

Budget

Manchester Local (050005) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (57)

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

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	50,000.00	300,000.00	0.00	350,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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		0.00	0.00	0.00	50,000.00	300,000.00	0.00	350,000.00
							Adjusted Allocation	0.00
							Remaining	-350,000.00

Application

Manchester Local (050005) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (57)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
21st Century Advancement in Education - A 1:1 Enhancement

2. Project Tweet: Please limit your responses to 140 characters.
The goal is to achieve higher levels of student growth and attainment while ultimately increasing student achievement.
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.*

Grant Year				
0 Pre-K Special Education	85 K	101 1	98 2	83 3
93 4	92 5	111 6	101 7	116 8
119 9	134 10	126 11	105 12	

Year 1				
0 Pre-K Special Education	95 K	85 1	101 2	98 3
83 4	93 5	92 6	111 7	101 8
116 9	119 10	134 11	126 12	

Year 2				
0 Pre-K Special Education	95 K	95 1	85 2	101 3
98 4	83 5	93 6	92 7	111 8
101 9	116 10	119 11	134 12	

Year 3				
0 Pre-K Special Education	95 K	95 1	95 2	85 3
101 4	98 5	83 6	93 7	92 8
111 9	101 10	116 11	119 12	

Year 4				
0 Pre-K Special Education	95 K	95 1	95 2	95 3
85 4	101 5	98 6	83 7	93 8
92 9	111 10	101 11	116 12	

Year 5				
0 Pre-K Special Education	95 K	95 1	95 2	95 3
95 4	85 5	101 6	98 7	83 8

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.

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

First and last name of contact for lead applicant
Rachel Schutte

Organizational name of lead applicant
Manchester Local Schools

Address of lead applicant
6075 Manchester Rd

Phone Number of lead applicant
330-882-6926

Email Address of lead applicant
rachel.schutte@manchester-panthers.org

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

At Manchester Local Schools, we are in need of 1:1 computer enhanced methods for curriculum delivery. At the same time, we are in need of a number of textbooks for grades K-12, English Language Arts, Science, Social Studies, and Math. We are also in need of new Health, Career Exploration, and Family and Consumer Sciences textbooks at the high school level. Due to budget concerns, we need to find an innovative way to ensure cost savings in textbook and supplemental costs as well as technology enhancement. We have a need to provide access to Ohio's State Tests online. At this time, we are unable to meet the needs of our students. We would like to enhance our curriculum offerings through online programs, and teacher collaboration with cross curriculum project based learning. Throughout our district, there is a lack of accessible technology for our students. In order to increase achievement and parent involvement and communication, we would like to pursue a 1:1 initiative.

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

The proposed grant involves pursuing increased student achievement and community and parent communication, with the pursuit of a 1:1 initiative for students' grades 3-12. We believe that by pursuing this initiative it will allow more depth and inquiry, as well as cross-curricular projects in order to increase student achievement, particularly on district ACT scores and college matriculation. This project will enable outcomes related to cost savings to the district in relation to textbooks, as well as to allow our students to compete with others who have access to more technology and problem based learning. This project will infuse savings to enable more and better use of funds to be

directed to student learning.

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.

Increasing student ACT scores to above state averages and increasing the level or rigor, depth, and inquiry available to students in their classrooms. We would also like to see an improvement in college matriculation and an increase in the percentages of Manchester students who earn a degree within 4 years of college. We know that through project based cross curricular learning we will allow our students to achieve greater success in their academics through their time at Manchester Local Schools.

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.

The assumption that must be true is project based learning results in higher levels of student engagement and learning. Also, technology increases student achievement. The possibility of connecting to other school districts using technology would enhance real world learning concerns by classroom instructors.

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

We have previously incorporated this idea into a Global Studies course which allows students to at the senior level to use technology to learn and enhance their understanding of our global culture. In foreign language courses, as well as for students on home instruction, Skype has been a useful and exciting tool which has allowed our students to connect to students in other countries. We have also had a teacher use MOOC in a chemistry classroom.

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).

Review of ACT scores of Manchester graduates. Teachers will implement one new project based learning opportunity each semester. Review of college persistence (according to National Clearinghouse Data we have an average of 88% of freshman to sophomore persistence (percent of students enrolled in college the first year after high school who returned for a second year) and how this relates to degree completion. On average, only 39% of our students who began college degrees completed a degree within six years.

