### Budget

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

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

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**Adjusted Allocation**: 0.00

**Remaining**: -809,226.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Project Next S.T.E.P. (Students Taking Educational Pathways)

2. Project Tweet: Please limit your responses to 140 characters.
   Rural Amish living limits educational opportunities thus impacting students’ next STEPs for employment and economic contribution to society.
   *This is an ultra-concise introduction to the project.*

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.*

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<td>98</td>
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<td>65</td>
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</table>
4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Additional students impacted by this project includes Amish pupils that attend parochial schools which utilize grade eight educated teachers and are throughout our community based on neighborhood attendance numbers. As students age, they may wish to expand their education level through self-paced online curriculum. Additionally our community is home to a slightly more progressive population of conservative Mennonites who value education, but do not wish for their children to further their education in the traditional High School setting. Online structures allow educational access to this population which previously was not possible due to their desire to utilize the homeschooling method of education. The result will be an equitable opportunity for the advancement of students desiring furthering education, thus contributing greatly to the local economy as well as individual lifetime success rates. Current estimates of the under served populations are near 1700 students.

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

First and last name of contact for lead applicant
Jon Wilson

Organizational name of lead applicant
East Holmes Local Schools

Address of lead applicant
6108 County Road 77, Millersburg, Ohio 44654

Phone Number of lead applicant
(330) 893-2665

Email Address of lead applicant
ehm_wilson@tcsa.net

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

East Holmes is a rural district located in conservative Holmes County containing a student population of 43% Amish and a county educational attainment rate of 44.8% with no high school diploma. A total of 97% of our county is cropland, pasture and forest which, when coupled with cultural limitations, impacts the depth of experiences our students receive. Furthermore formal education ends at grade eight for the Amish pupils per Yoder Vs. Wisconsin. As educators, it is our duty to provide and engage students in learning that contributes to personal academic advancement regardless of their next STEP. Students must maintain technological experiences that will prepare them for required college and career readiness skills. Expansion of learning platforms is necessary in order to deliver skills and experiences that will cognitively impact students while supporting the philosophy that "Ohio Means Jobs."
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 process. - (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 K-3 Literacy Report, will improve in the "Not on Track" category by 10%. Prepared for Success Data (Grades 9–12) ACT participation rate will increase to 90%. Student ranking on the Ohio AIR testing (Grades 3–12) will demonstrate academic gains as outlined below:

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<th>Subject</th>
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<td>60%</td>
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</tbody>
</table>

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

The long term objective of East Holmes Schools is to assist students in reaching their next S.T.E.P. in regards to college and career readiness pathways. "Ohio Means Jobs" and in order for our region to educationally support this philosophy, while simultaneously strengthening our rural economy, the programming and opportunities afforded to all students must increase exponentially over the next 5 years. A large portion of our district (43%) exit formal education at grade eight with few available opportunities to further improve their cognitive functioning. As a means of intervening with this situation, our district, in conjunction with the Holmes County Chamber of Commerce, will be implementing a Junior Leadership Institute. The goal of this project is to instill leadership traits and characteristics within the grade eight Amish students while simultaneously fostering the need for quality employees within our county's manufacturing, tourism and agricultural settings. Additionally, this programming will be afforded to Junior and Senior students at the high school in order to develop as many workforce leaders as possible. Adding to the uniqueness of our county is the fact that 44.8% of our population does not currently hold a high school diploma. This statistic is in place despite the district's four year graduation rate holding steady at 98.3%. The difference noted lies in the fact that Holmes County maintains the largest Amish population in North America who by cultural values exit formal education at the end of grade eight. Additionally, the district maintains a large population of conservative Mennonites who value education, but do not wish to partake in the traditional high school setting. In order to address these lapses in educational continuity and progression, East Holmes Schools is seeking to expand offerings to recent grade eight graduates and current grade eight students in order to fulfill obligations to an underserved population. The enactment of FuelEd at the high school level will provide a format that mirrors the community desired home-schooling environment while providing high quality educational offerings. A long term goal is to establish an online academy, whereby individuals of all ages can acquire their General Education Diploma. This attribute would serve to strengthen our community while also supplying local employers with well rounded individuals to fill their evolving positions within the three main fields of agriculture, tourism and manufacturing. The final component requiring immediate attention is the lack of equitable technology within the district which impedes our progress in delivering the best practice of differentiated instruction to all students. As previously mentioned, Holmes County is 97% cropland, pasture and agricultural in nature which further heightens the importance of technology in order to provide equitable experiences as student counterparts within the state of Ohio. Improved technology would allow our district to offer students a high quality education which includes more experiences despite our physical rural location. The ability for students to experience coursework through an additional instructional medium will contribute to the goal of personal lifelong impactful learning, and the sustained economic viability of our community. Success in the rural economy requires 21st century problem solving skills and strategies which are a derivative of constant and equitable access to innovative education which incorporates best practice technology usage. Flexible online offerings will serve to enhance available courses of study while expanding potential opportunities to our Amish and Conservative Mennonite families desiring further education. The end result is a blended system of education and commerce that serves to sustain our local 953 cottage industries and businesses through a well-rounded and educated work force because "Ohio Means Jobs.*

