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Adjusted Allocation: 0.00

Remaining: -617,475.40
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: G.R.I.T. (Graduating with Resilience, Integrity, and Technology-skills) GRANT

2. Project Tweet: Please limit your responses to 140 characters.
   G.R.I.T. (Graduating with Resilience, Integrity, and Technology-skills) GRANT providing 1:1 for Perry K-12 students
   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>80 8</td>
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</tbody>
</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.

The first year of the project will directly impact 980 students. At the end of the 5 years, we will have DIRECTLY impacted 4,900 students. In addition, we have ensured that this initiative will be sustainable for the future of all Perry Local School students K-12. The recycling program will also allow us to sell our laptops to our interested graduating seniors and use those funds to buy new for the district to replace outdated machines.

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

First and last name of contact for lead applicant
Heather Smith
Organizational name of lead applicant
Perry Local Schools
Address of lead applicant
2770 E. Breese Rd. Lima, OH 45806
Phone Number of lead applicant
567-940-1427
Email Address of lead applicant
heather.smith@mycommodores.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

The current state or problem as identified by our past OAA, OGT, ACT, and Value-Added data shows that although we are increasing student achievement overall, we still struggle closing the gap for four subgroups: our students with disabilities, African Americans, Multi-Racial, and students who are economically disadvantaged. With our school district being 80% free or reduced lunch, accessing technology would be a definite advantage for our students to compete globally. The future of learning is increasingly interactive, driven by the latest technology, and rich with life experiences. We are proud to report that we were part of the 18% of Ohio's schools who tested 100% online last year. However, we have a limited number of computers for our students to utilize for state testing purposes only; but not enough computers to utilize technology-based blended instruction on a daily basis for all of our student population. Our current ratio is 230 computers: 960 students.

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

Our vision of empowering our students to succeed by "Graduating with Resilience, Integrity, and Technology" will come to fruition by meeting the strategic objectives of integrating technology, engaging all students, balancing assessments, creating dynamic learning opportunities to increase student achievement, and connecting to our community. An outline below demonstrates how we will accomplish this: -Professional development. The Google App for Educators Training will provide our teachers will professional development and certification to become
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.

      We have identified the following specific targets in student achievement: Students in grades 4-8 Value Added Progress scores from state report card will increase from F to B demonstrating each student receives at least 1 year’s worth of growth in Math and Reading. In addition, we will improve our reading capacity by utilizing Accelerated Reader 360. Our 5 year trend average is 22.4 students taking the ACT. We plan on closing our ACT gap; Perry students meeting college readiness benchmarks compared to state average: English 65.4% (State Avg. 71.4%), Mathematics 42.4%, (State Avg. 48.2%) Reading 35.8% (State Avg. 56.6%). ACT test prep will be part of the curriculum in the senior class. This will also positively affect our graduation rate as qualifying ACT scores can be applied to high graduation credit. We will be able to implement an efficient credit recovery program through A+ software allowing students to work at their ideal pace, while still graduating with their class.

   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.

      There are many assumptions which must be true for this outcome to be realized is that the integration of technology promotes a personalized blended learning experience for our students, resulting in higher levels of student engagement and learning. Another assumption is that our students will be responsible with the digital equipment we will be placing in their hands, for upper level students that will include taking the laptops from school to home each night and returning them each morning safely. We are assuming area businesses will take the time to familiar themselves and utilize the School Business partnership app created by CETI in conjunction with Delphos City Schools, as well as our students. A further assumption is that we will instill a love of lifelong reading for our students by introducing Accelerated Reader 360 to them early to develop the habit of reading and that we will be able to motivate them to reach their goals.