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

One of our main data points of reference will be reviewing National Student Clearinghouse data to ensure that we are increasing achievement and ultimately their college success. We will continue to work with Summit Education Initiative to gather data on our students.

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

We will be prepared to alter our project through professional development for staff members to ensure that project based learning focused on student achievement is taking place. We will continue to look towards think tanks such as Summit Education Initiative for guidance using data, along with continuing our involvement of local university partners currently being used.

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.

We would like to see increased cost saving in the transition from paper pencil textbooks to a 1 to 1 technology based learning environment. This would reduce both a large cost of student textbooks, which need replaced throughout the district as well as less cost in student consumable materials

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.

Assumptions that must be true in order for these outcomes to be realized are that Chromebooks for each student are more cost effective than the replacement cost of textbooks throughout the district. New technology will be maintained under district guidance and collected annually for inspection.

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, at our high school, we offer Global Studies, there is no need for textbooks to be purchased. Chromebooks have been purchased to improve learning outcomes. There are always more students interested in taking the Global Studies class as they are engaged in learning on a real time basis.

350000.00iv. Please enter the Net Cost Savings from your FIT.

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

In order to ensure we are monitoring our desired outcomes, we will be monitoring student achievement on Student Learning Objectives, as

well as growth on student scores on the ACT, and new state assessments.

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

We are prepared to alter the course of the project by developing new professional development opportunities. We are also willing to work with Summit Education Initiative in order to determine why we are not meeting our student growth goals, as well as our local educational service center.

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 by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable 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.

350,000.00 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.

The major budget cost for our grant request is that for \$300,000 which is for the cost of 1000 chrome books at \$300 each. There is an additional 50,000 worked into the budget to cover the cost of Chromebook repair, and \$10,000 for professional development. In order to increase student achievement and save the overwhelming costs of replacing textbooks district wide, teachers must receive ongoing professional development on how to integrate technology into their classrooms. Additional costs to be covered may include personnel, wireless study, access points, managed network costs, carts, chargers, cases, cables, installation and insurance.

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.

70,000.00 a. Sustainability Year 1

70,000.00 b. Sustainability Year 2

70,000.00 c. Sustainability Year 3

70,000.00 d. Sustainability Year 4

70,000.00 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.

Sustainability Year 1 - the total estimated cost of maintaining this project for year 1 will be \$70,000. Sustainability Year 2 - In the second year of the project, the budget for sustainability will be \$70,000. Sustainability Year 3 - For the third year of the project, the budget for sustainability will be \$70,000. Sustainability Year 4 - For the fourth year of the project, the budget for sustainability will be \$70,000. Sustainability Year 5- For the fifth year of the project, the budget for sustainability will be \$70,000. We believe that this project will not incur many sustainability costs, however we are budgeting 10,000 annually for the repair and replacement of Chromebooks, as well as district professional development needs to go along with this technology enhanced initiative.

100 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.

We will save a total of \$60,000 in capital outlay in each year over 5 years and we will save \$10,000 a year in materials and supplies each year over five years. In total, over the 5 years of sustainability, we will save a total of \$350,00 in the general budget. Cost savings from the program will be derived in a variety of ways. The key component of cost savings will be provided in our general budget under materials and supplies and capital outlay. We will be able to defray textbook 1:1 cost for students with the infusion of technology, while also allowing students, teachers, and parents access to technology which will enhance their learning and real world experiences.

0 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.

100% of sustainability costs will be met through reallocation of savings from materials and supplies and capital outlay of the general budget.

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:

[Add Implementation Team](#)

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 Range June through September of 2016

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

During this time, we will determine the company we will use to best benefit our capital outlay needs for purchasing technology. We will also be editing our Acceptable Use Policy into a contract for parents and students which allow us to ensure that all students and families are familiar with the requirements for their participation in a district 1:1 Chromebook initiative. Professional Development needs to staff will be assessed and appropriate professional development opportunities will be planned.

22. Implementation (grant funded start-up activities)

a. Date Range September through December of 2016

b. Scope of activities - include all specific completion benchmarks

During September through December, we will receive and prepare the Chromebooks for students, as well as begin teacher professional development so that teachers are prepared for the technology enhanced shift we will be working towards in their classrooms. Throughout the year, teachers will begin more cross curricular and project based learning experiences for students through the use of their technology. This will allow students to experience more real world experiences in their everyday learning.

