Budget

Rolling Hills Local (047308) - Guernsey County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (13)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	3,000.00	600.00	59,150.00	190,150.00	0.00	0.00	252,900.00
Support Services	22,700.00	3,600.00	0.00	0.00	0.00	0.00	26,300.00
Governance/Admin	10,000.00	1,600.00	6,500.00	1,000.00	0.00	0.00	19,100.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	35,700.00	5,800.00	65,650.00	191,150.00	0.00	0.00	298,300.00
						Adjusted Allocation	0.00
						Remaining	-298,300.00

Application

Rolling Hills Local (047308) - Guernsey County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (13)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
EDGE (ENGAGING AND DEVELOPING TO GAIN EMPOWERMENT)

2. Project Summary: Please limit your responses to no more than three sentences.
In EDGE, K-12 engineering students will ENGAGE in PBL/STEM; DEVELOP technology skills; GAIN EMPOWERMENT to be 21st century problem-solvers.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
Pre-K Special Education	120 K	110 1	140 2	140 3
135 4	115 5	125 6	115 7	25 8
15 9	15 10	10 11	10 12	

Year 1				
Pre-K Special Education	120 K	120 1	110 2	140 3
140 4	135 5	115 6	125 7	115 8
20 9	20 10	20 11	15 12	

Year 2				
Pre-K Special Education	120 K	120 1	120 2	110 3
140 4	140 5	135 6	115 7	125 8
25 9	25 10	25 11	25 12	

Year 3				
Pre-K Special Education	120 K	120 1	120 2	120 3
110 4	140 5	140 6	135 7	115 8
25 9	25 10	25 11	25 12	

Year 4				
Pre-K Special Education	120 K	120 1	120 2	120 3
120 4	110 5	140 6	140 7	135 8
25 9	25 10	25 11	25 12	

Year 5				
Pre-K Special Education	120 K	120 1	120 2	120 3
120 4	120 5	110 6	140 7	140 8

25 9	25 10	25 11	25 12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

EDGE will provide for training of K-5 staff in the launch area of PLTW. Training could also be offered to preschool teachers in Guernsey County including OVESC (Bright Beginnings), Head Start, Wee Cherish, and All for Kids, as well as employees of the Guernsey County Library. STEM and Project Based Learning (PBL) activities will be offered to our students or future students in area preschool classrooms, summer library programs, and afterschool programs offered by these entities. As we plan our summer school, we will also explore the opportunity of offering PLTW/PBL and integrate interdisciplinary units in the K-5 setting. We have a large mobility rate in our district, with students moving among the three districts in our county. By reaching out to preschools, the library, and child-care providers, we are reaching out to potential Rolling Hills students and providing them with STEM/PBL activities; thus they will have more of a STEM and PBL foundation when they enroll in the RHLSD.

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

First and last name of contact for lead applicant
Debbie Ames

Organizational name of lead applicant
Rolling Hills Local School District

Address of lead applicant
60851 Southgate Rd Cambridge, OH 43725

Phone Number of lead applicant
740-439-3061

Email Address of lead applicant
debbie.ames@rollinghills.k12.oh.us

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

In the Rolling Hills Local School District, we realize our students are not achieving the in the area of math. On the 2013-2014 report card and using Ohio Achievement Assessment data, only 63.1% of all students at Brook Intermediate School were proficient in math, falling over 17% below the state goal of 80.5%. Brook Intermediate School earned an overall rating of an F in Gap Closing. The Annual Measureable Objectives in math for Brook special education students and economically disadvantaged students were both rated an F. (Only 27.9% of the special education students were proficient in math and only 55.9% of the economically disadvantaged students were proficient in math.) On the Ohio Graduation Test, Meadowbrook High School students were 6% below the state goal of 80.5% and earned a C for Achievement Math Indicator. Meadowbrook High School earned an F in Gap Closing. Only 64.1% of the economically disadvantaged students were proficient or above in math, which is over 16% below the state goal of 80.5%. Another issue our district faces is we are not producing graduates equipped

with 21st century skills. Presently, many of our graduates do not have these skills: finding and evaluating information, creating and innovating, communicating, analytical thinking, collaborating, and problem solving. Members of the Rolling Hills administrative team have met with area employers, community organizations, and institutes of higher education over the last five years and have heard repeatedly that our students do not have the "soft skills" needed to be successful in today's workforce.

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

The two goals of EDGE are to improve the math scores of all the students in the Rolling Hills Local School District (RHLSD) and to prepare our students with 21st century skills. With EDGE, we will accomplish our goals as we implement the nation's leading STEM curriculum, Project Lead the Way (PLTW). The RHLSD is committed to this venture of EDGE, and will invest the time and resources needed into providing professional learning opportunities to increase teachers' knowledge and skills around project-based learning and STEM curricula and preparing our students for the 21st century. During the 2016-2017 school year as we implement PLTW districtwide with EDGE, all Rolling Hills students, educators, families, and the community will be ENGAGED in Project Based Learning and STEM education; we will be actively engaged in hands-on, inquiry-based learning. We will DEVELOP our students planning and organizational skills as they conduct research and in turn will get excited about science, technology, engineering, and math (STEM). Our students will GAIN EMPOWERMENT as they investigate and respond to questions, problems, or challenges; they will become risk takers as they solve real-world problems. In turn, our math score will increase as our students are participating in Project Based Learning and are developing and using their problem solving skills. According to the U.S. Department of Commerce, growth in STEM jobs grew three times as fast as non-STEM jobs over the past 10 years, and will continue to outpace non-STEM jobs in the coming decade. With this projected job growth, comes the need for qualified candidates. STEM is where jobs are today and where job growth will be in the future. We know that our students need to have the knowledge and skills that STEM jobs require. With EDGE, the Rolling Hills Local School District is committed to the goal of preparing our students for the 21st century workforce.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