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

      Over the years, we have purchased 4 laptop carts and 3 different types of computers: Lenovo Thinkpads, Chromebooks, and Dell Latitude. Our technology coordinator feels the Chromebooks are the most user-friendly and management-friendly, not to mention cost-effective. Our project was designed around the 3 guiding principles of Universal Design for Learning: 1. Provide multiple means for representation. 2. Provide multiple means for action and expression. 3. Provide multiple means for engagement. http://www.udlcenter.org 1:1 technology ties into UDL (Universal Design for Learning) principles by offering choice of multiple means of representation, action & expression, and engagement. We are have been studying Katie Novak's book, UDL Now! In a blending learning environment for teacher professional development. From this, we have learned how technology can be incorporated meaningfully by offering multiple means i.e. CHOICE! By offering UDL instruction at Tier 1, ALL students benefit. For example, as a result of our UDL training, we are experimenting with the app "SpeakIt" available to our students. We are also tapping into the inclusive tool on Google Docs called "Voice Typing," which anyone can use, not just our students who need scribes. For our 1:1 initiative, like Delphos, we also looked to "Project RED"s" national study to identify and prioritize the factors that make some U.S. K-12 technology implementations perform dramatically better than others, 2010. Our project implements their nine key factors that when implemented, schools out performed all schools and even 1:1 schools! The nine key implementation factors are linked most strongly to education success as cited Project RED's Study Titled: The Technology Factor: 9 Keys to Student Achievement and Cost Effectiveness are: 1) Intervention Classes (Technology is in integrated into every intervention class period) 2) Change management leadership by principal 3) Online collaboration 4) Core Subjects 5) Online formative assessments 6) Student-computer ratio 7) Virtual Field Trips 8) Search Engines 9) Principal Training. This grant would provide equal access to technology for our
low-income students and allow ALL of our students to compete globally. Online collaboration increases learning productivity and student engagement. Technology transformed intervention improves learning. Our project also supports the U.S. Department of Education’s "Five essential components of learning powered by technology: Learning, Assessment, Teaching, Infrastructure, and Productivity" (National Education Technology Plan, November 2010). We researched students’ views on digital learning in “Ten Things Everyone Should Know about K-12 Students 'Views on Digital Learning'” (Speak Up National Research Project Findings, 2012) and identified students’ desire to stay connected across mobile devices. Using Google Docs allows students to connect to their school work across devices (Chromebook, tablet, phone, etc.) Provide motivation and accountability for reading K-12 by implementing the Accelerated Reading Program at Perry Local School District. Students who use Accelerated Reading 360 are twice as likely to be college and career ready. Struggling readers are 2.8 times likely to be proficient and students who are on free or reduced lunch are 2.5 more times as likely. Since these are two of our targeted subgroups, we feel this program will be exponentially beneficial. Our goal is encourage and monitor our students’ reading goals which will result in them having a book in their hands or digitally on their Chromebooks. By introducing this initiative early, we will be sustaining lifelong habits of reading which boosts vocabulary, comprehension, and imagination!

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).

The specific indicators we will utilize to measure our progress will be the following: -90% of our teachers will implement blended learning using Google Classroom as a result of their Google Teacher certification. -100% of our students will work collaboratively on digital projects with other students to express their learning. -Teachers will actively utilize the principles of UDL by providing multiple means of representation, action & expression, and engagement at Tier 1. -K-12 students will be READERS, motivated and monitored by Accelerated Reading 360. -Our students will be "Graduating with Resilience, Integrity, and Technology-skills" making them college and career ready!

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

- 2014-2015 Local Report Card District Data: -Performance Indicators, 67.1% D -Indicators Met, 45.5% F -Gap Closing, F -K-3 Literacy Improvement 71.7% B -Value-Added Data: -Overall F -Gifted NR -Students with Disabilities F -Lowest 20% F -Graduation Rate: -4-Year 88.0% C -5-Year 93.0% B -Perry Elementary School (Ready Assessments -Math 17% -Reading 20% -Perry High School Pro-Core Assessments (Form A) -Math 31.8% -Reading 43.0% -Science 29.5% -Social Studies 37.7% -Accelerated Reader Reports for grades K-12 (baseline data to come with grant implementation) -Perry's ACT 5 Year Trends -Average Number of Students Tested Each Year: 22.4 students -Average Percent of Students Who Met College Readiness Benchmarks -English 65.4% (State Average 71.4%) -Mathematics 42.4% (State Average 48.2%) -Reading 35.8% (State Average 56.6%)

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 our project if our assumptions prove false or outcomes are not realized by being flexible in our original plan, but maintaining the integrity of our vision of our GRINT Grant. It is our hope that our 7-12 grade level students will be responsible for the devices. However, if that proves to be a problem, we deal with each case individually. Technology, like textbooks, are part of the educational process if utilized correctly; therefore, technology will not be taken away if students misuse the device. One viable option would that the high school student would need to leave the Chromebook at school instead of taking it back and forth to school. Although, this would not be ideal, it may be utilized as a last resort. Our goal is for our students to find intrinsic motivation with a growth mindset regarding their reading goals. However, we may need to be flexible with this idea and backtrack to a gradual release with external rewards. In addition, we currently do not offer our students e-books. 1:1 will give us the perfect opportunity to pursue e-textbooks as well as e-books for pleasure reading and research. It is expected that our periodic, formative assessments over the course of the school year will keep us informed of our progress.