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

a. Date Range FY 18 - FY 22

b. Scope of activities - include all specific completion benchmarks

During the sustainability years, we will be able to cover sustainability costs through savings derived from the grant implementation. We will be able to save a total of \$350,000 from the general budget over five years, and are budgeting \$70,000 a year over five years for sustainability costs.

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:

There are a variety of critical instructional changes that will be shaped with the successful grant implementation. Most importantly, with this 1:1 technology enhanced Chromebook initiative, Manchester Local School District students will be able to have access to technology which will enhance their learning and allow them to practice and apply real world learning. The possibilities of connecting with students worldwide, connecting with different generations, and implementing through technology experiences unlike any they currently have access to are unlimited. With the undertaking of this initiative, there will be a strong shift in instruction which will allow teachers to open their lessons to more project based learning and cross curricular projects. The lack of access to technology will no longer be an issue for students as they move forward in their academic achievement. We will be able to evaluate this growth based on Student Learning Objectives, new state testing, Value-added, and ACT scores. An anticipated change expected would be student motivation in taking ownership of their own learning. Through their ownership of a school issued Chromebook, we will allow students who have little as far as material items to receive the use of a laptop which will help them achieve their best in school. Through the use of technology and learning experiences, our students will achieve levels of learning not before opened up to them. We will be able to bring Manchester Local Schools into a new age of learning, innovation, and student achievement.

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:

The evaluation of the programming of this project will be done internally through Superintendent, Dr. James Robinson, and Curriculum Director, Ms. Rachel Schutte. The evaluation of financial sustainability and finances will be completed by Mrs. Jennifer Rucker, Manchester Local Schools Treasurer.

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.

There are many components for the evaluation of " 21st Century Advancement in Education - A 1:1 Enhancement." Beginning with Student Learning Objectives in the spring of 2017, we will be able to evaluate the benefits of 1:1 technology at the 3-12 grade level through SLO data required of data. We intend to see gains in achievement with students overall growth throughout the school year. We will be able to use quantitative student growth through both SLOs and Value-added measures to determine if we are meeting district wide student achievement goals through the implementation of this project. Through ongoing professional development, teachers will be guided in the instructional shifts needed for successfully implementing technology into their classrooms and a focus on cross curricular and project based learning. Throughout the district, in the 2016-2017 school year, each teacher will be involved in a minimum of one cross curricular project which will enhance student learning. The shift to innovation and real world learning through technology will be evident in student growth data district wide. Financially, there will be quantitative data in both general budgets and the five year forecast which will demonstrate financial savings for Manchester Local Schools because of the implementation of Chromebooks in the classroom. Without this funding, budgets must include purchases of new textbooks which will total well over \$350,000 and strain the district financially.

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.

