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Adjusted Allocation 0.00
Remaining -75,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Twin Valley South Instructional Technology II

2. **Executive summary:** Please limit your responses to no more than three sentences.
   We will be able to improve our student to computing ratio from its current level of 3:1 to a 1:1 computing level. We will be able to reinforce our current implementation of high yield, instructional technology, pedagogical strategies through on-going professional development.

   *This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

3. **Total Students Impacted:**
   900
   *This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

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

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

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

   - **First Name, last Name of contact for lead applicant:** Clinton A. Moore
   - **Organizational name of lead applicant:** Twin Valley Community Local SD
   - **Address of lead applicant:** 100 Education Drive
   - **Phone Number of lead applicant:** 9378394688
   - **Email Address of lead applicant:** cmoore@tvs.k12.oh.us

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
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.

In order to advance student achievement at Twin Valley Schools, technology access is required. Currently, our student to computer ratio is approximately 3:1. In order to enhance and allow student achievement in this current Information Age, many schools are implementing 1:1 computing. This implementation is the ideal situation, not only for providing additional resources for classrooms, but also to accommodate state of Ohio requirements for online testing. To move closer to this 1:1 computing goal, while still providing sustainability, we have established that Google Chromebooks would provide the solution needed. Which is a natural progression for us, since we take advantage of Google's free Apps For Education program. Initial projections show that $75,000 per year invested in Chromebooks and associated infrastructure would supply K-12 grade levels with one mobile lab per classroom (estimates are scalable). Another benefit of this transition to incorporate increased technology within the district would be the inclusion of e-books. E-books can be used with our current technology, e.g., desktop computers, laptops, smartboards, and devices such as tablets and smart phones, as well as the new Chromebooks. Suggested budget for e-books/on line textbooks: $15,000, which is included within the $75,000 budget total. This amount will pay for a beginning collection of e-books for each of the three TVS schools.

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

Student achievement will greatly be increased when each student has a Chromebook. Today's educational environment is leaning toward a more individualized approach to student learning. The Chromebook provides the opportunity to capitalize on differentiating instruction for students at every level of learning, no matter whether they are below target, on target, or above target. Teachers can easily create, modify, and share curriculum through the use of Google Docs. This makes it much easier to reach each student's needs. As a small school district with currently limited resources, differentiating curriculum can be an obstacle. There are a variety of free, online resources that can also be utilized in helping students maintain academic growth. Also, in the near future, standardized testing will be administered using technology. Students can be better prepared for such testing situations if their learning is taking place in a similar setting. The use of Chromebooks will result in spending reductions in our school's five year forecast (see Section C: Sustainability). With students having daily access to a Chromebook, there will be the ability to utilize a greater share of resources in the classroom, which will also promote student learning. Students will have easier access to research materials and learning tools, such as the free Kahn Academy and Go Math (k-6) blended learning. Teachers will be able to provide more interactive learning experiences through the use of online games, polls, and testing services, many of which can be found free of charge. The introduction of Chromebooks into our schools would be an example of enhancing/scale up - elevating or expanding an effective program that is already implemented in our district. We currently have mobile laptop carts that are available for student use. Our current situation is that we have one cart for the elementary school, one for the middle school, and one for the high school. Each cart contains thirty laptops. Teachers currently use the laptops for various projects, but no classroom has a specific set of Chromebooks that can be used for daily learning. By providing Chromebooks for daily use, our current technology will be enhanced.

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

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

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

Student achievement will greatly be increased when each student has a Chromebook. Today's educational environment is leaning toward a more individualized approach to student learning. The Chromebook provides the opportunity to capitalize on differentiating instruction for students at every level of learning, no matter whether they are below target, on target, or above target. Teachers can easily create, modify, and share curriculum through the use of Google Docs. This makes it much easier to reach each student's needs. As a small school with currently limited resources, differentiating curriculum can be a bit of an obstacle. There are a variety of free, online resources that can also be utilized in helping students maintain academic growth. Also, in the near future, standardized testing will be administered using technology. Students can be better prepared for such testing situations if their learning is taking place in a similar setting. By implementing 1:1 computing in our classrooms, our students will be better able to meet the increasing need to develop their capacities using technology to access learning.

- 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.)

By purchasing Chromebooks to replace older more expensive PC's and laptops, we will be able to reduce, over time, the actual cost for a 1:1 computing protocol. The use of Chromebooks will result in spending reductions in our school's five year forecast (see Section C: Sustainability).

- 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.)