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.

Perry currently has several pieces of technology that do not have green energy capabilities given how old some of the technology is in the classrooms for the students to use. We still have a computer lab that is running Optiplex 210L’s that were at their end of life years ago, but have proved to be a reliable machine. Once the technology gets updated with systems that are green energy capable, it will prove to have great cost savings for the district to apply in other areas. Teachers currently have inkjet printers in every classroom which consumes a lot of energy to use as well as a lot of funds to keep ink in stock for all of the inkjets. If our GRIT project gets approved and we can roll out a 1:1, we would be able to eliminate all the personal inkjets in classrooms with a huge cost savings in energy as well as supplies for these devices. The ability to have our textbooks digitalized for students to have access to on a device would give the students less to carry but more to study.

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.

Our GRIT Grant would help push us toward a more efficient school and save on energy costs. The school's energy cost for technology would also be cut down dramatically without the need of a constant power source being plugged in for the desktop computers. This is estimated at $8,431.50 per year. In our GRIT Grant, each student would be given a Chromebook for them to use during the school day that would run on just its battery. Meaning, it only has to be charged at night when they go home cutting down our energy usage during the day by a tremendous amount because we do not have to have continuous power to our devices like our current systems do. Digital resources are becoming more available giving school districts breaks on books by only requiring schools to buy one copy of the book, but enough licenses to distribute that book/resource to the whole district with just a few mouse clicks.

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

The resources that are now available through various websites and web applications help students who have a harder time in the
List the desired outcomes.

**Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.**

To provide a greater share of resources in the classroom, K-12 will receive Chromebooks to allow for learning anytime, anywhere. Teachers will use Google in meaningful ways to encourage collaboration, engagement, and proficiency in their classrooms and beyond the school day. Google Drive provides teachers with a history of revisions and student participation. Teachers can provide simultaneous ongoing feedback. Our project will allow our students to access the tools available for their individualized needs in organization, communication, motor skills, reading, visual, and writing support. Our teachers will show their commitment to lifelong learning by becoming certified Google Educators to enhance students’ classroom experiences. We will be able to harness the powerful formative assessment tools to prescribe targeted remediation. Our GRIT Grant will ensure our students will be “Graduating with Resilience, Integrity, and Technology-skills”!

### 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.**

The assumptions we making in selecting this goal is that 1:1 computers will be more efficient than having 2-3 student computers in the classroom in terms of student engagement. Another assumption is that the teachers will provide UDL principles by including multiple means of representation, expression, and engagement utilizing technology. Yet another assumption is that our teachers and students will charge the Chromebooks overnight. Although Perry will provide time during our professional development days, we acknowledge that teachers will need to put in hours above and beyond the school day. For our teachers who are technology-challenged, they might have difficulty passing the Google Apps for Educators assessments to be Certified.

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

The case studies Google has provided regarding 1:1 is empowering to our cause. The school with goals and objectives most similar to ours was found in the case study “Edmonton Public Schools Builds Collaborative Learning Community with Google Apps for Education” and “Windsor Southeast Supervisory Union Rolls out 1:1 Chromebooks program to increase Collaboration.” UDL training will need to be provided via a book study, webinars, or during professional development days so we stay on track with our UDL principles in the classroom. By providing charging carts for each homeroom teacher, we have anticipated the need to charge Chromebooks. Lunch, recess,
and intervention/enrichment periods will serve as a midday charge station as needed. We have anticipated teachers needing more time above job-embedded professional development days and attempted to address this in our grant by providing a stipend of hourly wage rate, but this still might be a problem area. For our teachers who struggle with passing the Google Apps certification exams, we will consider providing technology mentors (this could be a student or colleague)! By integrating 1:1 technology district-wide, we would be able to utilize blended learning instruction and assessment. Our school is already a Google Apps School: all of our students, teachers, staff, and board members have Google accounts. However, we haven’t been able to tap into all of the collaborative features of Google Drive due to the fact that our students do not have regular and consistent access to technology at school or home and our teachers have had minimal training. We are excited to have three high schools teachers who are actively utilizing Google Classroom with upperclassmen and they have been sharing their success stories at our teacher in-services. However, these three teachers also tie up our computer lab and computer carts as they try to implement technology on a daily/regular basis. We also researched schools that had implemented Google Apps for Education. The school with goals and objectives most similar to ours was found in the case study “Edmonton Public Schools Builds Collaborative Learning Community with Google Apps for Education” and "Windsor Southeast Supervisory Union Rolls out 1:1 Chromebooks program to increase Collaboration." The CETI and Delphos City Schools "School Business Partnership App” specifically supports this plan by "transferring existing and emerging technology innovations from such sectors as consumer, business, and entertainment into education.” Our intentions are to further enhance this APP after the initial APP is released. "Future Ready Schools: Building Technology Infrastructure for Learning” from the Office of Technology of the U.S. Department of Education, November 2014 is another research document we utilized in our decision-making process. In particular, we found the "Getting Devices to Students and Teachers” and the "Responsible Use, Privacy, and Other Considerations” sections extremely helpful. Doug Levin, the executive director of SETDA was quoted saying, "Within three to four years, it is less expensive to replace the device than repair it." The report states that "beyond 4 years, the combination of student wear and tear and software updates require devices to be replaced.” There are many practical suggestions that we considered and are reflected in our GRIT Grant proposal. In conclusion, we agree with U.S. Education Secretary Arne Duncan's recent statement, "In order to ensure that all students - no matter their zip code - have access to high-quality learning resources, we are encouraging districts and states to move away from traditional textbooks and toward freely accessible, openly-licensed materials. Districts across the country are transforming learning by using materials that can be constantly updated and adjusted to meet students’ needs.” Our GRIT Grant is definitely a HUGE step forward in this direction.