☑ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

The desired outcomes for EDGE are to increase student growth and achievement in mathematics K-12 and to increase 21st century skills for K-12 students through the use of Project Lead the Way, a Project Based Learning and STEM program. The aspiration for EDGE (Engaging and Developing to Gain Empowerment) is to result in higher levels of student engagement. Students will be engaged in PBL (Project Based Learning) & STEM (Science, Technology, Engineering and Mathematics) education as PLTW (Project Lead the Way, the nation's leading STEM curriculum) is implemented. PBL is a teaching method that lets students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex real-world question, problem, or challenge. This method encourages the development of 21st century skills such as communicating, collaborating, analytical thinking, problem solving, evaluating, and innovating as students work to solve problems. PLTW engages and develops students so that they are empowered in the ownership of their learning. In addition, EDGE will provide students with the skills necessary for success beyond the classroom producing graduates that are college and career ready.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

For the desired outcome to be realized, Project Lead the Way and Project Based Learning are proven systems to raise achievement and growth in mathematics as well as increase 21st century learning skills. Based on research, Project Lead the Way is a proven program for raising state mathematics assessment scores. Dr. Robert Tai and his team from the University of Virginia collected and analyzed over 30 research studies and reports on PLTW. Findings showed that PLTW contributed to a strong, positive impact on mathematics and science achievement. Further, Rethwisch, Haynes, Starobin, Laanan, & Schenk in a study of the impact of Project Lead the Way on the Achievement Outcomes in Iowa found that students increased their achievement on both math and science by an average of 5.2 points. Texas State University research, James Van Overschelde found that PLTW students scored high on the state's mathematics assessment and for those who did not enroll in college earned a 13.6% higher wage. Also, research has proven Project Based Learning to show positive increases in the level of student engagement, heightened interest in content, development of problem-solving strategies, and greater depth of learning and transfer skills to new situations (Hmelo-Silver, 2007; Thomas, 2000; Barron, et al., 1998).

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Rolling Hills made a Straight A site-based visit to grasp the complexities of Project Lead the Way in action. A team of six administrators representing all buildings in the district and the district curriculum director met with the superintendent, gifted coordinator, and curriculum director of Carrollton Exempted Village Schools to view and discuss their implementation. At the Ohio Capital conference, we took part in a presentation and discussion led by Berea City Schools on their implementation of the Project Based Learning program of Project Lead the Way into their curriculum. Discussion focused on the implementation of the PLTW program and Career and Technical Education funds merging with school district funds to run the program. Rolling Hills sent a team of two administrators and two educators to an intensive two-day inservice with Buck Institute for Education to be trained in Project Based Learning (PBL). This train-the-trainer inservice allowed us to not only understand the research behind PBL but also to develop training for our own staff to properly implement Project Based Learning in the classroom. The team trained by the Buck Institute developed and implemented a professional learning opportunity for staff to earn college credit and be trained as teacher leaders (train-the-trainer model) in PBL during the current school year. These educators will be instrumental in continuing to develop and enhance full staff professional development for the 2016-17 school year led by our own teacher leaders. Project Lead the Way is most effective when used consistently throughout all grade levels. Currently, the funding is not available to purchase Project Lead the Way from a K-12 perspective.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or

may not result in change).

To measure progress toward desired outcomes we will use a variety of data sources. A district-created Student Learning Objective math assessment will be used to benchmark student learning in Kindergarten. STAR Math, an online assessment program developed by Renaissance Learning that assesses fifty-three sets of math skills in four domains, will be used for grades 1-3. Value-added and state report card data from the state assessment in mathematics will benchmark student learning in grades 4-8. Value-added and state report card data from the state assessment in Algebra I and Geometry and the ACT College Entrance Exam will be used to track student progress in grades 9-12. Further, student aspiration and career pathway motivation will increase using The Student Experience Survey which provides educators with a complete picture of what matters most to student success now and in the future. The survey captures student feedback at the classroom level around four key themes; Hope, Engagement, Belonging, and Classroom Management offering a snapshot of students in their learning experience propelling them forward into their careers. Student aspiration is closely linked with student achievement. After the implementation of PLTW, a survey using the Microsoft Educator Network will identify an increase in the use of 21st century learning skills. We will measure work-based learning experiences through the collaboration with business partners including Guernsey County Chamber of Commerce, OVESC Career Pathways Specialist, and other workforce development partners from our local communities to augment such work-based learning experiences including internships, job shadowing, and mentoring. Finally, we expect to see growth in dual enrollment college credits earned and the eventual attainment of specialized certificates, credentials and associate's degrees. Student achievement outcomes will be driven and monitored by the Grant Coordinator and/or the Implementation Team.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

