuss possibility of applying for Straight A Grant Need budget for equipment and activities - committee will help with finding prices Decided to add career exploration stations to add more uses for bus Contact Buckeye Educational for career-tech exploration stations and products. Bob Edwards will check with Farber in Columbus for prices on buses March 2014 Met with committee and Buckeye Educational to present career-tech exploration stations Bob Edwards gave presentation on trip to Farber - we can get a customized bus with our exact needs including handicapped access Committee discussed needs for equipment/activities and pricing on items Vickie Rickey met with Buckeye Educational to finalize all products and with Ben Vanhorn to plan budget Met with committee to discuss bus needs if we get the grant April 2014 Met with committee half-day to read full grant

* Anticipated barriers to successful completion of the planning phase

Poor attendance at committee meetings Began holding meetings in the morning during common planning time During organizational meeting - Need money for project Started looking for grants - Decided to apply for Straight A Grant Activities need to be created - Purchase or give teacher stipends to create Decided to buy educational work stations and kits for STEM and career-tech - will take less time so bus activities will be ready when bus is delivered Budget responsibilities to be able to meet grant deadline Divided budget responsibilities among committee members Contacted Buckeye Educational for pricing on career-tech exploration stations New or used bus for project? Bob Edwards contacted Farber in Columbus for pricing on busses Smaller bus would not allow as many activities Discussed pros and cons and decided with new bus we would have warranty How do we sustain this project? Met with treasurer and he will work on sustainability

18. Implementation - Process to achieve project goals

* Date Range May 2014-August 2014

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

PRIDE committee members Eallonardo, Edwards, Johnston, and Pentecost will be actively involved in the implementation of the project throughout the year. May 2014-August 2014 Committee meeting to decide on bus design Committee members will go to Farber to order the customized bus Media Design students design bus wrap Requisitions processed by July 1 Inventory and store all equipment & activities as they arrive Rickey & committee-plan project implementation September 2014-December 2014 Rickey, 1-2 teachers and students will travel with bus on each visit Check status of product delivery Practice set up and use of activities with teachers and students Rickey-begin bus schedules (3-4 before end of year) Senior Citizens Day-at PRCTC Rickey & committee-plan logistics for visits Visit Bishop Flaget; Chillicothe Schools; Logan Elm Schools; and Circleville Schools (8,113 students) ECOT, VLA, home schooled-visit bus at school (est. 500) Sophomore Tours (December-1,700) January-March 2015 Rickey & committee-review bus activities and visits - make changes if necessary Continue scheduling schools Contact Chillicothe & Circleville chambers-upcoming events Visit Westfall Schools; Adena Schools; Southeastern Schools; Unioto Schools; and Roweton's Ranch (6,264 students) Health & Wellness Expo April - June 2015 Visit Pioneer Center; Huntington Schools; Zane Trace Schools; Paint Valley Schools; and Teays Valley Schools (7,036 students) Spring Senior Citizens Day Student/Parent Night-students/parents go through bus together May - August 2015 Private schools in JVSD area (747) Pre-schools/day-care centers in area-approximately 45 schools (1,500) Completion Ceremony Rickey-meet with committee-what worked, what didn't-what needs to be changed for next year Pickaway County Fair-set up bus PRIDE yearly report Ross County Fair - bus outside Pickaway-Ross building Rickey will begin scheduling for the 2015-16 school year

* Anticipated barriers to successful completion of the implementation phase.

Deciding what should be purchased for STEM bus and the bus for career/explorations? Look at age groups, level of difficulty, portable stations that can be moved from bus to classrooms Requisitions need to be ready to be processed early July Will send through to treasurer as soon as grant is announced to hold for July 1 What to do with delivery of equipment in the summer when teachers are gone Inventory sheets will be at the school for grant items to be checked in Mark Johnston, Engineering instructor, will check in and securely store equipment in his lab during the summer Bus not delivered before first scheduled activity Take equipment and exploration stations to the school and set up in cafeteria If the activity is at PRCTC, set up activities in the cafeteria Once bus is delivered - how to get stations set up to prepare for bus visits Teachers will be allowed professional days to help with bus set up Amount of time to get the bus ready for visitors at each school or event Practice to set activities up and have as much set up as possible before leaving the school for each visit Once at the school, have activities ready that can be used in student classrooms or outside of the bus while the bus is being set up Weather - reschedule dates Activities that aren't being used or aren't effective Committee will meet every other month to evaluate activities - will revise as needed How to handle large numbers of people at some events Have activities outside of the bus - apps on tablets, TV screen on side of bus, robot and telescope outside of bus Teachers traveling on bus to after-school and weekend events Teachers are excited about this project; understand the benefit to them to learn to use the type of equipment that will be purchased for the bus.