We will be placing our Chromebooks directly into the hands of our teachers and students. With students having daily access to a
C) SUSTAINABILITY

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

* Provide a brief narrative explanation of the overall budget.

The total projected expenses in the budget narrative exceed the total project costs in the budget grid. 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.

75,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The district will purchase 200 Chromebooks at a cost of $60,000. The district's plan is to replace 120 laptops and PC's (including Microsoft Office licenses) next fiscal year at a cost of $65,000. The district budgets to replace the 200 Chromebooks in FY2019 at a cost of $60,000. The district will also spend $5,000 on e-reader and $10,000 for on line textbook licenses. This project will allow the district library to offer e-books to loan to students. The district will reduce spending on hard back traditional books for the library over the five years by $1,000 per year. Additionally, the district will be able to utilize estimated $2,000 per year in cost savings from implementing site licenses for on line textbook and supplemental curriculum software.
**D) IMPLEMENTATION**

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.

- [ ] Yes - If yes, specify the amount of annual expected savings. If no, enter 0.
- [ ] No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

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

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

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.

- [ ] Yes, 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 why (i.e. maintenance plan included in purchase price of equipment) in the box below.

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...
17. Planning - Activities prior to the grant implementation

**Date Range:** July 1, 2014 through 01/01/2015

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

The planning phase will involve the participation of the whole K-12 staff, with a implementation focus group of 4-5 individuals. The entire staff, which includes cooperation between administration and teachers, must work through how to effectively apply the new technology to achieve our goal of one-to-one computing. The staff must lay out a plan on how the technology will be implemented with our structure and who will secure the initial round of technology. The planning staff must determine which individuals could successfully pilot the technology within each of the content areas and be able to share their knowledge the following year.

* Anticipated barriers to successful completion of the planning phase

Teachers who are threatened by the implementation of instructional technology with integrity will be hesitant to change their pedagogy.

18. Implementation - Process to achieve project goals

**Date Range:** 03/01/2015 through 08/31/2015

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

Phase One: Infrastructure/Hardware: The initial round of implementation will be acquiring, configuring, and installing hardware, which includes expanding our wireless network. Phase Two: Teacher Training: The second round of implementation will be to develop capacity within our staff to create a blended learning classroom within each content area. The teachers chosen to pilot the technology will navigate through the student and teacher pitfalls found within this newer style of learning and teaching. Those teachers, in turn, will become the coaches for blended learning initiative. As a district, we will utilize the new coaches for further staff development and on-going support the following years. Phase Three: Student Introduction. The third round of implementation will be to introduce students to the new technology. Students will also begin using Google Docs, electronic textbooks, and all available web-based materials.

* Anticipated barriers to successful completion of the implementation phase

Teachers who are threatened by the implementation of instructional technology with integrity will be hesitant to change their pedagogy.

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

**Date Range:** 01/01/2016

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

Upon the completion of the first semester of the 2015-16 school year, and each semester thereafter, the planning committee will deliver surveys to the following groups: parents, students, and teachers that were involved in the pilot programs. The survey will consist of qualitative questions concerning each group's opinions on quality of instruction, quality of technology, and overall attitude towards the change. The surveys will be sent using Google forms and evaluated by the planning committee. In addition to the surveys, the committee will examine if the new technology had an effect on the district's value-added score and/or student achievement scores. The information will be used to help with training and the role out of future phases of the plan.

* Anticipated barriers to successful completion of the summative evaluation phase

Poor response to surveys, which will not allow for reliable and valid data regarding the implementation of the plan.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The objective is a 21st Century classroom that provides one-to-one computing technology integration in the classroom to advance learning objectives by having students focus on content but not the technology. Such a classroom increases student engagement, motivation, ability to work, and learn individually, and it also improves the learning experiences of the traditional at-risk, and high-achieving learners. The infusion of Chromebooks changes the way teachers and students approach learning. This type of instruction integrates the technology as a tool to address complex issues instead of it being another means of transference of knowledge. The classroom expands beyond the traditional four walls and time-frame when a blended learning environment is created. Learning becomes more student-centered. With the usage of the
technology, the ability of the learner to process information and address complex issues is expanded. The result will be an increase in collaborative work, project-based assignments, improved writing and research analysis skills, which will be essential for college and career readiness. With the transition to a 21st Century classroom, professional development is targeted and focused on: Technology integration into instruction: subject specific, blended learning, online instruction/learning, project based learning, research analysis and data analysis.

Knowledgeable peer and expert coach support - ongoing support Tapping into the experience and expertise of tech-savvy students.