The baseline data from the grant will be derived from the 2013-14 state assessment results in mathematics, district-administered STAR assessments, district-administered Student Learning Objective Assessments, ACT Assessments, Student Experience Survey, Microsoft Educator Network Survey, and analysis of work-placed opportunities, dual enrollment credits, specialized certificates/credentials and Associate's Degrees. Brook Intermediate students were well below the state average scoring an overall 63.1% in mathematics and earning an F in Gap Closure for special education students and economically disadvantaged students. Meadowbrook High School students were also below the state average with a 74% in mathematics and earning an F in Gap Closure with only 64.1% of economically disadvantaged students at or above proficient. The current data from the Student Experience Survey district results show that Classroom Engagement and Belonging are the areas of greatest weakness. It is our desire that future survey results will show an increase in these areas while the areas of Hope and Classroom Management continue to remain strong. Partnerships with workforce development partners are in the infancy stage. Approximately 150 College credits were earned on campus for the 2014-15 school year which is expected to increase with this program. There have not been any certifications, credentials or associate degrees earned as of yet but these are anticipated to increase with implementation of this program. It is our intention to analyze the state and district data as it is gathered and analyzed throughout the year to see the impact of the programming. The grant coordinator and the implementation team will be responsible for the gathering and analysis of data for future comparisons.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The grant coordinator and the implementation team will meet periodically (monthly in the first year of the grant which will transition to no less than quarterly over the course of the grant) to gather and analyze the data. If during the progress monitoring the assumptions prove false or outcomes are not realized, corrective actions will be taken and discussed with other embedded district teams such as the District Leadership Team, Building Leadership Teams and possibly Teacher Based Teams. These discussions will look for alternative pathways for success such as changes to scheduling, training, course offerings, staff, or the need for an admission process or prerequisite. We feel it may take two or three years for the district to see a significant change in math scores and 21st century skills. With a K-12 implementation, each year will build on the previous year strengthening progress over time. With this continual monitoring of progress and decisive actions, at the conclusion of the 2021-22 school year, a significant increase in math and 21st century skills will be realized.

☐ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☐ c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indictor for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☐ d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

☐ a. New - Never before implemented

☑ b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

☐ c. Replication - Expansion or new implementation of a previous Straight A Project

☐ d. Mixed Concept - Incorporates new and existing elements

☐ e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

298,300.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
Responses should provide a 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.

$298,300 is needed to fully fund EDGE. $190,150 is needed for supplies to fully equip classes K-12 with the supplies and equipment need in a 21st century STEM learning lab. This is a one time expenditure in establishing these 21st century learning labs in all buildings; they need to have the necessary equipment and the technology to implement PLTW and PBL. $80,500 of that amount will be used to purchase 120 ipads, four 3-D printers, and eight laser printers. (Brook Intermediate and Secrest Elementary are already 1-to-1 with ipads; the middle school and high school will each have two class sets of ipads and Byesville Elementary will have one set. Brook already has a 3-D printer. The four 3-D printers will go to the other four buildings in our district. Secrest, Byesville, and Brook will each receive one laser printer, and the middle and high schools will each receive two. These printers are needed in the 21st century labs as students do research as part of their PBL work.) $109,650 of that amount is needed to purchase the necessary equipment and supplies needed to implement Project Based Learning K-12 in our 21st century learning labs with PLTW. ($92,950 of this amount is needed for the equipment that will be a one time expense. PLTW utilizes PBL/STEM, and students will be engaged in inquiry and hands-on learning. $17,700 will be needed for materials to implement PLTW K-12.) $59,150 will be needed for Instructional purchased services. $10,500 will cover the participation fees for PLTW for the 2016-17 and the 2017-18 school years. $11,650 has been budgeted to cover the core setup fees., which is a one-time expense. Professional development costs will require $37,000 to cover training, room and board, and mileage. Elementary teachers will attend three days of training, middle school teachers will attend five days of training for each course that will be offered, and high school teachers will attend ten days of training for each course that will be offered. $26,300 has been budgeted for teacher stipends for teachers who are attending training in the summer. (Teachers will receive $200 per day as their training stipends.) Elementary teachers will require three days for training and will receive a $600 stipend. Middle school training requires five days of training and will receive a $1000 stipend for each course they are trained to teach. High school training requires ten days of training and will receive a $2000 stipend for each course they are trained to teach. $3600 has been budgeted for substitute teachers. All primary classroom teachers and all intermediate math and/or science teachers will attend one day of training during the school year where substitute teachers will be needed. (Substitute teachers are $75 per day and $15 for fringe benefits.) $19,100 will cover administrative costs. $11,600 has been budgeted to fund a part-time coordinator along with benefits. ($10,000 for salaries, $1600 for fringes.) $1000 has been budgeted for coordinator supplies/equipment. $6500 has been budgeted to pay Ohio Valley ESC to oversee our professional development training center. For the high school and middle school PLTW teachers, the PD training needed for implementation will begin the summer of 2016 and will continue through the summer of '19. The first year we will offer Design and Modeling to grades 7 and 8. In the 2017-18 school year, we will offer Design and Modeling in 6th grade and automations and robotics in 7th and 8th grades. In the 2018-19, Design and Modeling will be offered in 6th grade, Automations and Robotics to 7th graders, and Introduction to Computers 1 and 2 to 8th grade students. In the 2016-17 we will offer Introduction to Engineering Design and Principals of Engineering at MHS. In the 2017-18, we will add Environmental Sustainability at MHS. In the 2019-20, we add computer Integrated Manufacturing at MHS. Thus, RHLSD will contract with OVESC to serve as the professional development training center.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