### 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.

Our most recent instructional spending as reported on the 2014-2015 state report card is listed at $5,958 for classroom instruction. We are below the state average. The impact of this grant on our instructional spending as a result of this project should be seen as early as the following school year. There would be a reduction in physical textbooks as we move to ebooks and paper costs. Anything before 2021, will show our true savings from the project and in 2022, is when we will start our major purchases to start replacing carts and Chromebooks.

### 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.**

Additional indicators to monitor progress will be the following: -Number of Google Certified Educators, -Number of integrated Google Classrooms for blended learning, student participation, discussions, assignments, etc. -Increase of Chromebook/student ratio -Perry's Google Private Channel APP library (number of apps)

### 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 our project if our assumptions prove false or our outcomes are not realized by conducting periodic UDL’s student learning styles surveys, by possibly grouping students for intervention/enrichment based on their learning styles, provide additional professional development for our teachers and/or mentors, explore a different or additional technology options including mice, different software, etc. to meet our students' needs. The GAB (GRIT Advisory Board) will oversee this status as part of their evaluation of the GRIT Grant's monthly progress.

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### 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.
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 consortium 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)

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.

12. What is the amount of this grant request?

The total cost for our project is $617,475.40. Please see "GRIT Grant Financial Documentation". Our project includes $454,860 for technology and support directly used in the classroom. This includes $245,120 for Chromebooks, $14,930 for iPearl mCover Hard Shell Case for 960 Hard Shell Cases, $19,200 for 960 Evocase Neoprene Carry Sleeve, $19,200 for Chrome OS White Glove Configuration Service, $24,000 for Google Chrome OS Management Licenses, $28,800 for 2-Year Maintenance Plan, and $51,660 for 36 Bretford Store and Charge Core 36M Carts. We are partnering with Ohio State University's CERCS for Enterprise Transformation and Innovation to creatively expand the School Business partnership APP. See the OSU "Sustaining Robust Achievement Gains" spreadsheet. The cost subcontracted to OSU is $145,655 which will connect our School and Business Partnerships through the APP created by OSU and Delphos City Schools. Perry will hold a School Business Summit. The Summit will gather research to further promote School and Business Partnerships and expand on the APP's features. Promotional materials, set-up, supplies, and catering are budgeted at $20,000. Our project includes $13,530 to create a GRIT Advisory Board of 8 members working 10 days during the 1st year implementation working on surveys, monthly progress meetings, and reporting to stakeholders. Professional development in earning Google Educator Certificates (4 days for 5 modules & exams) for our staff of 56 teachers at $35,358.40. Fringes of $7,822 for both Teacher PD and Advisory Board. Our project includes $4,500 for 8 members of Grant Advisory Board and/or implementation team to attend 2017 OETC to present our project and APP progress in conjunction with OSU. This amount includes conference fees, hotel accommodations, mileage and meal expense. Purchased professional development to train our teachers on site includes $500 for Pro-Core, and $4,200 for 56 teachers to take 5 Google Educator Exams at $15 each.