**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.

This innovative project is grounded in the research based, high yield, instructional application of technology in the classroom. Teachers and students will be able to access internet based lessons and supplemental support applications. We, currently, have individual teachers modeling these instructional strategies in their classrooms, and desire to make them district wide, so that all of our students have access to their learning advantages. This innovative project will, also, be self-sustaining due to the fact that we are reducing costs with respect to hardware and connectivity by purchasing cheaper and more energy efficient technologies. Finally, the cost savings will be translating to more resources being shifted to the classroom with direct impact on instruction and student learning.

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

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

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

The objective is a 21st Century classroom that provides one-to-one computing technology integration in the classroom to advance learning objectives by having students focus on content but not the technology. We have established current hardware capacity as mentioned above, and we would continue to keep a rolling total of hardware as the grant progresses. So, we would measure the increased physical presence of hardware through on-going data collection. Another measure of success would be increased performance against standards. We would use present data from Ohio Achievement Assessments and Ohio Graduation Tests, as well as our district's use of NWEA’s Measures of Academic Progress (MAP) data. We anticipate an increase in student achievement scores on these measures as well as a positive impact on student growth measures, again MAP and also Value-Added data. Finally, we would look at progress of our special education students and economically disadvantaged students (our two subgroups), both in the short run by looking at student achievement and growth as well as in the long-run by looking at longitudinal study data for students who pursue post-secondary education. We find that technology helps to provide access to curriculum for students in a unique, nontraditional approach; it enhances the opportunities for students to have access through different modalities, e.g.

* 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).

Teachers would be expected to share ways in which they are incorporating technology in their classrooms. We would gather baseline data through teacher surveys and sample lesson plans. As the grant period progresses, we would expect an increase in use of technology for presentation of materials, for formative assessment data collection, and for student use during application activities. In addition, we would measure the increase in student engagement, motivation, and ability to work and learn individually through work samples, randomly collected student self-reports, and through teacher observation.

* 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 plan will be adjusted to address lack of progress towards short- and long-term goals by using the nominal process to identify more effective strategies.

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.

This innovative project will allow our district to support a systemic implementation of instructional technology that has a maximum impact on student achievement. Our district will be able to better implement its strategic improvement plan, by gaining access to 1:1 computing instructional strategies. We expect the implementation of this innovative project to revolutionize our pedagogical culture, and allow the district
To better meet the learning styles and needs of ALL our students. Of course, it will take multiple years to reach the target of 1:1 computing.

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

We plan to update our computer infrastructure by replacing existing equipment with Chromebooks. During the span of the grant, we would continue to replace our existing equipment and to expand the amount of technology available for student use. So, by the end of the grant period, we would be able to close the gap between our existing technology, which is available for student use. This would allow our school to be more similar to other schools, i.e., changing our student to computer ratio from 3:1 to 1:1, as described earlier. In other words, we would be able to document and show a greater availability of technology for student use. In addition, we would require greater integration of technology into instruction provided to students and incorporated in application activities for students. We would require teachers to include technology to assist with student research and student work production. For example, we would be better able to have students complete assignments using technology, such as research assignments or projects. Overall, we would anticipate a greater use of technology by our students during instructional periods and application activities following instruction. This would have the added benefit of increasing student engagement by allowing students opportunities to be “plugged-in” at school and to remain part of their technological culture.

* Spending Reduction in the five-year fiscal forecast

Experience cost reductions from replacing older, more expensive, technology with newer, more inexpensive, technology.

* Utilization of a greater share of resources in the classroom

We will see a greater portion of our general fund budget being utilized for direct instructional purposes.

* 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

Due to its zero sum budget impact, any district can use the replacement strategy (older more costly hardware being replaced with newer cheaper hardware)

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 accept, Clinton A. Moore, Superintendent, Twin Valley Community Local S.D. 04/18/2014
No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
## Implementation Team

<table>
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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Clinton</td>
<td>Moore</td>
<td>Superintendent</td>
<td>Work with the Implementation Team to coordinate the instructional design processes.</td>
<td>Doctorate in EDL and superintendent's license.</td>
<td>34 years as public educator: 13 years as classroom teacher, 11 years as building principal and 10 years as superintendent.</td>
</tr>
<tr>
<td>Rachel</td>
<td>Tait</td>
<td>Treasurer</td>
<td>Oversight of grant funding and expenditures.</td>
<td>Treasurer's License and CPA License</td>
<td>Auditor at CPA firm for seven years and public school district treasurer for 3.5 years.</td>
</tr>
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*Exhibit from the Straight A Fund in Preble County, Ohio, 2015*