26,900.00 a. Sustainability Year 1

28,700.00 b. Sustainability Year 2

28,700.00 c. Sustainability Year 3

28,700.00 d. Sustainability Year 4

28,700.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

The total sustainability amount needed to fund PLTW over the five years of the sustainability portion of the grant would be $141,700. Yearly sustainability costs include: costs include supplies, participation fees, and a part-time coordinator. For the 2017-18 school year the

sustainability costs would be $26,900. The middle school would need $3600 for supplies, the high school would need $3300, and the elementaries and intermediate buildings would need $3000 each for a total of $9,000. $5200 would be needed to fund participation costs for all the buildings and $5800 would be needed to fund a part-time coordinator and benefits. For the 2018-19, 2019-2020, 2020-2012, and the 2021-2022, $28700 would be needed each year. The middle school would need $3000 for supplies, the high school would need $5700, and the elementaries and intermediate buildings would need $3000 each for a total of $9,000. $5200 would be needed to fund participation costs for all the buildings and $5800 would be needed to fund a part-time coordinator and benefits. No funds are budgeted in sustainability in regards to technology maintenance because the RHLSD presently employees a full time technology coordinator and a technology coach who oversee all maintenance of equipment. Any maintenance work on equipment in the 21st century STEM learning labs will be absorbed by the district and the work will be conducted by these two employees. No additional funds will be needed for staffing. Current district teachers will be reassigned to teach these courses as part or all of their teaching assignments. The RHLSD is presently funding their entire salaries and benefits.

66.00 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

By utilizing the professional development model of train-the-trainer model for K-2 teachers and Grades 3-5 science/math teachers will net a cost savings of $64,940. The cost to train each of our elementary teachers at Dayton would be $2000 ($700 training, $300 mileage, $400 room/board, $600 stipend) By utilizing our own trainers, it will only cost $90. (The first day of training will be conducted during the school day and we will hire substitutes for that day. The additional two days of training will be staggered throughout the five years of the sustainability portion of the grant. The Grades 3-5 math/science teachers and the 2nd grade teachers will be trained in the first two years of the sustainability portion of the grant. The K and 1st grade teachers will be trained in Years 3-4-or 5. We will adjust the district calendar and provide two release days for our K-2 teachers and Gr. 3-5 science/math teachers. A substitute in RHLSD costs approximately $90 when combining salary and fringe benefits.) We have embraced the concept of utilizing teacher leaders in our district, and our teachers and administrators like having an expert in their building. With training approximately thirty-four teachers using our own teacher leaders, we will save approximately $1910 per teacher with this model. This amounts to a total cost savings of $64,940. A cost savings will also be realized by using Career Technical Funds to fund the supplies needed in Grades 7-12 over the five year sustainability portion of the grant. These supplies will total $29,700. (Grades 7-8 will need $3600, and the high school will need $26,100.)

34.00 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.
Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Using CTE funds will provide monies needs to fund PLTW in the five year sustainability portion of the grant. Project Lead the Way is a course that can be classified as a Career Technical Education (CTE), and CTE funding will fund a portion of several teachers wages. CTE funds will provide a total of $51,106 in salaries for middle school and high school teachers over the five year sustainability portion of the grant that can be reallocated to fund other items needed to sustain the grant. ($21,109 for the middle school teacher, and $29,997 for the high school teacher.) CTE funds can be used in grades 7-12 courses to fund 25% of the teacher's salary for each period he/she is teaching a CTE course. For the 2017-18 school for our middle school CTE teacher, 1/12 of his/her salary could be funded with CTE funds. [? (3 out of 9 period days for grades 7 and 8) x ? (25%) = 1/12 of the salary $40,000 = 3333] This amounts to a savings of $3333. For the 2018-19, 2019-2020, 2020-2021, 2021-2022 school years our middle school CTE teacher, 1/9 of his/her salary could be funded with CTE funds. (4/9 (4 out of 9 period days for grades 7 and 8) x ? (25%) = 1/9 of the salary $40,000 = $4444] This amounts to a savings of $4444 each year that could be put back into the general fund to fund other areas of the grant. This is a total savings of $21,109 over the five years of the sustainability portion of the grant. For the 2017-18 school for our high school CTE teacher, 1/12 of his/her salary could be funded with CTE funds. [3/9 (3 out of 9 periods) x ? (25%) = 1/ 12 of the salary $40,000 = $3333] This amounts to a savings of $3333. For the 2018-19, 2019-2020, 2020-2021, 2021-2022 school years our high school CTE teacher, 1/9 of his/her salary could be funded with CTE funds. (6/9 (6 out of 9 periods) x ? (25%) = 1/6 of the salary $40,000 = $6666] This amounts to a savings of $6666 each year that could be put back in the general fund to fund other areas of this grant. A total savings of $29,997 will occur when we use CTE to fund part-time CTE teacher at the high school over the five years of the sustainability portion of the grant.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date RangeOctober 2015-July of 206

b. Scope of activities - include all specific completion benchmarks.