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

* Date Range August 2014 - June 2015

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

August 2014 - June 2015 Rickey-meet with committee every other month or as needed to discuss bus visit issues. Counter on bus will record number of participants. Numbers will be reviewed and if lower than expected, more visits will be scheduled. Activities reviewed at every meeting for active student engagement. Benchmark: Committee meetings all year-activity changes made as needed Number of students and teachers trained on the activities will be logged. Rickey will travel with the bus to evaluate that goals are reached at each visit. Benchmark: 100 students and 20 teachers trained on equipment Number of PRCTC trained student helpers and number of participants completing activities will be used to measure student achievement. Observation and station records will be used to confirm student activities are being completed. Benchmark: Activities successfully completed October 2014-June 2015 All items are ordered and delivered by Oct. 31, 2014 Benchmark: Activities prepared for bus. Rickey will keep inventory of equipment and activities to be sure the resources are always being used. Equipment and education stations will be used in the classroom when not used on the bus, resulting in a greater share of resources for the classroom. PRIDE will constantly share resources that area schools may not have in the classrooms and will introduce these educational resources to our community. Benchmark: Visit 11 schools sharing STEM and career-tech activities. Visit at least five community events throughout the year. All 11 schools in the JVSD counties are visited with the STEM activities and career-tech exploration stations set up for pre-K through 12th grade. Contact schools to schedule bus at special events such as Science Fair week or other activities at local schools. Benchmark: All 11 schools visited at least one time this year. The goal will be two visits a year. Delivery date of the bus may affect number of visits. Next year visit

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

PRIDE Committee meeting to discuss bus issues Plan meetings for common planning period so everyone can attend Effective teacher training and time to train Teachers can use professional development days to work on activities and equipment Rickey will observe and participate in professional development Students not prepared on activities Do a special training day at PRCTC for students traveling with bus to practice Student achievement not reaching targets Re-evaluate activities, lower or raise the level of difficulty for groups Equipment not being used enough Monitor use and encourage teachers to use the equipment when not on the bus Train more teachers to use the equipment Number of participants on visits Use robot and other technology tools to interest people to come visit the bus Go into the schools with activities to entice students to want to see what else is on the bus Bus not traveling to enough schools and events Marketing bus visits to interest more people in PRIDE Schedule outside of JVSD area

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:

There will be very little change to the daily instructional and/or organizational practices at Pickaway-Ross. Teachers and students will be trained to use the equipment on the bus before school and in their labs. Students will be traveling in the school van that will follow the bus to scheduled destinations. All teachers driving the van must complete the required school van driver training. The PRIDE committee will discuss and decide which teachers need to go with the bus on specific activities. A policy will be taken to the administration for approval for any students leaving the school. Most times students will be leaving the school during regular school hours so policy will be developed for any behavioral problems that may occur. If the bus is scheduled for a community event that is outside of regular school hours, school policy will remain in effect. One to three teachers and six to 10 students will participate in each visit depending on the size of the school or the community event. Teachers will use a reward system to choose students who will travel with the bus and will allow only the most dependable, exemplary students because they will be representing Pickaway-Ross at events. At the discretion of the teachers, students will be required to make up any work missed while out of classes with the bus. Students will be selected from one or more programs depending on the activities scheduled for each bus visit. Supervisors will sometimes observe PRIDE at events. Policy and procedure may change as needed when situations occur.

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.