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.*

Testing data must prompt ways of improving the system of education. This premise, when coupled with varied educational offerings, will prepare students for the future. Given the rural attributes of our district, students are severely limited in experiences and available course offerings thus placing them at a disadvantage. The integration of technology serves to increase student involvement and interest, thus contributing to a system of education which aligns with future learning possibilities. Our large number of Amish students require career pathways exploration to ensure appropriate employer matches. The current lack of technology within the district results in lower test scores due to technology inexperience and a lack of associated skills. Modern students must maintain computer based skills and strategies to be successful. Skills and experiences, blended with community opportunities will serve to strengthen education and its direct relationship to successful employment.

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

East Holmes maintains a tradition of excellent academic advancement despite numerous cultural beliefs which can limit the scope of available programming. Several of our buildings are 100% Amish faith based with conservative belief systems while the balance of our district maintains a blended population. Blended buildings have made use of online testing platforms thus noting a slight decrease in student achievement from an assumed lack of technology based skills. Regions of the district such as the high school where devices have been randomly placed, based on teacher self-interest and drive, have noted an increase in student interest levels and associated gains in knowledge. Additionally, our community currently maintains a program entitled: Leadership Holmes County. This program works to unite professionals across the county, while exploring the three main driving components of the local economy including agriculture, tourism and manufacturing based industries. It is important to note that each of these are intricately woven together, and serve to stabilize and insulate our local economy from volatility. According to local statistics, our current unemployment rate is 3.5%, one of the lowest in the state. However, despite this low percentage, this data is indicative of an overall shortage of employees. The aforementioned course is one year in length, and requires a leadership book study along with tours and learning opportunities within numerous local businesses and entities.
Additionally, this experience requires a capstone project which serves to meet a specific identified need within the county while demonstrating quality leadership deployment. Leadership Holmes County is a proven program that holds a strong track record of leadership development within workers of all levels across our county. It is these components which we hope to instill within our students at an earlier stage in life. As a result, this course will be turned into a junior program devised specifically for the East Holmes Local Schools which will be offered to Juniors and Seniors at the high school level, in addition to our eighth grade Amish pupils. Currently, East Holmes Schools makes use of the Successmaker program in several of our elementary buildings as well as digital curricular components at all levels. The tracking of this data has demonstrated success in student interest levels and initially in academic gains. However, over the course of time, Successmaker and digital curriculum use, has demonstrated a stagnant level of growth as the number of available and dependable devices is limited. This attribute is further compounded by an inequitable distribution and access to technology and associated programming. A district wide increase in reliable and equitable technology will enable all students to experience the success and varied learning styles that are now possible in the modern day classroom. At the high school level classes afford students the opportunity to learn through the implementation of a learning management system. The blending of content within these courses has peaked student interest levels while demonstrating academic gains from enrolled students. Maximizing the potential of this platform across the district, as culturally applicable, will expose students to necessary technology based skills and strategies, while simultaneously meeting the objectives of this proposal.

### 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).

Implementation of the Junior Leadership Holmes County Program will increase qualified staffing for local businesses and institutions from the current tracked level of 0% to >5%. Use of FuelED, Schoology and the continuation of Successmaker program will improve differentiated instruction thus positively impacting our K-3 literacy report achievement rate by 10% in the "Not on Track" category, the district's Prepared for Success Data (Grades 9-12) ACT participation rate will increase to 90% and student ranking on the Ohio AIR testing (Grades 3-12) will demonstrate academic gains as outlined below: English Language Arts - Limited 5-10%, Basic 15-20%, Proficient 30-35%, Accelerated 20-28%, Advanced 5-7%; Mathematics - Limited 5-10%, Basic 15-20%, Proficient 30-35%, Accelerated 20-28%, Advanced 5-7%. Additionally an increase of 50% will be noted in the teacher and student usage of our district adopted digital Mathematics, Social Studies and Science curriculums.