Planning for this grant is important and will occur from Oct. 2015 through July of 2016. Oct. 1-15-Admin team meets to brainstorm on STEM Straight A grant by Dec. 1. Oct. 28-Meet with Alana Parks, Director of School Engagement for PLTW Oct. 28-Nov.Implementation Team meets to work on writing/refining the grant. Oct. 28-Feb.-Work on schedules of buildings for PLTW for 2016-2017-have schedules finalized by Feb. Oct 29-ongoing-Continue to secure partnerships. Nov. 6-Send admin team to Carrollton to meet with their implementation team and tour facilities. Nov. 10-Attend Capital Conference session by Berea City Schools on implementing PLTW. Nov. 25-Submit grant on CCIP. Dec. 17-Share grant with DLT and the union officers. Feb.-Mar.-Meet with PLTW teachers. Explain PD training/requirements. Feb.-Schedule monthly implementation mtgs Feb.-Meet with Alana Parks to discuss equipment needs and ordering of supplies. Feb.-Meet with James Buckey & Jason Olinger to discuss technology ordering. Feb.-Meet with OVESC to plan for PD of PLTW teachers Feb.-Adjust 2016-17 calendar for two PD days for K-2 teachers and Grades 3-5 science and math Feb.-Mar.-do career technical paperwork to secure career technical funds for PLTW courses in Gr. 7-12 Mar.-meet with OVESC to finalize PD trainings for summer of '16 Mar.-do requisitions for OVESC for all PD trainings for summer of '16 (include mileage, room/board, training requisitions) Mar.-work on PLTW/Rolling Hills Local School District agreement that MS/HS teachers must sign off and agree to Mar.-Implementation Team mtg Mar.-meet with James Buckey & Jason Olinger to finalize technology ordering for 16-17 school year. Mar.-do requisitions for tech items for all 21st century STEM labs Mar.-meet with Alana Parks-finalize equipment orders. Mar.-do requisitions for equipment/tech items. Apr.-Implementation Team mtg Apr.-order all equipment/tech items for PLTW for 16-17. May-Implementation Team mtg June-Implementation Team mtg

22. Implementation(grant funded start-up activities)

a. Date RangeJune of 2016-June of 2017

b. Scope of activities - include all specific completion benchmarks

Implementation of the grant will start in June of '16 and will occur from June of '16 through June of '17. June '16-June '17-monthly board reports shared with grant implementation. June-Aug.-teachers attend training-St. Claire Community College in Dayton July contact sub-coordinator for subs for 1st semester for one day of PD for all K-2 and Grades 3-5 science/math teachers July-Aug.-set-up 21st century STEM labs in the five buildings Aug.-award PD teacher stipends for summer of '16 PD work. Aug.-start PLTW classes K-12 Aug-.Implementation Team mtg Aug.-Dec.-PD for K-2 teachers and Grades 3-5 science/math teachers (two release days and one day with subs) Aug.-order additional supplies that need ordered to start the year Sept.-survey teachers on 21st century skills Oct.-analyze/document current math value added, STAR math data, and SLO data Oct.and April-give Student Experience Survey and analyze/share results Oct.-Implementation Team meeting Dec.- begin planning courses/schedules for 2017-18 school year. Dec.-Implementation Team meeting Jan.-begin organizing supply lists for K-12 classes for 17-18. Feb.-do requisitions for supplies needed for 17-18 for K-12 PLTW classes.? ? Feb.-meet with PLTW HS-MS teachers and admin to plan PD needed for summer of '17. Feb.-Implementation Team meeting Feb.-Mar.-do career technical paperwork to secure career technical funding for PLTW classes in Grades 7-12 Mar.-do requisitions needed for HS/MS teachers needed for summer of '17 Mar.-Implementation Team meeting Mar.-contact private STEM donor about funds for the 17-18 school year May-meet with title coordinator, treasurer, supt to discuss Title funds that could be used to fund PD needs related to PLTW June-at board meeting approve STEM donation from private donor family to help fund PLTW. June-July-attend MS and HS PD in Dayton for new classes being offered in the 17-18 school year June-Implementation Team meeting August-award stipends for PD trainin

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeJuly 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