PRIDE's goal is to provide a community-centered mobile learning opportunity for residents of all ages. PRIDE, as an educational road show, is designed to share the programs and knowledge taught at PRCTC with the community in the PRJVSD district. The design of PRIDE will allow PRCTC to tailor the learning stations to the audience being visited, from kindergarteners to senior citizens. Similar projects have been established in California, Maryland, the District of Columbia and in London's county of Essex. Like PRIDE plans to do, those projects have introduced and encouraged the marriage of technology and learning. Because all of PRIDE's activities - whether teaching younger students about germs, exploring bridge design with grade schoolers or adults learning about financial concepts - are pulled from the classroom, there will be an exponentially greater use of resources. One mobile education project reported that as older learners developed technological skills, they were better able to help their students academically. Another project reported that over the course of visiting a school, students became less intimidated by science and embraced the possibility of careers in fields that use science. Because Pickaway-Ross students will be trained on each of more than 100 activities, their academic achievement will increase. Further, as PRIDE visits dozens of sites - day-care centers, schools and community events - thousands of students will benefit from the knowledge passed on from their peers. In addition to the knowledge, PRIDE will bring to these students activities and resources that they otherwise wouldn't get to experience at their school. PRIDE's education stations will make learning about the STEM fields - science, technology, engineering and math - and career-technical education (CTE) obtainable through hands-on activities that will appeal to all ages. For Pickaway-Ross students, PRIDE's intergenerational nature of students as teachers will help build their confidence among people of all ages. One barrier to overcome is to ensure interest in PRIDE by marketing the idea and activities heavily ahead of public visits and working with partner schools to schedule site visits. One proposed activity involves a robot that would likely appeal to students, encouraging them to visit the bus. PRIDE's overarching goal is to improve the understanding of STEM and CTE for students and the community resulting in a more technologically adept workforce. PRIDE will be successful if the activities are easy to use, address the subject of STEM and CTE and are engaging to all age levels. Rickey and the PRIDE committee will evaluate the success of each bus visit by the number of visitors and the level of participation on each activity on the bus. This will be a learning process for Rickey and the committee as the activities are reviewed and customized to ensure the activity is designed and being used for the correct age group. Instruction may need to be clarified or the activity may need to be reworked to ensure that the intended subject matter is being taught and learned. In the end, parents and other family members will recognize the benefits of such learning and become supporters of STEM and career-technical education.

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

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

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

22. Vickie Rickey -External Evaluator 3084 Moss Hollow Road Chillicothe, OH 45601 vrickey@me.com PRIDE Committee-Internal Evaluators
Mark Johnston Mark.johnston@pickawayross.com Tony Eallonardo Tony.eallonardo@pickawayross.com Bob Edwards
Bob.edwards@pickawayross.com Dave Pentecost Dave.pentecost@pickawayross.com Erika Konowalow erika@pickawayross.com

* 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).

Our school is partnering with Vickie Rickey, a retired teacher who facilitated the initial planning of PRIDE, to help continue planning, implementing and evaluating PRIDE for two years. The marketing and PRIDE committees will assume responsibility the third year. Rickey will work with the PRIDE committee to determine if the project is meeting all goals. Rickey will oversee the professional development to ensure all Pickaway-Ross students and teachers are prepared when the bus visits start. Rickey and the PRIDE committee will meet every other month to review, analyze and revise processes and student activities for continuous improvement. Rickey will travel with the bus to observe and assist with the activities. Short-term objectives will be measured by the number of participants engaged in and completing the activities. The continuous use of PRIDE resources on the bus and in the classroom will be monitored by Rickey. Participants will be counted and if the numbers are lower than expected, Rickey will schedule more events. Activities will be evaluated by age group, the level of engagement by participants and by the number of participants completing the full activity. Participants will be asked to complete a survey to rate the overall success of the bus. Activity data will be provided to teachers whose students visit the bus. Long-term objectives will be to increase the number of bus visits. Another objective is to interest more students in STEM careers and career-technical programs. This can be measured by surveying students and sophomore visitors to see if they visited the bus and the number who enrolled in higher-level academics and career-tech programs. If this objective is not reached, the activities on the bus will be evaluated and revised to actively engage and interest more students in these career areas.