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<td>46,515.00</td>
</tr>
<tr>
<td>5</td>
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</tr>
</tbody>
</table>

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.
Perry's sustainability costs would start to kick in 2020, with the start of cycling some of the Chromebooks out and have them replaced with new Chromebooks. $33,600 will be spent in 2020 to replace a full class set of Chromebooks (and accessories). We have $12,915 figured into our sustainability costs for replacing up to 9 charging carts if needed. We would be continuing our trainings as well as keeping our teachers Google certified educators. Any new teachers would be expected to become Google certified within 2 years after employment. Perry's students and teachers would be utilizing Pro-Core, iReady, and Accelerated Reader 360 to the fullest. $34,521 would be saved by eliminating the need for color ink jets in every classroom and would be put toward the sustainability costs of this project still reducing how much we spend each year on technology whether it be upgrading current units or buying replacement ink cartridges. The money saved will be spent to sustain GRIT Grant by purchasing continued services through Pro-Core, iReady, ACT Prep from Sylvan Learning Center and Accelerated Reader 360.

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.

$34,521 gets spent every year in personal printing supplies for the teachers and students to use in every classroom. The implementation of GRIT will save us the $34,521 and we would then be able to save this over a course of a few years to then use for our sustainability of GRIT in the purchasing new charging carts as well as Chromebooks. GRIT would also allow for Perry to eliminate the need for a computer lab setup saving the district $35,000 over 3 years. The spending of $88,200 over 4 years for the recycling of students machines in the current classroom setups would also aid in sustainability if needed. All in all, Perry would save $183,163 the first two years after the implementation. One-third in paper reduction as well as reducing our contract with Perry Corporation by 44% or $824 a month would aid in our cost savings/sustainability. Starting out gains for Perry would be $91,581.50 a fiscal year by implementing GRIT and then drop to $57,981.50 (annual savings minus one wave of replacement Chromebooks and accessories) at our fifth year of project.

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.

The percentage of sustainability costs that will be met through the reallocation of savings is 0 because we've already met our sustainability costs through our cost savings achieved from the grant.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation 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 RangeAugust 2016 - November 2016

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

- Increased Student Achievement, a Spending Reduction in the Five-Year Forecast or positive performance on other fiscal measures established by the Straight A Fund Governing Board; and a Greater Share of Resources Directed into the Classroom were identified as Perry's GRIT Grant's targeted goals. - Created the GRIT Advisory Board (GAB) consisting of Linda Hoeften, High School Guidance Counselor; Stephanie Neal, Vice President of Perry's Board of Education; Esther Ruhe, Treasurer; Kelly Schoeler, K-6 Principal; Omer Schroeder, Superintendent; Heather Smith, Curriculum; Rick Suever, Technology; Omer Schroeder, Superintendent; and Nick Weingart, 7-12 Principal. - A Technology Team was created to attend OETC. This team consists of elementary and high school teacher representatives, the technology coordinator, and curriculum coordinator and will also serve as teacher leaders in the implementation of the GRIT Grant and its future...
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:

Our project will transform the instructional and organizational practices in our school by integrating technology at all levels, eliminating time-consuming bottlenecks, to spend more time on learning. Our students' individualized assessments (iReady, Pro-core, and Accelerated Reader 360) will allow our teachers to identify learning gaps and improve our Value Added scores. Implementing a 1:1 student to Chromebook policy gives our students the tools and supports to learn at their own pace, anytime, anywhere. Instructional strategies will change as teachers work with Google Classroom, giving students the access to blended personalized learning opportunities and RTI. Collaboration will occur beyond district boundaries through our School Business Partnership and APP Expansion Project with OSU to incorporate new features based on future business school partnerships. This may include learning environments stretching beyond the school day such as job shadowing, speaking arrangements, internships, and service opportunities. We will provide transparency to our stakeholders allowing for greater input and shared resources across the education and business sectors. Teachers will use Google APPs in meaningful ways to encourage collaboration, engagement, and proficiency in their classrooms and beyond school day. Google Docs will be especially useful for projects where teachers have a history of revisions and student participation. Teachers can provide simultaneous ongoing feedback shared with students and parents. This will reduce copier, printer and paper expenses. Lesson plans can be created and shared among co-teachers. Google translator will be utilized with our world language certified teacher. Teachers will have the opportunity to participate in online learning communities to share and reflect on stories with their colleagues. This forum is a non-threatening venue where teachers are able to notice opportunities for improvement from their peers.
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:
Heather Smith, Lead Grant Writer, Curriculum & Library Media Specialist Perry Local Schools 2770 E. Breese Road Lima, Ohio 45806 567-940-1427 HEATHER.SMITH@MYCOMMODORES.ORG Heather Smith will be the contact person who will oversee and coordinate the evaluation of this project. Heather will be reporting data, trends, and analysis utilizing Pro-Core, iReady, ACT scores, and the State Local Report Card. This will provide Straight A Grant Reports with both formative and summative data. Heather Smith will also be tracking with the GAP other data points as specified within the GRIT Grant.