Programmatic sustainability will occur from July of 2017 through June of 2022. (Note-RHLSD is fortunate to have a donor family who has provided over $13,000 each of the last five years to fund STEM opportunities K-12. At least $9,000 of these funds will be earmarked for FY 17-FY22 to fund supplies needed for PLTW each year for grades K-5.) Jul. 2017-June 2022-Implementation Team meeting will meet quarterly. Jul- '17-June 2022-board report shared monthly on implementation and sustainability of the 21st century STEM classes and PLTW work. Jul.'17-June of 2022-Implementation Team will meet twice a year with all district STEM partners and will attempt to secure additional partners each year of the grant. Sept.-each year meet with Alana Parks, Director of School Engagement for PLTW to discuss additional grant opportunities Sept.-survey teachers on 21st century skills Oct.-each year analyze current math data with DLT and/or Implementation Team Oct. and Apr. of each year-give Student Experience Survey each year and analyze/share results Feb.-each year contact private STEM donor family about funds for the following school year Feb.-Mar.-each year do career technical paperwork to secure career technical funds for PLTW courses in Gr. 7-12 Mar-Apr.-each year meet with Title coordinator, treasurer, and supt to discuss title funds that could be used to fund PD needs related to PLTW May-each year meet with Alana Parks, Director of School Engagement for PLTW to discuss additional grant opportunities June-at board meeting approve STEM donation from private donor family to help fund PLTW

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

During the 2016-2017 school year as we implement PLTW districtwide in EDGE, all Rolling Hills students, educators, families, and the community will be ENGAGED in project-based learning and STEM education. We will DEVELOP our students planning and organizational skills as they conduct research and in turn will get excited about science, technology, engineering, and math (STEM). Our students will GAIN knowledge and skills as they investigate and respond to questions, problems, or challenges. We will EMPOWER our students to be risk takers and to be persistent as they solve real-world problems. As we establish 21st century STEM learning labs to implement PLTW in grades K-12 in the Rolling Hills Local School District, we are ready to make the instructional and organizational changes that must occur. Districtwide schedules will be restructured, the district calendar will be realigned to support professional development needs, and district STEM professional learning communities will be established and meetings will be held quarterly. In the 2016-17 school year, all teachers will be trained in project-based learning (PBL) in a blended learning format that includes face-to-face sessions as well as online work and posts using the Blackboard platform. All of our teachers will embrace and utilize Project Based Learning, and all our students will become better problem-solvers because they will be actively engaged as they solve real-world problems. With EDGE we will implement Project Lead the Way districtwide; all of our students will develop and refine 21st century skills such as: finding and evaluating information, creating and innovating, communicating, analytical thinking, collaborating, and problem solving. In grades K-5, one STEM teacher will be initially identified to be trained to implement PLTW in the 2016-2017. In addition, all K-2 teachers and Grades 3-5 math and science teachers will be trained during the course of the grant and assist in the implementation of PLTW. At the middle and high school levels, two or more teachers will be identified who will help lead the STEM work of implementing PLTW. These teachers will collaborate with all teachers in their buildings. ELA teachers will be consulted as students conduct research and prepare presentations. Math and science teachers will serve as content experts to both the students and STEM teachers, and they will incorporate lessons that relate to the content that arises in PLTW classes.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Debbie Ames 60851 Southgate road Cambridge, Ohio 43725 740-439-3061 debbie.ames@rollinghills.k12.oh.us

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The overall plan for evaluation includes the collection and analysis of data to determine if math growth and achievement as well as 21st century skills have been impacted by the implementation of Project Lead the Way and Project Based Learning. Based on research from multiple institutions of higher learning including the University of Virginia and Texas State University, documentation has shown that Project Lead the Way has a significant positive impact on math achievement. The use of Project Based Learning as a method of delivery has also been proven to increase 21st century skills. We intend to collect and analyze data that will add to this research. Baseline data will be derived from the 2013-14 state report card results in mathematics assessments (2014-15 report card has yet to be released), district-administered STAR math assessments, district-administered Student Learning Objective Assessments, ACT Math Assessments, The Student Experience Survey, Microsoft Educator Network Survey, and the analysis of work-placed opportunities, dual enrollment credits, specialized certificates/credentials and associate's degrees. The implementation team will review the data as it is available from both the district and state. This examination will include the quantitative analysis of student cohorts longitudinally, compared to past percentages as well as to state averages (when available). The team will look for patterns and trends at each grade level and subgroup area (such as special education and economically disadvantaged students). Statistically significant growth percentages on the assessments, surveys, and numbers of credits and credentials earned will show the impact of the program on our student population. The implementation team will begin analysis of data in October of 2016 and will continue to review progress, data and implementation practices on a monthly basis through that school year. During the five-years sustainability portion of the grant, the implementation team will continue to monitor and refine the work based on the continued analysis of the data. This information will be shared at the district, community and state level. At the conclusion of the grant, the implementation team will prepare documentation, including charts and graphs of longitudinal data, to show the trends and measurable impacts of student performance compared to the baseline. Rolling Hills has been an active member of the Ohio Appalachian Collaborative for the last six years and has always been eager to share our journey and lessons learned with others. In addition, we have participated in Race to the Top (Rtt) and the Teacher Incentive Fund(TIF) grants. We intend to continue that mindset and present our findings including obstacles, success stories and implementation strategies with a variety of audiences. Within our district, the implementation team will report findings to the District Leadership Team which will report to the Building Leadership Teams which in turn will report to the Teacher Based Teams. We will also use other various methods of delivery that may include the use of social media, newsletters, community engagement meetings, open houses and open district visitations. Communication will be multidirectional between the teams to increase the ownership and support within the district. Possible presentations venues to large groups include the Capital Conference, Educator's Connect for Success Conference, SOAR Learning and Leading Collaborative Quarterly Conferences, and/or the OETC Technology Conference.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

