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Adjusted Allocation | 0.00 |

Remaining | -210,000.00 |
A) APPLICANT INFORMATION - General Information

1. Project Title:
Over Coming Barriers to Dual Enrollment

2. Executive summary: Please limit your responses to no more than three sentences.
This innovative project will create a group of high school academic teachers that meet the guidelines of the Higher Learning Commission to deliver Dual Enrollment at the High School level while students receive both high school and college credit. This innovative project will allow high school teachers to gain a Master's degree in their content area. This innovative project will allow us to increase student achievement and result in utilization of a greater share of resources in the classroom.

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:
300

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
Joel Anderson

Organizational name of lead applicant
Warren County Vocational School District

Address of lead applicant
3529 St. Rt. 48 Lebanon, Ohio 45036

Phone Number of lead applicant
513-932-5677 ext. 5210

Email Address of lead applicant
joel.anderson@mywccc.org

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

- Yes
- No

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

Add Consortium Members

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

- Yes
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 |
| The current state or problem to be solved: One of the biggest barriers to offering Dual Enrollment on the High School campus is the lack of teachers being qualified by the Higher Learning Commission. To teach as an adjunct, teachers must have a Masters Degree in a specific content area. High School teachers that have a Masters degree earned the degree in Education or Leadership. Many high schools do not have teachers who have a Masters degree in a specific content area. The ability to deliver Dual Enrollment on the high school campus is largely due to this constraint. We need to create a pipeline of teachers that can quality under the Higher Learning Commission standards so they can deliver Dual enrollment at the High School campus. This is the most cost efficient way for high schools to deliver this model. If an adjunct delivers the instruction on a high school campus the cost to the high school is usually around $1500 - $2000 per course for the adjuncts salary. |

| The proposed innovation and how it relates to solving the problem or improving on the current state. |
| This proposed innovation will solve the problem of the Higher Learning Commissions standards. We will target several high school teachers to begin their Masters degrees in a specific content area. We will target 2 in math, 2 in science, 2 in social studies, and 2 in English language arts. This will allow for us to offering Dual Enrollment on our high school campus. We already have agreements with Cincinnati State, Miami University Middletown, Sinclair Community College, and Hocking College concerning Dual Enrollment. This would allow us to cut our costs and help prepare more students for College and Careers. |

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.)

The specific changes in student achievement as a result of this innovation will increase the number of students College and Career Ready. This is a goal of the Oho Board of Regents. Furthermore, our Compass/Accuplacer and ACT scores will improve because of the rigor and quality of the college courses being taught by our teachers.

- 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.)

Course Offerings: We will able to offer more Dual Enrollment courses for our students thus saving time and money for parents and students. Money: We will be able to save money on Dual Enrollment expenses. We currently have to pay tuition as well as the expense of the instructor from the college or university. This way we only have the expense of the tuition. That money will be used to put greater share of resources in the classroom.

- 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.

210,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

**Budget Narrative:** The cost of the project is $210,000. Professional Development - ($20,000) Purchased Service: Teachers will be given high quality professional development on instructing college level courses. Instructional Supplies - ($10,000) Supplies: Teachers will have access to supplies and materials to deliver college level courses. Teacher Stipends - ($32,000 + payroll taxes $8,000 = $40,000) Teachers will be given stipends to compensate for taking classes and attending all professional development; curriculum development estimated to require at least 125 hours and participating in over 25 hours of professional development sessions on effective teaching/assessment strategies and technology integration. Tuition - ($140,000) Tuition for teachers to work toward their Masters Degree in their specific content area.

#### 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.

Yes, we will incur costs as a result of maintaining and sustaining the project after June 30th of our grant year. We will have to move teachers on the salary schedule which will include a cost of approx. $4000 per teacher. This will also cause an increase in STRS funding for the board which pays 14% of the teachers salary. However, we will enter into an agreement with the teachers that if they leave before 5 years or quit the program they will be responsible for the tuition.

- 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

For other applicants, 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.

- No - If no, please explain why (i.e. project does not save funds) in the box below.

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.

Upload Documents

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

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

- If applicable, upload the Financial Impact Table (by clicking the link below)

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

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.

Partners are not required to submit a Financial Impact Table.
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.

45,000.00 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
Yes, we will have a $225,000 savings by implementing this project. We will save $45,000 a year by not having to pay teacher professional development in this area as well as expenses for costs of Dual Enrollment as the teachers will be adjuncts.

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.

Sustainability is demonstrated in the utilization of the project elements. This project will sustain itself for at least five years after June 30th of the grant year because we will have saved $45,000 over five years. There are recurring costs for five years as there are salaries and STRS contributions...

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 March 2014

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

  1. March 2014: Meeting with teachers to see who might be interested. 2. April 2014: Meeting with Wright State University to explore Masters Degree options for teachers 3. May 2014: Finalize agreement with WSU and explore other colleges and universities for Masters Degree programs

* Anticipated barriers to successful completion of the planning phase

There are no barriers to the successful completion of the planning phase.