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.

Our GRIT Advisory Board (GAB) in conjunction with our project implementation team will have the ultimate responsibility in conducting ongoing formative assessments and the summative evaluation by July 2019 to ensure the fidelity of our GRIT Grant. Please see "GRIT Grant Workflow" including project time lines. Throughout our grant project, our GAB will document our progress and reasons for successful or unsuccessful performance. Our GAB will create the summative evaluation report with quantitative assessment data from external sources (iReady, Pro-Core, ACT, OAA, Accelerated Reader, AIR, & End of Course Exams) and formative assessments through iReady, Pro-Core, and surveys. Our summative evaluation will be completed by July, 2019. We will analyze building level achievement, progress and gap from our interactive state report card as well as student and teacher value added data. We will continue summative evaluations in years 4 and 5 with additional data and/or changes recommendations from each year. Transparency to our stakeholders is a major theme of our grant project so all GAB meetings, activities, and reports will be published on our school website available to all education providers in Ohio and beyond. "Project Red Study Findings" we built into our project framework: Online collaboration increases learning productivity and student engagement. Technology transformed intervention improves learning. Daily use of technology delivers the best return on investment (ROI). Properly implemented technology saves money. We anticipate additional cost savings even beyond those quantified in our project. The CETI and Delphos City Schools' "School Business Partnership App" specifically supports this plan by "transferring existing and emerging technology innovations from such sectors as consumer, business, and entertainment into education." Our intentions are to further enhance this APP after the initial APP is released. We researched students' views on digital learning in "Ten Things Everyone Should Know about K-12 Students 'Views on Digital Learning'" (Speak Up National Research Project Findings, 2012) and identified students' desire to stay connected across mobile devices. Using Google Docs allows students to connect to their school work across devices (Chromebook, tablet, phone, etc.) Provide motivation and accountability for reading K-12 by implementing the Accelerated Reading Program at Perry Local School District. Students who use Accelerated Reading 360 are twice as likely to be college and career ready. Struggling readers are 2.8 times likely to be proficient and students who are on free or reduced lunch are 2.5 more times as likely. Since these are two of our targeted subgroups, we feel this program will be exponentially beneficial. Our goal is encourage and monitor our students reading goals which will result in them having a book in their hands or digitally on their Chromebooks. By introducing this initiative early, we will be sustaining lifelong habits of reading which boosts vocabulary, comprehension, and imagination! "Future Ready Schools: Building Technology Infrastructure for Learning" from the Office of Technology of the U.S. Department of Education, November 2014 is another research document we utilized in our decision-making process. In particular, we found the "Getting Devices to Students and Teachers" and the "Responsible Use, Privacy, and Other Considerations" sections extremely helpful. Doug Levin, the executive director of SEDTA was quoted saying, "Within three to four years, it is less expensive to replace the device than repair it." The report states that "beyond 4 years, the combination of student wear and tear and software updates require devices to be replaced." There are many practical suggestions that we considered and are reflected in our GRIT Grant proposal.

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 project, as noted previously, is one that Delphos City Schools had innovated two years ago and we are replicating. Therefore, it goes without saying that this project is certainly successful and can be scaled-up, expanded, and/or replicated because Perry Local Schools has done all of those things. We scaled-up the project to include our entire district student population K-12. We expanded the project to incorporate a strong literacy tie to Accelerated Reader and we've duplicated the 1:1 student to Chromebook ratio. Delphos provided 100% transparency which was one of their goals that we also strive to replicate and for that we are grateful. However, with that being said, we conducted our own research and chose similar, but different vendors to partner with for formative assessments. We hope to serve other school districts in Ohio by being an example and resource. All of our Straight A documentation will be posted on our school website and we welcome school visits and answer any questions on the implementation process via calls or emails from the field to presenting at OTEC. We feel it is important to give our stakeholders all of the research that went into creating our plan. Therefore we will include links on our school website and the pdf downloads of research articles for stakeholders to examine and measure our success against. In conclusion, we agree with U.S. Education Secretary Arne Duncan's recent statement, "In order to ensure that all students - no matter their zip code - have access to high-quality learning resources, we are encouraging districts and states to move away from traditional textbooks and toward freely accessible, openly-licensed materials. Districts across the country are transforming learning by using materials that can be constantly..."
updated and adjusted to meet students' needs. Our GRIT Grant is definitely a HUGE step forward in this direction.