EDGE can be replicated in another district, but the district must be committed to STEM and Project Based Learning. Having administrator support, naming an effective grant coordinator, securing teacher buy-in, communicating to all stakeholders, and developing a good relationship with the PLTW Director of School Engagement for Ohio are all important facets to the success of implementing PLTW K-12. Administrator support is crucial for our initiative to become a reality. Our entire administrative team K-12 helped write this grant, and we will lead this work. All of our team realize the need for providing STEM curricula and are committed to implementing Project Lead the Way. It requires thinking outside the box. Each building has had to rethink the schedule, the room assignments, and the teaching assignments. Naming a grant coordinator is one of the first tasks that needs to be done.The grant coordinator will oversee all aspects of the grant and will be integral to its success. She has to have a first-hand understanding of the workings of the district and knows where the district has been and is going. Completing requisitions, ordering equipment and supplies for all buildings, organizing all of the professional development logistics, facilitating all meetings that relate to EDGE and overseeing the day-to-day implementation of the grant are just some of the responsibilities of this person. We also know that teacher buy-in is essential to the success of this grant. Because of this, we met with our teaching union before the grant was submitted to discuss changes that might occur in some or all of our buildings. In addition, we also shared the grant with our District Leadership Team at our November meeting. We will meet with the potential teachers who will be teaching PLTW classes. We will discuss the professional development requirements, schedules, teaching assignments. On-going communication to all stakeholders is imperative. After the grant is funded, many meetings will need to occur. Courses, schedules, and teaching assignments need to be finalized because scheduling happens in the late winter and early spring in our buildings. Teachers, guidance counselors, and principals in each building will need to meet, discuss, and plan for implementation of PLTW for the 2016-2017 school years. Parents, students, and community members need to be updated on the importance of STEM curricula and what is available in each building because of PLTW. Meeting and communicating with Alana Parks, the Project Lead the Way Director of School Engagement for Ohio, on a regular basis is a necessary component to the success of the grant. She has been a wealth of information for our district as this grant has evolved, and she has been very prompt with getting us answers to our many questions that have arisen during the grant writing process. We also realize she will continue to be a key player during the planning as well as the implementation of PLTW. After having several phone calls and emails early in our planning, Mrs. Parks met with our whole administrative team to inservice us on PLTW and answered many of our specific questions. Consulting with others who have implemented PLTW is an important component to the success of replicating the grant. We took a team of six administrators to tour and meet with the Implementation Team at Carrollton Exempted Village School District to see PLTW being implemented and to discuss first-hand with a district to benefit from their lessons learned. We also attended a session at Capital Conference session presented by Berea City Schools on their implementation of PLTW at their middle school level.

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).

Yes- Deborah B. Ames

Consortium

Rolling Hills Local (047308) - Guernsey County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

Rolling Hills Local (047308) - Guernsey County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Chris	Keylor	740-439-3558	chris.keylor@omeresa.net	Ohio Valley Educational Service Center		128 E 8th St , , Cambridge, 43725, OH, 43725	
Teresa	Harshbarger	740-439-3558	teresa.harshbarger@omeresa.net	Ohio Valley Education Service Center		128 E 8th St, , Cambridge, Ohio, 43725	
Sandy	Doudna	740-439-3558	sandy.doudna@omeresa.net	Ohio Valley Educational Service Center		128 E 8th St, , Cambridge, OH, 43725	
Beth	Cross	740-826-8038	bethc@muskingum.edu	Muskingum University		Stormont Ave, , New Corcord, OH, 43762	
Alana	Parks	314-518-1499	aparks@pltw.org	Project Lead the Way		3939 Priority Way South Drive, Suite 400, , Indianapolis, Indiana, 46240	
Denny	Patterson	740-685-2542	djpatterson@biconservices.com	Bicon Services		10901 Clay Pike Road, , Derwent, OH, 43733	
Tom	Stemmer	740-432-3001	tstemmers@bsicos.com	Basic Systems Inc.		9255 Cadiz Rd, , Cambridge, OH, 43725	
Ed	Robinson	330-627-2134	ed.robinson@carrolltonschools.org	Carrollton Exempted School Disitrict		252 Third St NE, , Carrollton, OH, 44615	
Diane	Jones	740-586-7695	diane.jones@mvesc.org	Appalchain Ohio AOP-20 Council		205 N. 7th St., , Zanesville, Ohio, 43701	
Colleen	Heacock	740-435-4600	vanadium@amg-v.com	AMG Vanadium Inc.		60790 Southgate Road, , Cambridge, OH, 43725	
Heather	Shepherd	740-588-1256	hshepherd@zanestate.edu	Zane State College		1555 Newark Road, , Zanesville, Ohio, 43701	
Bryan	Stoney	740-435-3335	bryan.stoney@rollinghills.k12.oh.us	Deerassic Education Center		1425 Cadiz Road, , Cambridge, OH, 43725	
Woody	Biggs	740-685-5269	tjebiggsbunch2@aol.com	Rolling Hills Community Engagement Team-member		60851 Southgate Road, , Cambridge, OH, 43725	
Trevor	Black	740-685-2525	jude.black@rollinghills.k12.oh.us	Rolling Hills Community Engagement Team-member		60851 Southgate Road, , Cambridge, OH, 43725	
Trent	Black	740-680-5410	not available	Rolling Hills Community Engagement Team-member		60851 Southgate Road, , Cambridge, OH, 43725	
Norm	Blanchard	740-432-1881	cgccic@frontier.com	Guernsey County Port Authority		806 Cochran Ave, , Cambridge, OH, 43725	
Joanne	Sexton	740-439-6688	info@cambridgeohiochamber.com	Cambridge Area Chamber of Commerce		607 Wheeling Ave, , Cambridge, OH, 43725	