### 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 district K-3 Literacy Report, will note improvement in the "Not on Track" category from 54.9% to 64.9%. The Prepared for Success Data (Grades 9-12) ACT participation rate will increase to 90% from 81%. Student ranking on the Ohio AIR testing (Grades 3-12) will demonstrate academic gains as outlined below: English Language Arts - Limited 56% down to 5-10%, Basic 7% up to 15-20%, Proficient 14% up to 30-35%, Accelerated 19% up to 20-28%, Advanced 4% up to 5-7%; Mathematics-Limited 46% down to 5-10%; Basic 9% up to 15-20%, Proficient 17% up to 30-35%, Accelerated 25% up to 20-28%, Advanced 3% up to 5-7%. Additionally an increase of 50% will be noted in the teacher and student usage of our district adopted digital Mathematics, Socials Studies and Science curriculums. Finally, the Junior Leadership Holmes County Program will increase qualified staffing for local businesses and institutions from the current tracked level of 0% to >5%.

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

Through on-going assessment, assumptions that are false will meet revisions to ensure optimal success for the outlined programs. Given the development of the Junior Leadership Holmes County Program with near simultaneous implementation, changes are anticipated based on the criteria of specifically identified student needs as well as employer response to ensure optimal leadership development within all participants. Regions of possible concern with a newly blended learning environment includes the implementation of the ideal learning management system, given our conservative population and cultural values. Further exploration of these mediums may be necessary in order to ensure the deployment of an equitable technology platform and associated systems which will maintain a lasting impact across our diverse population. Curricular ties into a new electronic platform coupled with existing digital components will need to be closely monitored. With any new initiative comes a degree of uncertainty as full implementation is achieved. Flexibility is necessary in order to devise the most productive and useful platform and tools as a means of supporting heightened student learning outcomes. Professional development is crucial to the success of any new program. The use of high quality in-service, as it relates to the improvement of student academic progress, must meet the diverse needs of staff. Given the varied levels of experience and expertise of teaching staff, extensive trainings consisting of varied levels, with corresponding requirements, will cause on-going assessment and revisions to be implemented. As the aforementioned process is enacted upon, it is vital to continually reassess and document implementation measures to ensure the academic advancement of all students. This will undoubtedly call for changes to professional development offered based upon the specific and varied needs of the staff as well as student response to the new learning mediums.

#### 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.

A paperless platform will reduce costs from $13,566.05 to approximately $6,000 per year. Reduction in textbook spending will be noted as digital systems are purchased and a savings of $10,000 will be recognized in FY 2018 and 2020. An additional benefit is the increase in available classroom space within the buildings and support services from the IT department as time spent on malfunctioning equipment is reduced. Collaborating with the Chamber of Commerce to establish the $10,000 per year Junior Leadership program will result in no cost. The technology consortium contract will address professional development needs totaling $15,900. Our current Blackboard Connect contract will be cancelled totaling $4,442.49. Additionally cost avoidance will occur with non renewal of the A+ platform totalling $13,200.

### 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.

The increase in course offerings via the digital platform will be cost neutral as the district expands services while employing no additional
staff thereby ensuring continued fiscal management. This will serve to greatly increase our current educational services without recognizing additional costs for the academic advancement of all enrolled students. Further assumptions include the cost of digital curriculum options remaining competitive into the future, as well as the current contract with TCCSA for technology support and professional development opportunities. Any noted increases in these items will skew the overall results as described above.

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

Currently, the district has utilized several free learning management systems at the high school level in order to establish the likelihood of success for digital learning in East Holmes. This process has allowed the district to gain insights on the appropriate model for district usage, with regards to community and cultural expectations as well as staff needs. Additionally, the district has made use of technical assistance through TCCSA in order to assist with technology based issues. The end result has been an improvement in the overall level of technology based service and professional development for staff throughout the district. Services provided by TCCSA has increased greatly within several of our buildings which has helped to establish ideal topics, times and meeting agendas in order to maximize available opportunities and future offerings.

22410 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

Spending reductions included within this proposal include our yearly Blackboard Connect contract totaling $4,442 annually, the overall cost avoidance of a needed upgrade to the current digital platform A+ at a cost of $13,200.00, and a reduction in the amount of paper consumed each year for a savings of $6,000. Additionally, as textbook adoptions are due, a savings will be noted as the district converts to digital subscriptions only at the high school and middle school levels. A movement away from the current hybrid method of curriculum will save $5,000 in fiscal year 2018 with the mathematics adoption, and an additional $5,000 in fiscal year 2020 with the science textbook adoption. In totality, $22,410.00 will be saved over a five year period while programming and opportunities are exponentially increased and improved for the benefit of all students.

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

On-going assessment of this project and its associated outcomes are integral to ensuring that outlined budgetary parameters are upheld. Variations in quotes or fluctuation in pricing as contracts and devices are sought will impact the overall budgetary outlay for this project. Continual monitoring and adjustments may be necessary in order to maximize the available funding while maintaining fidelity with regards to the outlined budget and associated components.