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).

By virtue of applying for the Straight A Fund, we 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. We 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.
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<th>Last Name</th>
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<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jackie</td>
<td>Wolfe</td>
<td>614-247-2796</td>
<td><a href="mailto:wolfe.704@osu.edu">wolfe.704@osu.edu</a></td>
<td>The Ohio State University</td>
<td></td>
<td>1960 Kenny Rd., Columbus, Ohio, 43210-1063</td>
</tr>
<tr>
<td>Jeff</td>
<td>Sprague</td>
<td>419-222-7706</td>
<td><a href="mailto:info@aedg.org">info@aedg.org</a></td>
<td>Allen County Economic Development Group</td>
<td></td>
<td>44 S. Main Street Suite 200, Lima, Ohio, 45801</td>
</tr>
<tr>
<td>Jed</td>
<td>Metzger</td>
<td>419-222-6045</td>
<td><a href="mailto:chamber@limachamber.com">chamber@limachamber.com</a></td>
<td>Lima/Allen County Chamber of Commerce</td>
<td></td>
<td>144 South Main Street, Suite 100, Lima, Ohio, 45801</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Neal</td>
<td>419-234-2513</td>
<td><a href="mailto:sneal@lacca.org">sneal@lacca.org</a></td>
<td>Perry School Board of Education, Board Member</td>
<td></td>
<td>3470 Schooler Road, Cridersville, Ohio, 45806</td>
</tr>
<tr>
<td>Ben</td>
<td>Hemingway, M.Ed. CEO</td>
<td>513-827-0363</td>
<td><a href="mailto:hemingway@pro-core.us">hemingway@pro-core.us</a></td>
<td>Pro-Core</td>
<td></td>
<td>3435 Observatory Place, Cincinnati, Ohio, 45208</td>
</tr>
<tr>
<td>Deb</td>
<td>Nass</td>
<td>866-391-5330</td>
<td><a href="mailto:Debra.Nass@renaissance.com">Debra.Nass@renaissance.com</a></td>
<td>Accelerated Reader</td>
<td></td>
<td>Renaissance Learning, Inc., 2911 Peach Street, Wisconsin Rapids, WI, 54494</td>
</tr>
<tr>
<td>Jeremy</td>
<td>Hertz</td>
<td>978-313-1349</td>
<td><a href="mailto:jhertz@cainc.com">jhertz@cainc.com</a></td>
<td>iReady</td>
<td></td>
<td>Curriculum Associates, 153 Rangeway Road, North Billerica, MA, 01862</td>
</tr>
<tr>
<td>Gina</td>
<td>Kreinbrink</td>
<td>419-331-7323</td>
<td><a href="mailto:slc1440@wcoil.com">slc1440@wcoil.com</a></td>
<td>Sylvan Learning Center</td>
<td></td>
<td>2357 Elida Road, Lima, Ohio, 45805</td>
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<tr>
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<tr>
<td>Heather</td>
<td>Smith</td>
<td>Curriculum/Library Media Specialist, Lead Grant Writer</td>
<td>Organize all meetings, provide research, gather quotes, contact person for OSU in creation of APP, provide surveys, data analysis, promotional efforts, transparency on school website, social media, Co-Chair of Perry's Tech Implementation Team</td>
<td>Educator with almost 20 years of experience: Third grade teacher for almost 10 years, Curriculum Director at Hardin County ESC for 2 years, Curriculum Supervisor at Allen County ESC for 5 years, Elementary Principal Certification, District Leadership Team Member, Administrative Team Member at Perry Local Schools, Weekly Teacher Based Team Facilitator with Perry High School Teachers, Provides training to staff and students on technology</td>
<td>Race to the Top Facilitator for Elida, Spencerville, and Allen East; OIP External/Internal Facilitator for almost 10 years for various schools including Perry, Upper Scioto Valley, Allen East, Hardin Northern, Riverdale, Elida, &amp; Delphos; Teaching and Administrative Experience</td>
<td>Bachelor of Science in Elementary Education, Bowling Green State University. Masters Plus in Educational Leadership, University of Dayton.</td>
</tr>
<tr>
<td>Linda</td>
<td>Hoersten</td>
<td>Perry High School Guidance Counselor</td>
<td>Serve on Perry Local Schools Administrative Team, quotes, participate in meetings, collect information to ensure grant project implementation fits the strategic goals and objectives for the High School stakeholders, will serve as liaison between business community partners and our students as the APP is developed.</td>
<td>Currently Jr. High and High School Counselor for the past 10. Member of the Perry Administrative Team, Test Coordinator for 7-12, University of Northwestern of Ohio Advisory Counsel, James A Rhodes State and The Ohio State University (Lima Branch) Career Day Board, represent Perry Local Schools at several service clubs in the area. Create Master schedule for the Perry Jr. High and High school.</td>