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

The project goal is to improve the understanding of STEM and career-technical education by students and the community in the PRJVSD. PRIDE will be a dynamic learning experience for the district, staff and students who participate. The method, processes and procedures used to modify the project will begin with the PRIDE committee who will meet regularly and continue to evaluate and update STEM and career-tech activities. If our goals are not met the first year, Rickey and the PRIDE committee will analyze the data and make changes to the bus procedures and activities. It may take a full year to establish the activities that work best for each age group. It will be important to match the activities to the grade level of the participants. Our goal is to excite our visitors about STEM and CTE fields and to do that our activities will need to be adjusted for each level of student or adult visiting the bus. It is important that we have clear, easy to follow instructions for the activities so participants don't leave the bus frustrated. We want the participants to leave the bus saying they want to learn more about the topics on the bus. Rickey will create a year-end report including the number of visits and participants, survey information, student achievement and equipment use. The report also will include Rickey's analysis of the project's goals and purpose and recommendations for improvement.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The long-term goal of PRIDE is to improve the understanding of STEM and CTE in our community to students of all ages and adults. PRIDE will travel to area schools, day-care centers, senior citizen centers, county fairs and community events using the traveling education road show to inspire more than 25,000 students from pre-K through high school to explore opportunities in STEM and CTE careers. The interactive modules, games, simulations, hands-on experiments, demonstrations and activities will be designed to appeal to the specific age groups that will be visiting the bus. The goal is to increase the number of schools visited and events offered each year to promote and encourage learning about these important career fields. By spreading the word of STEM and CTE, parents will encourage students to go into careers that will fill a void of skilled workers in the future economy. To reach that goal PRIDE will contribute to increased PRCTC student achievement levels by teaching students to use the equipment and educational activities on the bus. Those students will teach other students at Pickaway-Ross and area schools and adults at community events about STEM and CTE in a fun, hands-on setting. Students will be learning and teaching activities that extend beyond their area of study at Pickaway-Ross, providing them with skills students generally wouldn't learn until they've entered the workforce. More than 25,000 students in pre-schools and 11 school districts in the PRJVSD will be encouraged to participate in PRIDE. Pre and post-tests, surveys and rubrics will be used to measure student achievement not only for the Pickaway-Ross students but also for all students visiting the bus. Equipment and other resources purchased for PRIDE will be used in a variety of classroom settings in addition to being used on the bus. PRIDE is a fully self-contained mobile unit so it will be possible to reach a greater number of students by taking the classroom to them. Assessments of activity use will be measured in several ways: how many visitors take part in activities during bus visits (broken down by age, education station, activity, etc.) and how the education stations not in use on the bus are being used in the classrooms. After the grant period has expired, the Automotive and Medium/Heavy Equipment Transportation programs will continue to maintain and address mechanical issues. This bus model was chosen because it falls within the transportation curriculum. Network Systems students will maintain and repair the network and any peripheral equipment. Other career-tech programs will continuously help to keep the career-tech exploration stations updated to reflect what is being taught in their areas. Academic teachers and students will continue to revise the STEM activities to keep them current with new educational and industry standards. The idea of sharing resources throughout the district will continue as new equipment purchases are made in the future. The PRIDE committee will work with Pickaway-Ross' marketing and promotions committee to schedule the bus and to oversee the success of PRIDE. The hope will be that other schools will want to contribute and share resources and qualified staff to participate in PRIDE activities in future events.

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

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

* Student Achievement

The objective of PRIDE is to impact approximately 25,000 students in the PRJVSD to increase the understanding of STEM and CTE. Training 100 PRCTC students on the equipment and career-tech exploration stations will be the first step in raising their student achievement. A rubric will be used on the third and fifth bus visits to evaluate Pickaway-Ross students' knowledge on the activities. Eighty-five students will be able to conduct the activities on the bus without help from instructors by the fifth visit. By the 10th visit, all 100 students will be able to conduct the

bus visits without help. This will show a positive knowledge growth for Pickaway-Ross students, who will be continually reinforcing these skills. Students will be learning and teaching activities that extend beyond their areas of study. They will then introduce student visitors to equipment and digital-learning activities not usually found in a traditional classroom. Teachers will be asked to give students a pre-test and a post-test to measure their student achievement. Rickey and the PRIDE committee will revise the activities based on the findings from the pre- and post-tests. Participation will be observed and documented by Rickey on a student completing an activity, the steps taken to perform the tasks and the time required to finish an activity. Analyzing this data will help develop future benchmarks for each activity. During visits, each participant exiting the bus will complete a short questionnaire asking participants: Do you have a better understanding of STEM and/or CTE after the bus visit? Which activity was your favorite? Were the instructions clear on the activities you completed? Did the activities you chose keep you interested in the topic? Did the bus visit make you more interested in a career in STEM or a career-tech field? Rickey and the PRIDE committee will use the responses to the questionnaire to modify the activities on the bus to ensure that project goals are met.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

The additional state-of-the-art technology equipment purchased for PRJVSD through this grant will be used on the main campus, in the middle school pre-engineering program and other satellite programs and on the bus during school and community event visits. The goal is to have equipment and activities in constant use in some form either in the traditional classroom or PRIDE. Rickey will be responsible for tracking use of the equipment and classroom education stations and will make sure equipment is not sitting idle. Another goal will be an equal amount of equipment use in all classrooms at PRCTC. If STEM activities are being used on the bus, the career-tech exploration stations can be used in the classroom. It will be important to maintain a constant inventory of equipment and education station use. Teachers will benefit from the professional development included in the grant to learn to use the equipment. That knowledge will be passed on to students for an opportunity to learn to use equipment that will benefit them whether they plan to go to college or into the workforce. At the end of five years, the goal of PRIDE is for more people - students and adults - to be aware of STEM and CTE and its importance to our local community.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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.