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 indicator 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
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)

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.

809,226.00  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.

Professional Development and Junior Leadership Learning Center will be established to meet the educational needs of this proposal. An interactive whiteboard ($1,749) purchased for this location, in addition to three conference tables ($2,450.04), 35 chairs ($1,318.80) and an access point for internet capabilities ($1,000). Additionally, the Chamber of Commerce will lead a professional development session ($500) for staff in order to assist with start up vision and goals. Finally, professional development and support will be received through a contract increase with TCCSA for on-site technological support and training ($15,000) for initial start up and year one training. Five year subscription fees for FuelEd ($53,000), FuelEd Career Readiness ($20,000) and Schoology ($42,500) will allow for the implementation of our digital programming and future expansion from our Amish and Conservative Mennonite community who otherwise would not further their education thus impacting the lifelong potential for each individual. Professional development opportunities for Schoology ($3,000) will be provided for staff in order to ensure the fidelity of the program. A local evaluator will be hired for a six year period of time in order to ensure that all qualitative and quantitative data, as determined by the outlined grant, are collected and reported with fidelity ($10,000 a year totaling $60,000). Equipment includes 108 Dell laptops ($64,800) will be utilized to power all digital classroom platforms across the district in a culturally acceptable fashion. 400 Touchscreen chromebooks ($144,000) and 27 iPads ($13,500) will be placed in the elementary and special education classrooms to assist with the needs of younger students. 1,250 Chromebooks ($325,000) will be deployed at the middle and high school digital online platform. Interactive white boards ($41,976) will be utilized in order to facilitate culturally acceptable digital instructions within our Amish classrooms.

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.
D) IMPLEMENTATION

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.

Sustainability costs associated with this proposal includes East Holmes Local Schools purchasing one wireless access point at $200 annually, in addition to 100 Chromebook updates annually at a cost of $26,000 beginning in fiscal year 2021. The access point listed above will supply our Junior Leadership and Professional development conference room with internet access. The rotation of Chromebooks per calendar year as an average of 75 are deployed to meet the needs of our incoming freshman class and the remaining 25 are utilized for replacement of incidental occurrences such as breakage and overall malfunction. Within this plan, cost savings are also noted as our current use of blackboard connect is relinquished for a total annual savings of $4,442. Cost avoidance will be achieved through the non-upgrade of our current A+ program at the high school level. Overall the district will note a decrease in paper and associated copier costs as digital initiatives are put into effect for a net gain of $6,000 annually. Additionally, within the region of curriculum a savings will be noted as paper textbooks are no longer purchased in Fiscal year 2018 (Mathematics) and also in 2020 (Science) for a total of $10,000 of savings combined. An additional component to the overall sustainability plan is the reallocation of a portion of currently collected student fees which will generate $33,000 per year to be utilized for device service, and replacement.

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.

Sustainability costs associated with this proposal includes East Holmes Local Schools purchasing one wireless access point at $200 annually, in addition to 100 Chromebook updates annually at a cost of $26,000 beginning in fiscal year 2021. The access point listed above will supply our Junior Leadership and Professional development conference room with internet access. The rotation of Chromebooks per calendar year as an average of 75 are deployed to meet the needs of our incoming freshman class and the remaining 25 are utilized for replacement of incidental occurrences such as breakage and overall malfunction. Within this plan, cost savings are also noted as our current use of blackboard connect is relinquished for a total annual savings of $4,442. Cost avoidance will be achieved through the non-upgrade of our current A+ program at the high school level. Overall the district will note a decrease in paper and associated copier costs as digital initiatives are put into effect for a net gain of $6,000 annually. Additionally, within the region of curriculum a savings will be noted as paper textbooks are no longer purchased in Fiscal year 2018 (Mathematics) and also in 2020 (Science) for a total of $10,000 of savings combined. The final component to the overall sustainability plan is the reallocation of a portion of currently collected student fees which will generate $33,000 per year to be utilized for device service, and replacement.

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 17 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.

The reallocation of funds will be comprised of monies that are redirected from the districts currently collected student fees program. Under this program, students are assessed a $35.00 per year fee. The district would redirect $20.00 from this fee into a technology based fund that will be used to maintain the proposed initiative. This will ensure an additional source of sustainability at a total rate of $33,000 per year. Given the aforementioned, the reallocation of funds will contribute greatly to the stability of the proposal.