18. Implementation - Process to achieve project goals

* Date Range May 2014 - June 2014

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

  1. Summer 2014: Teachers take courses at various colleges and universities. 2. Summer 2014: Training for teachers to work with faculty from
### 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, 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:

According to research, students who are engaged in deeper learning experiences are more motivated and therefore take ownership of their learning, which results in higher performance. (Learning, Expeditionary; Means et al) Research shows higher gains in student achievement across all four core content areas in a blended learning environment. Several meta-analyses show that through blended learning experiences students learn to think critically and apply what they have learned to a greater degree than when taught in a traditional face to face classroom. (Means et al; Marzano & Heflebower

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#### 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.

Joel Anderson
Director of Curriculum & Instruction
3529 St. Rt. 48
Lebanon, Ohio 45036
45036 513-932-5677 ext. 5210 joiel.anderson@mywccc.org

* 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 measured and the methods for measuring them.)
Long-Term Benchmarks (Evaluation Methodology) The long-term benchmarks will be created based on baseline data for each variable. Target outcome goals will be created for 2015-2018 for the number of Dual Enrollment credits earned and the number of teachers earning a Masters degree. Short-Term Benchmarks -We will establish short-term goals developed by the group to support and monitor the project.

* 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 plan to evaluate the impact of this concept, strategy, or approach used is to conduct a formal survey with teachers, students, parents, and business leaders. We will ask about student engagement, levels of inquiry, levels of understanding, creativity, and innovation. We will also review student data from OGT, End of Course Exam, Compass/Accuplacer/ACT/SAT Industry Assessments and Credentials as well as our scores from NWEA on MAP. We will compare and analyze the data from last year to this year and next year to determine trends, strengths, and areas of improvement. During the 2014-2015 school, we will hold monthly progress meetings to discuss both our short and long term objectives. We will again analyze data from above to review our progress. # of teachers trained and Perceptions’ of the PD. Training documentation and a survey with both close & open-ended questions will be created to examine teachers' perceptions of the content & quality of the professional development offered. The results of each professional development session will be presented as well as the aggregated overall results. # of Dual Enrollment credits earned.

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.

With reliable research, a strong plan aimed at spending reductions and cost saving, and a proven track record of successful collaboration, the probability of success with this endeavor is high. Student-centered, college level experiences for students will result in increased levels of engagement, motivation and ultimately student achievement. For this project, Teachers will develop deep learning experiences so that students have differentiated opportunities to add to their factual knowledge and apply what they know to engaging, real-world situations. According to research, students who are engaged in deeper learning experiences are more motivated and therefore take ownership of their learning, which results in higher performance. (Learning, Expeditionary; Means et al) Research shows higher gains in student achievement across all four core content areas in a blended learning environment. Several meta-analyses show that through blended learning experiences students learn to think critically and apply what they have learned to a greater degree than when taught in a traditional face to face classroom. (Means et al; Marzano & Heflebower

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 specific goals or benchmarks for this project are as follows* By June of 2020: 1. Less than 5% of students will need to take remedial courses at the post-secondary level 2. ACT scores will increase by 3 points 3. 8 teachers will earn their Masters Degrees in the Content Area 4. Over 500 Dual Enrollment credits will be earned by students.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

The specific goals or benchmarks for this project are: By June 2020. 1. Savings of $15,000 in Professional Development budget 2. Savings of $30,000 in Dual Enrollment expenses.

* 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.
This innovative grant provides a model that could be instituted across other school districts. The systematic model details the vision, professional development, and process as well as providing information on the necessary infrastructure. It will also provide guidelines for time and effort necessary for various levels of implementation.

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. Joel Anderson Director of Curriculum & Instruction Warren County Career Center 4-17-2014
Consortium

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
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### Implementation Team

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<th>Title</th>
<th>Responsibilities</th>
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<th>Delete Contact</th>
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</thead>
<tbody>
<tr>
<td>Joel</td>
<td>Anderson</td>
<td>Director of Curriculum &amp; Instruction</td>
<td>Joel will oversee the grant and facilitate its development.</td>
<td>Joel has worked with a number of Electronic Content providers to provide resources for teachers. Joel has worked on several projects that involve technology and grants. Most recently the addition of $9000 for IPADS for the administrative team. Joel also wrote and received a $60,000 grant for CTE Middle/High School Improvement Inquiry Based Instruction Grant. He also secured a $50,000 for Seniors to Sophomores grant. Joel is involved with the Buck Institute for project based learning.</td>
<td>Joel was a former HS Principal, Assistant Principal, and a Social Studies teacher He works with Advanc-Ed on writing the new STEM standards</td>
<td></td>
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