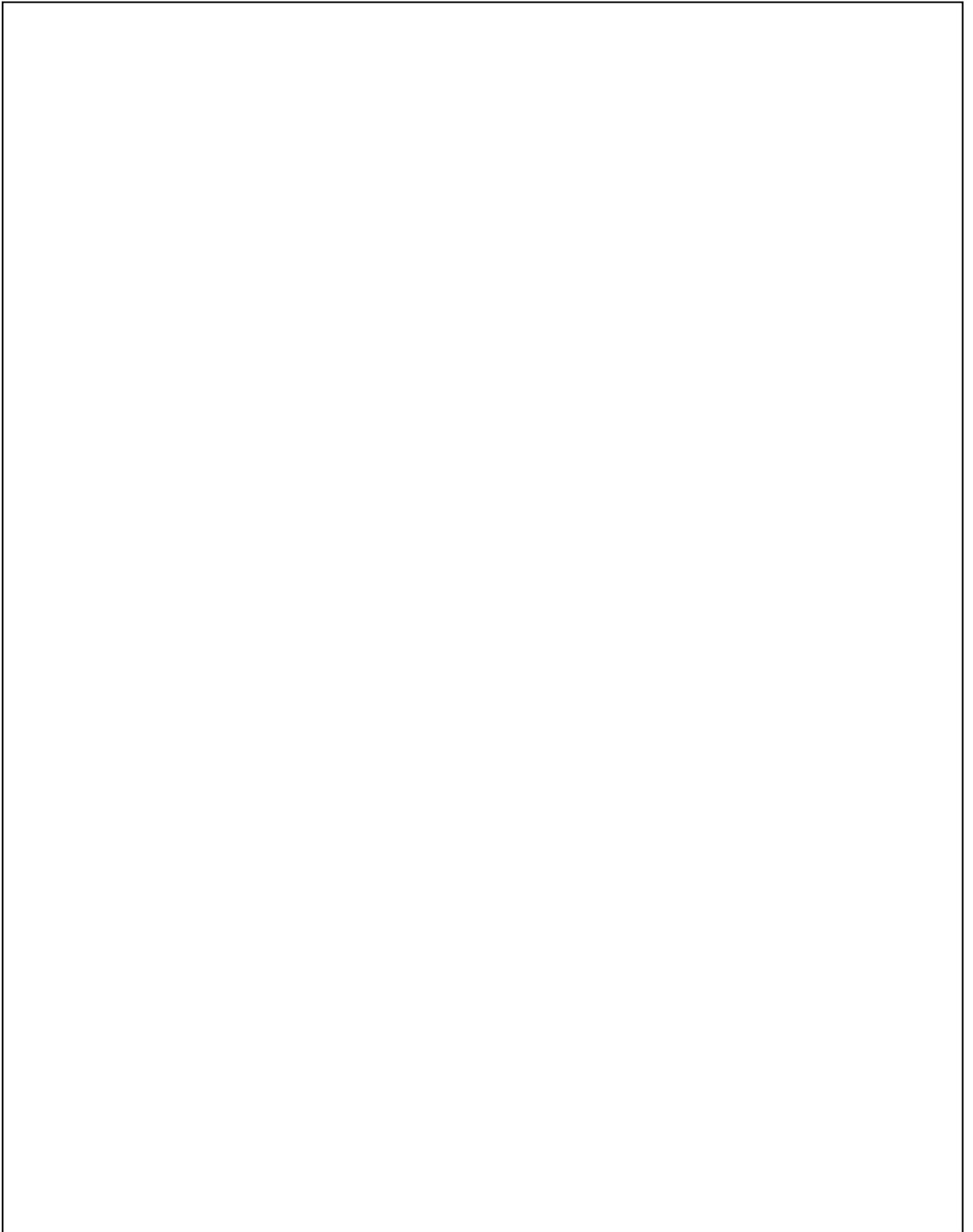
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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.

With the success of this project at Manchester Local School District, this project could most certainly be replicated at other school districts. With the demanding needs of school districts to improve access to technology, project based learning, cross curricular projects, and 21st century learning, there will continuously be a need to allow students real world learning experiences with access to technology. Through our project evaluation, we will be able to guide other districts in implementing a 1:1 technology enhanced initiative that will allow them to meet the needs of their digital native students.

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).

Rachel Schutte, Director of Curriculum and Instruction, Manchester Local Schools



Consortium Contacts

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

Partnerships

Manchester Local (050005) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Manchester Local (050005) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Rachel	Schutte	Director of Curriculum and Instruction	Rachel Schutte's responsibilities for this project are implementation and evaluation.	Rachel Schutte's qualifications include Director of Curriculum and Instruction.	Rachel Schutte's prior relevant experience includes classroom teacher and Director of Curriculum and Instruction.	Bachelors of Science, Masters of Education	10	
Scott	Ross	Director of Technology/HS Assistant Principal	Scott Ross's responsibilities for this project will include technology implementation and evaluation.	Scott Ross is a prior classroom teacher, Director of Technology, and high school assistant principal.	Scott Ross is a prior classroom teacher, Director of Technology, and high school assistant principal.	Bachelors of Science, Master of Education.	10	
James	Robinson	Superintendent	Dr. Robinson's responsibilities for this project are implementation, evaluation, teacher compliance, and Board of Education agreement for this grant.	Dr. Robinson's qualifications include Superintendent of Schools, Federal Grants Management, Director of Special Education and responsible for all student initiatives.	Dr. Robinson has served as a teacher, principal, counselor, Director of Curriculum and Instruction, Director of Special Education, Federal Grant Wrier, and Superintendent.	Bachelor of Arts, Master of Arts, Doctor of Education	10	