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 Team Key Personnel information by clicking the link below:
### E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Scope of activities - include all specific completion benchmarks</th>
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</thead>
<tbody>
<tr>
<td>August 2015 - July 2016</td>
<td>During the 2015/2016 school year, Chromebooks were piloted within the science curriculum at Hiland High School and within select elementary classroom settings. Additionally, building and district level technology and educational vision development meetings were held in order to determine the future of our local school system. In March of 2016, the district technology meeting was held which included the Superintendent, teaching staff, the Technology Coordinator, Principals, Literacy Coaches, Curriculum Director, and the Library Media Coordinator. The results of this meeting informed the goals and objectives of this proposal. In April of 2016, the Straight A grant writing team held a meeting to discuss possibilities of greatly improving our educational services and associated learning outcomes. Throughout this month, frequent communication and ongoing collaborative documents were shared amongst the Superintendent, Technology Coordinator, Curriculum department, teaching staff, community members, and the Chamber of Commerce Executive Director. This process lead to the intent to apply for this grant under the title of Project Next STEP. Through the balance of April and into May, much research was completed in order to determine the precise needs of our community when critically analyzed against the cultural expectations that exist. On May 6, 2016, the final proposal was submitted into the CCIP.</td>
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<tr>
<th>Date Range</th>
<th>Scope of activities - include all specific completion benchmarks</th>
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<tr>
<td>6/2016-6/2017</td>
<td>In June of 2016 East Holmes hopes to receive an award letter from the Ohio Department of Education. This will trigger the release of fund in July of 2016 when the district will purchase Chromebooks, touchscreen Chromebooks, Interactive boards, laptops, ipads, and all associated device licenses. Additionally, the professional development for school calendar years 2016/2017 and 2017/2018 will be planned. This will include relevant options for our for the full day teacher in-service to be held on October 21, 2016. In August of 2016 the district will begin the purchase of our FuelEd, FuelEd Career Connections and Schooly subscriptions. Additionally, staff laptops will be deployed and corresponding professional development will be slated for Chromebook usage and management. The Holmes County Junior Leadership program will be planned for the second semester of the school year in addition to the formalization of the Hiland curriculum guidebook including digital electives offered through FuelEd. In September of 2016, student chromebooks will be deployed for grades 7-12 across district with strong building support by District Tech Coordinator, Instructional Technologist, and TCCSA. The month of October 2016 will note our annual professional development date which will focus on the outlined grant objectives through additional technology professional development. Additionally, student Chromebooks in grades K-6 will be distributed with strong building support from the District Technology Coordinator, Instructional Technologist, and TCCSA. An additional full day professional development including grant objectives will occur on February 21, 2017 in order to assist with further identified needs across the newly implemented digital platform.</td>
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<th>Scope of activities - include all specific completion benchmarks</th>
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<td>6/2017-6/2022</td>
<td>Within the realm of data analysis the K-3 Literacy Report, will improve in the &quot;Not on Track&quot; category by 10%. Prepared for Success Data (Grades 9-12) ACT participation rate will increase to 90%. Student ranking on the Ohio AIR testing (Grades 3-12) will demonstrate academic gains as outlined below: English Language Arts - Limited 56% down to 5-10%, Basic 7% up to 15-20%, Proficient 14% up to 30-35%, Accelerated 19% up to 20-28%, Advanced 4% up to 5-7%. Mathematics - Limited 46% down to 5-10%, Basic 9% up to 15-20%, Proficient 17% up to 30-35%, Accelerated 25% up to 20-28%, Advanced 3% up to 5-7%. The Junior Leadership Program will demonstrate an increase in qualified staffing for local businesses and institutions from the current tracked level of 0% to ? 5%. Additionally an increase of 50% will be noted in the teacher and student usage of district adopted digital Mathematics, Socials Studies and Science curriculums. Data considered will be qualitative &amp; quantitative in nature. Stakeholder Team meetings will occur with Local Evaluator through FY22 to ensure institutionalization of program evaluation &amp; quality of mid-course corrections. Interim progress reports will be communicated to stakeholders at the mid-year and end of year mark. The district will publicize overarching success rates of digital implementation, student academic gains, and Junior Leadership Holmes County. Professional Development will assist teachers and administrators in developing skills to become facilitators, coaches &amp; leaders after the grant year concludes. Monthly teacher PD opportunities focused on district adopted curriculums as well as platform and device navigation and implementation will occur. Bi-monthly Leadership Team meetings will review the progress of the initiative which will serve to inform professional development opportunities as well as the direct actions required of the Technology Coordinator and the leadership team.</td>
</tr>
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</table>
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:

This proposal assists students in developing their next STEP including continued education at the college level, workforce entry, or career pathways while simultaneously embracing the time tested cultural values of Holmes County. To date, future career exploration has not occurred therefore an anticipated increase in awareness will be instilled within our student population resulting in the seeking out of new opportunities. Personal ownership for learning, coupled with embedded success will serve to assist all students in becoming proficient lifelong learners. Acquisition and application of 21st century skills and strategies through the aforementioned process will result in success. Equitable and reliable technology within the district will enable staff to apply new applications discovered through professional development opportunities. This will assist in student exploration of concepts and strategies that previously were unattainable due to the integration of modern teaching mediums. Additionally students will experience heightened differentiated instruction strategies through non-conventional teaching mediums and associated technology based skills, which will serve to foster interest levels as well as overall achievement rates. The Junior Leadership Program, has not been implemented in Holmes County prior to this initiative. The possibilities associated with the development of leadership skills and employment connections is exponentially profound. Establishment of this link to the proposal will change local industry hiring standards thus making Holmes County more competitive within the employment arena. Additionally, there is potential for growth in the number of businesses that may choose to locate in our county due to the increased population of highly qualified employees. The most important individual is the advancement of the number of students furthering their education, thus contributing greatly to the local economy as well as individual lifetime success.

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:

Karen Potter - Local Evaluator 330-749-3715 karen948@gmail.com

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 district-wide grant writing team, along with our local evaluator, will conduct an ongoing evaluation of the entire project, inclusive of ordering, the installation of equipment and corresponding resource effectiveness. This process will be achieved through the completion of corresponding professional development activities coupled with on-going classroom visits by the Educational Technologist. The success of this project's implementation will incorporate the use of data including the district K-3 Literacy Report, will note improvement in the "Not on Track" category from 54.9% to 64.9%. The Prepared for Success Data (Grades 9-12) ACT participation rate will increase to 90% from 81%, and student ranking on the Ohio AIR testing (Grades 3-12) will demonstrate academic gains as outlined below: English Language Arts - Limited 56% down to 5-10%, Basic 7% up to 15-20%, Proficient 14% up to 30-35%, Accelerated 19% up to 20-28%, Advanced 4% up to 5-7%; Mathematics- Limited 46% down to 5-10%; Basic 9% up to 15-20%, Proficient 17% up to 30-35%, Accelerated 25% up to 20-28%, Advanced 3% up to 5-7%. Additionally an increase of 50% will be noted in the teacher and student usage of our district adopted digital Mathematics, Socials Studies and Science curriculums. Finally, the Junior Leadership Holmes County Program will increase qualified staffing for local businesses and institutions from the current tracked level of 0% to > 5%. The success level of instructive technology integration will be documented through on-going digital platform usage rates. The Junior leadership program will monitor the number of participants successfully landing employment within participating Chamber of Commerce businesses. As the program is implemented, data that indicates insufficient progress will ensure appropriate mid-course corrections are taken. The following dates will be observed for full implementation of this program: 6/2016 - Receive award letter 7/2016 - Receive funding 7/2016 - Purchase Chromebooks, touchscreen chromebooks, Interactive boards, laptops, ipads, associated licenses 7/2016 - Plan technology Professional Development for 2016/2017 and 2017/2018 school year 7/2016 - Explore professional presenter options for October 21,2016 (full day teacher insevise: target embracing technology to improve overall student achievement) 8/2016 - Purchase five year FuelEd subscription based on digital course enrollment and existing non-traditional students. 8/2016 - Distribute staff laptops and provide professional development for teachers including Chromebook usage and management. 8/2016 - Set dates and formalize Junior Leadership to be implemented second semester 8/2016 - Purchase Learning Management System Schoology 8/2016 - Formalize Hiland curriculum guidebook to include digital electives (Fuel Ed) 8/2016 - Purchase Fuel Ed based on digital course enrollment, for electives and increased population of non-traditional students 9/2016 - Distribute student Chromebooks for grades 7-12 across district with strong building support by District Tech Coordinator and TCCSA

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.

This proposal readily lends itself to replication in its current state. Room for expansion is built in as subpopulations located within any region...
could benefit from an increase in modern workforce skills and employability assets. The Junior leadership program is intended to foster and develop lifelong skills across any population of individuals as a means of ensuring economic stability for our nation. Numerous hours will be necessary in order to align one's district to appropriate resources within the community. Additionally, in house systems of technology and staffing need to be reviewed carefully in order to ensure optimal equipment and associated platform implementation. Our committee of proven leaders stand ready to discuss the implications of this project with any potential replicators. Focusing on the individual child by combining traditional teaching strategies with a digital platform could be successful in other settings. The cultivation of enthusiastic leadership and aggressive fiscal commitment is necessary for the successful replication and expansion of this project.