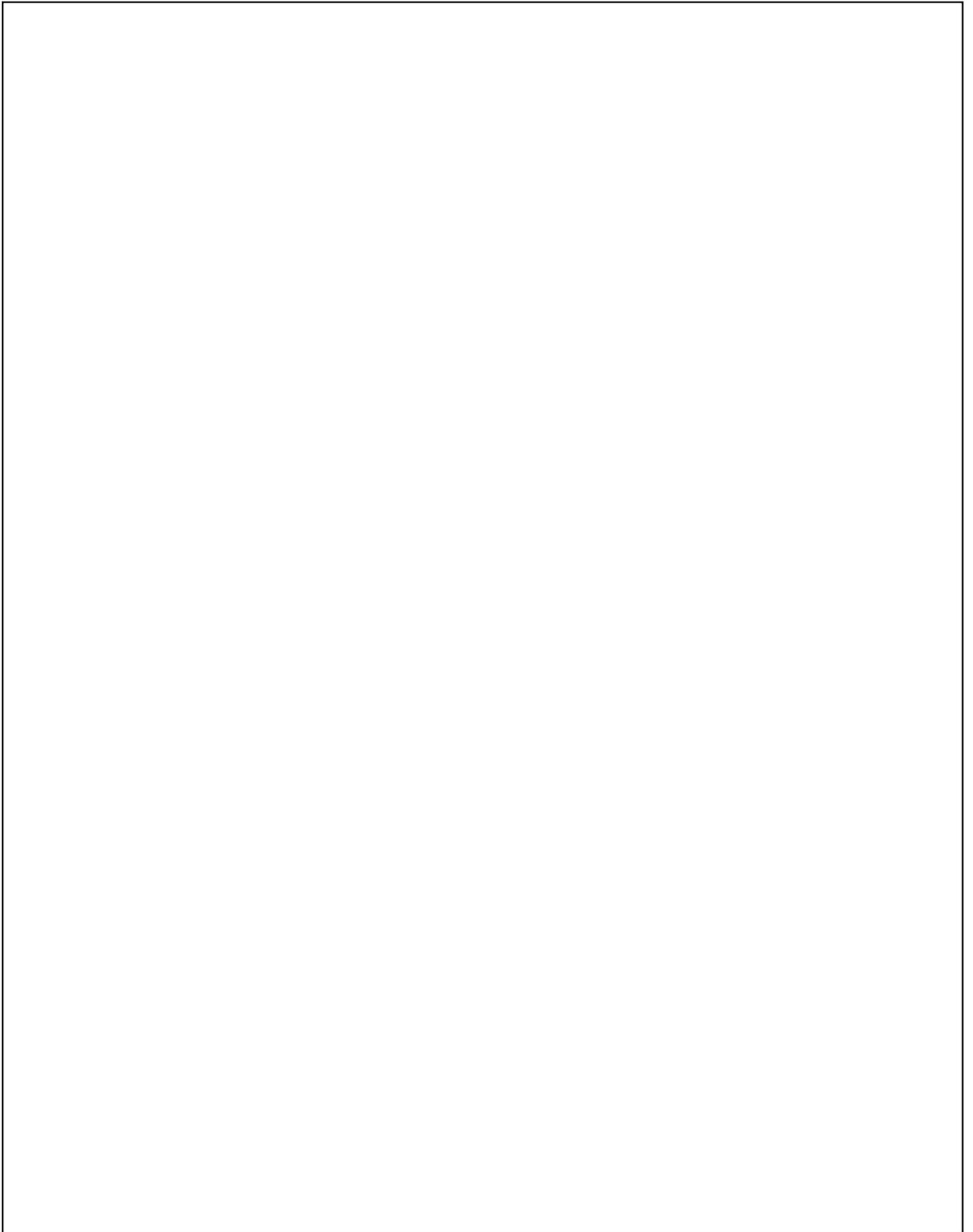
* Explain your response

This creative and innovative project (PRIDE) could be replicated at other schools and career-technical centers in Ohio and is already being used in other states and countries. PRIDE is using a new bus with purchased state-of-the-art STEM and career-technical education stations. The project could be replicated using a school bus customized with only STEM projects or only career-tech exploration stations created by the classroom teachers. The bus could be fitted with laptops for college- and career-readiness stations having SAT and ACT practice tests available that could be taken into the community for students who do not have this access at school. The ideas for a traveling educational bus are endless. There would be many ways to cut costs for other areas wanting to implement this idea but not having the full funding to do it. PRCTC could provide guidance to interested parties to help implement an educational mobile unit like PRIDE and act as consultants as requested. After the first year of implementation, Pickaway-Ross will evaluate and revise the bus and visits to guarantee the future success of PRIDE. This learning year will give Pickaway-Ross data for what has been successful and what could be improved upon for the following year. Sharing this information with schools interested in implementing a mobile learning unit will save the districts time and money. District leadership believes that this program will be a showcase for the state of Ohio and will be promoted in staff member presentations at state conferences. District leadership also envisions increasing the program offerings on PRIDE and traveling out of the PRJVSD to provide services to other school districts.

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

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

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).



Sections ▶

Consortium Contacts

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

Partnerships