Implementation Team

Rolling Hills Local (047308) - Guernsey County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Teresa	Harshbarger	director of school improvement-OVESC	member of the implementation team assist coordinator with program evaluation	organized good coummicator works well with adults team player problem solver	classroom teacher-28 yrs teach on ;loan with OVESC National Board certified	master's in educational adminsitration from Muskingum University	5	
Ryan	Caldwell	superintendent	member of implementation team	organized good coummicator works well with adults team player problem solver	building principal-6 yrs superintendent-6 yrs classroom teacher-6 yrs	master's in adminstration from Salem University	3	
Gail	Thomas	principal at Byesville Elementary	member of the implementation team oversee PLTW at Byesville	organized good coummicator works well with adults team player problem solver	title coordinator-5 yrs. classroom teacher-12 yrs building principal-14 yrs coordinator of OVESC Homeless Grant-2 yrs	master's in educational leadership-Ohio University	5	
Debbie	Ames	grant coordinator	member of the implementation team oversee all aspects of the grant facilitate all grant related meetings handle all communcations related to the grant do al requisitions and ordering of grant supplies lead PD for Gr. k-2 and Gr.3-5 math/science teachers with PLTW attend primary training for PLTW in Dayton orgainze all grant related data oversee the evaluation of the grant	member of the DLT internal facilitator for the Rolling Hills Local School District organized efficient good communicator relates well to adults problem solver	employed in Rolling Hills for over 33 yrs coordinated Race to the Top grant coordinated the Teacher Incentive grant Professional Development Coordinator for RHLSD-with Straight A grant coordinated Straight A grant for RHLSD-OAC consortium grant	master's in education from the College of Mount St. Jospeh	10	
Keith	Arnold	MHS principal	oversee PLTW at MHS member of the implementation team	organized good coummicator works well with adults team player problem solver	athletic director asst principal at MHS-2 yrs principal at MHS-6 yrs classroom teacher-8 yrs	master's in adminstration from Grand Canyon University	5	
Molly	Kaplet	asst principal at MMS	oversee the implementation at MHS member of implementation team assist grant coordinator with project evaluation	organized good coummicator works well with adults team player problem solver	distrcit collaborative learning practioner-CLP-five years classroom teacher-14 yrs professional development coordinator for Rolling Hills-3 yrs member of Transformation Team-Race to the	master's from Muskingum University in education; TAG certification, medical transcriptionist from Career Step	6	

					Top-RHLSD member of DLT-BLT value added leader/specialist asst principal at MHS-3 yrs			
Jude	Black	principal at Secrest Elementary	oversee PLTW at Secrest Elementary member of the implementation team	organized good coummicator works well with adults team player problem solver	intervention specialist- 8yrs career development coordinator for Mideast Career and Technology Center-20 yrs Adult Basic Literacy Test coordinator principal at Secrest-2 yrs	master's in intervention specialists from Muskingum University; master's in teacher-Muskingum University (MAP program)	5	
Jason	Olinger	Technology Integration Coach	member of the implementation team oversee all technology aspects of the grant-set up, maintenance, ordering of equipments, quotes assist in technology as it relates to PLTW	organized good coummicator works well with adults team player problem solver	substitute teacher-3 yrs computer instructor for adults-2 yrs technology integration coach-RHLSD-3 yrs	master's in middle childhood education from Mount Vernon Nazerene University	3	
Shelly	Sowers	principal of Brook Intermediate School	oversee PLTW at Brook Intemediate School member of implementation team	organized good coummicator works well with adults team player problem solver	classroom teacher-9 yrs building principal-4 yrs BLT member for 6 yrs	master's degree as an intervention specialists from Ohio Dominican; 3 hrs short of doctorate from Concordia University of Chicago	5	
Scott	Baughman	asst principal at Meadowbrook Middle School	oversee implementation of PLTW at MMS member of implementation team	organized good coummicator works well with adults team player problem solver	classroom teacher-9 yrs asst principal-1 yr member of MMS BLT-1 yr	master's in art of teaching-Muskingum University; master's in education leadership-Wheeling Jesuit	5	