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. (See attached signed assurance) Jon Wilson, Federal Programs, Testing, and Curriculum Administrator, East Holmes Local Schools, 6108 CR 77, Millersburg, Ohio 44654, 330-893-2665 ehlm_wilson@tccsa.net I agree. (See attached signed assurance) Erik Beun, Walnut Creek Elementary Principal/Board approved Superintendent as of August 1, 2016, East Holmes Local Schools, 6108 CR 77, Millersburg, Ohio 44654, 330-893-2610, ehlm_beun@tccsa.net I agree. (See attached signed assurance) Kellie Lester-Breehl, Treasurer, East Holmes Local Schools, 6108 CR 77, Millersburg, Ohio 44654, 330-893-2610, ehlm_klester@tccsa.net
Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shasta</td>
<td>Mast</td>
<td>(330) 674-3975</td>
<td><a href="mailto:shasta@holmescountychamber.com">shasta@holmescountychamber.com</a></td>
<td>Holmes County Chamber of Commerce</td>
<td></td>
<td>6 West Jackson Street, Suite A, Millersburg, Ohio, 44654</td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td>Leininger</td>
<td>(330) 763-2954</td>
<td><a href="mailto:mleininger@hcedc.com">mleininger@hcedc.com</a></td>
<td>Holmes County Economic Council</td>
<td></td>
<td>2 Court Street, Suite 16, Millersburg, Ohio, 44654</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE on Project</td>
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<tr>
<td>Lori</td>
<td>Pringle</td>
<td>Library Media Specialist</td>
<td>Professional Development Committee - Instrumental support personnel across East Holmes Local School district - Publicity</td>
<td>Mrs. Pringle supervises all the libraries and library support staff in our district. She is a technology leader for East Holmes. Mrs. Pringle brought Google Apps for Education (GAFE) to our district and continues to play an integral role in the management of and professional development tied to GAFE.</td>
<td>Mrs. Pringle has written and supervised the implementation of an LSTA (Library Service and Technology Act) federal grant ($73,463 grant impacting 1,092 students, 89 teachers, four administrators, and four library media paraprofessionals). She has experience with Chromebook implementation and maintenance. Mrs. Pringle supports Hiland teachers and students as they embrace Ohio Means Jobs for career and college preparation.</td>
<td>BA Elementary Education, Library Media (P-12), Masters in Administration (PK-9)</td>
<td>10</td>
</tr>
<tr>
<td>Josh</td>
<td>Hildebrand</td>
<td>Technology Director</td>
<td>Deployment of all newly purchased devices, platforms, and associated items - Maintenance of infrastructure to support technology devices - Professional development/Technology training - Monitor service needs across district</td>
<td>Mr. Hildebrand manages IT infrastructure and technology needs of district. He has successfully planned for, deployed and managed Chromebook and Google Apps initiatives in multiple districts. He has a strong background in network infrastructure, systems administration, and educational technology.</td>
<td>Mr. Hildebrand manages IT infrastructure and supports the technology needs of the district. He has successfully planned for, deployed and managed Chromebook and Google Apps initiatives in multiple districts. He has a strong background in network infrastructure, systems administration, and educational technology.</td>
<td>Attended Ohio Northern University and North Central State College</td>
<td>25</td>
</tr>
<tr>
<td>Shasta</td>
<td>Mast</td>
<td>Holmes County Chamber of Commerce &amp; Tourism Bureau Executive Director</td>
<td>Implement Junior Leadership Program Track employment rate of participating students Liaison between the Junior Leadership Program and employers</td>
<td>Shasta Mast has served as director of the Holmes County Chamber of Commerce &amp; Tourism Bureau</td>
<td>The Holmes County Chamber created and administered Leadership Holmes County, a dynamic, yearly</td>
<td>Bachelor of Arts Degree in English &amp; Journalism</td>
<td>1</td>
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</table>
and open opportunities since 2003. She manages a full-time staff of four, plus a part-time and seasonal staff of four additional employees. The Chamber is an economic development organization that seeks to help its member organizations succeed through advocacy, education, leadership, economic development, innovation and communication. The Tourism Bureau markets Amish Country as a premier tourist destination through advertising, the group tour partnership, direct mail, website development and maintenance, travel shows, two visitors centers, visitors guides, and more.