Pickaway-Ross County JVSD (051433) - Ross County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Vickie	Rickey	740-703-7160	vrickey@me.com	Vickie Rickey Evaluator		3084 Moss Hollow Road, , Chillicothe, OH, 45601	
Rick	Armstrong	614-863-6470	rarmstrong@farberspecialty.com	Farber Specialty Vehicles		7052 Americana Parkway, , Columbus, OH, 43068	
John	Pisareck	800-894-9703	jpisareck@bhphoto.com	B & H Photos		420 9th Avenue, , New York, NY, 10000	
Brent	Brinkeroff	419-832-9067	brentb@buckeye-edu.com	Buckeye Educational Systems		P.O. Box 3248, , Lexington, OH, 44904	
Laura	Grubb	800-800-2775, Ext. 42821	laurag@apple.com	Apple Education		1 Infinite Loop, , Cupertino, CA, 94014	
Ralph	Emerson	760-231-0092	ralph@optcorp.com	OPT Telescopes, Inc.		918 Mission Avenue, , Oceanside, CA, 92054	
Derry	Crymble	1-905-940-3575	derry.crymble@quanser.com	Quanser		119 Spy Court, , Markham, Ontario, Canda, L3R 5H6	
Jake	Hopkins	888-837-6437	jhopkins@vernier.com	Vernier		13979 SW Millikan Way, , Beaverton, OR, 97005	
Pete	Ruby	740-998-4633	pruby@mail.gsn.k12.oh.us	Adena Local	049494	3367 County Road 550, Frankfort, OH, 45628-9503	
Jon	Saxton	740-775-4250	jon.saxton@ccsd.us	Chillicothe City	043745	425 Yoctangee Pkwy, Chillicothe, OH, 45601-1663	
Kirk	McMahon	740-474-4340	kirk.mcmahon@cvcsd.com	Circleville City	043760	388 Clark Dr, Circleville, OH, 43113-1517	
Keith	Stevenson	740-663-2230	keith.stevenson@huntsmen.org	Huntington Local	049502	188 Huntsman Rd, Chillicothe, OH, 45601-9378	
Tim	Williams	740-474-7501	tim.williams@loganelm.org	Logan Elm Local	049080	9579 Tarlton Rd, Circleville, OH, 43113-9448	
Tim	Winland	740-634-2826	tim.winland@pvlsd.org	Paint Valley Local	049510	7454 Us Highway 50 W, Bainbridge, OH, 45612-9708	
Brian	Justice	740-774-2003	brjustice@mail.gsn.k12.oh.us	Southeastern Local	049528	2003 Lancaster Rd, Chillicothe, OH, 45601-9092	
Matt	Thornsberry	740-773-4102	mthornsberry@unioto.net	Union-Scioto Local	049536	1565 Egypt Pike, Chillicothe, OH, 45601-3974	
Cara	Riddel	740-986-3671	criddel@westfallschools.com	Westfall Local	049106	19463 Pherson Pike, Williamsport, OH, 43164-9745	
Jerry	Mowery	740-775-1355	jmowery@ztlisd.org	Zane Trace Local	049544	946 State Route 180, Chillicothe, OH, 45601-8141	