| Jon Wilson | Federal Programs, Curriculum and Testing Administrator | FuelED and Schoology Coordinator, Driving force for the district initiative to ensure proposal initiatives are enacted upon with fidelity, Data collection and compliance director, Sustainability coordinator | Mr. Wilson has 18 years in the field of education encompassing teaching, administration, federal programs, testing, and curriculum. Chaired multiple district wide unification projects, significant expertise in the Amish population and their cultural values, assessment of initiatives and their successfulness, ongoing desire to better the educational platform of Holmes County | BA Elementary Education, Masters Administration |
| Charles Spreng | Director of Student Services | Professional Development Committee, Data collection and compliance, Sustainability maintenance | I oversee all Special Education Services for the district. I work in collaboration with staff to ensure that all special education programs, services, and | BS in Education-Mild/Moderate Intervention Specialist |
programs, services, and supports are in place for the district. This includes a number of activities like making data driven decisions based on student need and performance, analysis of current programs and effectiveness, and ensuring that our staff is meeting the needs of our students. I have collaborated in the collection and analysis of district wide data to help make instructional and staffing decisions. Among the data analyzed includes state and district wide testing, ETR’s, and progress reports. Additionally, I ensure that IEP’s and services are compliant with the Ohio Operating Standards for the Education of Children with Disabilities. For these reasons, I feel I am qualified to collect data and ensure it is in compliance with sustainability requirements.

<p>| Anne Blochlinger | Literacy Coordinator/Curriculum | Professional Development Committee, Instrumental support personnel across the district, Ongoing monitoring of curriculum usage under the new digital platform, Data collection and compliance, Sustainability maintenance | 1st and 2nd classroom teacher for 20 years, 4 years as a K-3 Literacy Coach | Mrs. Blochlinger helps oversee the District Curriculum in K-2 classrooms. She helps to run district meetings, Grade Level meetings, book studies and Professional Development Days. | Bachelors in Education, Reading Recovery Training, Masters in Education |
| Toby Yoder | Literacy Coordinator/Curriculum | Professional Development Committee - Instrumental support personnel across East Holmes Local School district - Ongoing monitoring of curriculum usage under the new digital platform -Data collection and compliance - 5 years as a Title I/Reading Recovery Teacher 8 years as a 5th grade teacher (teaching all content areas) 5 years as Intermediate Literacy Coordinator 2 | 5 years as a Title I/Reading Recovery Teacher 8 years as a 5th grade teacher (teaching all content areas) 5 years as Intermediate Literacy Coordinator 2 | In 2013, I was part of a team that applied and received the Ohio Early Literacy and Reading Readiness Grant (Third Grade Guarantee). I assisted in the application | BA Elementary Education; Reading Recovery Training; Masters in Literacy |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Experience</th>
<th>Education</th>
<th>Years</th>
<th>Licensure/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adri Bryk</td>
<td>Assistant Curriculum Director, Resident Educator Coordinator, 21st Century Grant Coordinator</td>
<td>- FuelED and Schoology Coordinator - Driving force for the district initiative to ensure proposal initiatives are enacted upon with fidelity. - Data collection and compliance - Sustainability maintenance</td>
<td>Mrs. Bryk has 11 years of elementary teaching experience. She has been trained in Reading Recovery and has experience in many grade levels, content areas and buildings. Mrs. Bryk has spent 2 years as the Resident Educator Coordinator and Mentor for East Holmes, mentoring up to 26 Resident Educators per year. Simultaneously, Mrs. Bryk has been a site coordinator for the 21st Century Grant. Throughout the 2 years, she created and implemented a before and after school program and collected and analyzed data working with Ohio Department of Education, along with a local evaluator.</td>
<td>21st Century Grant Site Coordinator and data collection Resident Educator Coordinator Department Chair Walnut Creek Elementary</td>
<td>Reading Recovery Training, BA Elementary Education</td>
</tr>
<tr>
<td>Erik Beun</td>
<td>Superintendent</td>
<td>Point of contact for grant decisions Budgetary consent Administrative experience as a high school and middle school assistant Principal, Elementary Principal, and Middle School English teacher</td>
<td>Led Technology Review Committee at Hiland High School/Middle School. Assisted end of year professional development with staff on google apps and google classroom.</td>
<td>Bachelors Degree, Masters Educational Administration, Superintendent's Licensure Program</td>
<td>10</td>
</tr>
<tr>
<td>Scott Pringle</td>
<td>Hiland High and Middle School Assistant Principal</td>
<td>Professional Development Committee - Instrumental support personnel throughout Hiland Junior High and Mr. Pringle serves as the current A+ digital students manager and</td>
<td>Mr. Pringle has been highly involved in supporting staff in the use of Google</td>
<td>Masters in administration (K-12 principal licensure), Elementary</td>
<td>10</td>
</tr>
<tr>
<td>High School - FuelED and Schoology Coordinator</td>
<td>supervisor, district technology leader, and community and curriculum partner.</td>
<td>Apps for Education (GAFE) and integrating technology into the classroom to support curriculum goals. Mr. Pringle has been fortunate to have a wide range of experience in the district serving in the roles of Assistant Principal and Director of Student Services.</td>
<td>education (1-8 licensure)</td>
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