Ty	Ankrom	740-474-7529	ty.ankrom@pickawayesc.org	Pickaway County ESC	049072	2050 Stoneridge Dr, Circleville, OH, 43113- 8954	
Steve	Martin	740-702-3120	smartin@scoca-k12.org	Ross-Pike ESC	138222	475 Western Ave Ste E, Chillicothe, OH, 45601- 2288	

Implementation Team

Pickaway-Ross County JVSD (051433) - Ross County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Vickie	Rickey	Project Evaluator	Implementation coordinator and evaluator.	Rickey's 30 years at Pickaway-Ross JVSD include serving in a support staff role for 11 years, as a network systems teacher for 11 years and curriculum director for eight years, plus overseeing the grant committee for two years. Rickey initiated this project and has worked with a committee of teachers, support staff, marketing coordinator and supervisor to create this grant project.	As a teacher for 11 years, she understands benchmarks and using different forms of assessments to measure success in educational projects. Rickey has used project-based learning in the career-tech curriculum and understands data analysis of student information from assessments. As a curriculum specialist she develops curriculum for all academic and career-tech programs, reviews and evaluates curriculum to make any necessary updates, works with teachers on test analysis to improve student performance and has worked with the ODE on evaluation of test program for agriculture career-tech programs.	
Brent	Brinkerhoff	President	Buckeye Educational will help set up all activities and stations on the bus and will be responsible for training staff members on the use of the equipment and activities.	Worked with the grant committee to develop the STEM and career-tech exploration stations and has worked with schools for more than 30 years to provide customized technology-based instruction stations	Has been providing technology-based curriculum, equipment and software and professional development to K-12 school districts for 30 years. Pickaway-Ross has purchased networking, automotive, health care and engineering labs from Buckeye Educational.	
Dennis	Franks	Superintendent	Oversight of the grant and financials.	The current administrative team oversaw the implementation of grant funds including Knowledge Works; Ohio Skills Bank; Workforce Investment Act; Temporary Assistance for Needy Families; and Job Training Partnership Act. Because PRJVSD has been awarded grants in multiple areas involving numerous partners, there is a deep bench of knowledge and relationships to draw from in grant management.	Franks and Vanhorn have more than 20 years of experience at Pickaway-Ross. Under Franks and Vanhorn's leadership, the district is managing more than \$1.1 million in Carl Perkins funding; Early Childhood Education grant; Agriculture Education Fifth Quarter grant; High Schools That Work; ABLE; Workforce Investment Act; United Way; Improving Teacher Quality; adult full-service center; Safe Schools; and local civic foundation awards. In the past 20 years, PRJVSD has administered millions of dollars in workforce and training grants.	
Benny	Vanhorn	Treasurer	Oversight of the grant and financials.	The current administrative team oversaw the implementation of grant funds including Knowledge Works; Ohio Skills Bank; Workforce Investment Act; Temporary Assistance for Needy Families; and Job Training Partnership Act. Because PRJVSD has been awarded grants in multiple	Prior relevant experience: Franks and Vanhorn have more than 20 years of experience at Pickaway-Ross. Under Franks and Vanhorn's leadership, the district is managing more than \$1.1 million in Carl Perkins funding; Early Childhood Education grant; Agriculture Education Fifth Quarter grant; High Schools That Work; ABLE; Workforce Investment Act; United	

				areas involving numerous partners, there is a deep bench of knowledge and relationships to draw from in grant management.	Way; Improving Teacher Quality; adult full-service center; Safe Schools; and local civic foundation awards. In the past 20 years, PRJVSD has administered millions of dollars in workforce and training grants.	
Tony	Eallonardo	Network Support Technologies Instructor	PRIDE Committee	Teacher and PRIDE Committee Member	Networking teacher-eight years, advisor for networking connectivity for bus, grant committee	
Dave	Pentecost	Science Teacher	PRIDE Committee	Teacher and PRIDE Committee Member	Science teacher, worked on STEM activities and science equipment, grant committee member	
Mark	Johnston	Engineering Instructor	PRIDE Committee	Teacher and PRIDE Committee Member	Engineering teacher-two years, worked on STEM activities and equipment for bus, grant committee	
Bob	Edwards	High Performance Automotive Technologies Instructor	PRIDE Committee	Teacher and PRIDE Committee Member	High Performance Automotive teacher-20 years, worked with Farber on bus design, grant committee	