<td>Taught 6th grade and 4th grade for 2 years, Title 1 Reading Lab Teacher for 6 years, assisted School Psychologist for 3 years.</td>
<td>Bachelor of Science Degree in Elementary Education from University of Findlay, Masters Degree in School Counseling from University of Dayton</td>
</tr>
<tr>
<td>Nick Weingart</td>
<td>Perry High School Principal</td>
<td>Serve on Perry Local Schools Administrative Team, quotes, participated in meetings, collected information to ensure grant project implementation fits the strategic goals and objectives for the High School stakeholders.</td>
<td>Created Ohio Graduation Test and Ohio Achievement Test study groups.</td>
<td>Middle School Art Teacher (Grades 4-8) with K-12 Art Teacher Certification at Lubbock Cooper Schools for 7 years, 6 years Administrative experience at Columbus City and 8 years at Perry High School, 1 year at Bishops Park College Essex, England, Member of U.S. Delegation to China with Han Ban, summer of 2006, Educator of the Year 1998, Lubboock Cooper School, Recipient of Excellence in Education with Columbus City Schools, 2004. Educator of the Year 2010 Recipient from Allen County's Shawnee Optimists Club, PHS recognized by &quot;U.S. World News &amp; Report&quot; as one of the best high schools in the US 2012, 2013, and 20214.</td>
<td>Principal, Columbus City Schools, Learning and Leading Team, Bishops Park College United Kingdom 2005-2006</td>
<td>Bachelor of Arts (B.A.), Fine and Studio Arts &amp; Masters Art Ed, Art Education Teacher Certification from Texas Tech University, Masters in P</td>
</tr>
<tr>
<td>Kelly Schooler</td>
<td>Perry Elementary School Principal</td>
<td>Serve on Perry Local Schools Administrative Team, researcher, participate in meetings, collect information to ensure grant project implementation fits the strategic goals and objectives for the Elementary School stakeholders.</td>
<td>Total years in education 8 years teaching, 15 years working administrative year, National Association of Elementary Principals</td>
<td>Elementary Principal, Columbus City Schools, 2000-2007; Learning and Leading Team, Bishops Park College United Kingdom 2005-2006</td>
<td>BS in Education, Bowling Green State University; Master's degree, Elementary Education and Teaching, Ohio State University; Master of Arts</td>
<td></td>
</tr>
<tr>
<td>Omer Schroeder</td>
<td>Perry Local School Superintendent</td>
<td>Overall guidance to make sure that the objectives and goals of the grant project fit within district overall plan. Will oversee the overall daily operations of the school district and implementation of grant. Made contacts with various business organizations.</td>
<td>37 years of educational experience: 11 years teaching (Lima City and Perry Local), 2 years Dean of Students; administrative experience: 17 years Elementary Principal, 9 years of Superintendent of Perry Local Schools. Member of Allen County Chamber of Commerce, Allen County Economic Development Board, Member and former Chair of University of Bluffton Student Teacher Advisory Board. Published in periodicals regarding student achievement and proficiency testing. Chaired the pilot bullying prevention program with Bowling Green State University, first in our area to implement OLWEUS. Ohio's Integrated System Model grant recipient. Winner of Walter-Horn Partnering for Progress Award &quot;Improving Results for All Students.&quot;</td>
<td></td>
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<tr>
<td>Rajiv Ramnath</td>
<td>Director of Practice Collaborative for Enterprise Transformation and Innovation (C.E.T.I.)</td>
<td>Provide software development expertise in order to expand upon the mobile app co-created by CETI and Delphos City Schools for connecting schools (students, teachers and administrators) with community experts and business leaders.</td>
<td>Ohio State University PhD, Computer and Information Science Associate Professor, Awards for Outstanding Teaching, College of Engineering, The Ohio State University 2007, Faculty Teaching Award Dept. of Computer Science and Engineering 2006, IBM Faculty Innovation Award. OSU Department of Computer Science and Engineering for 14 years Vice President, Product Development Consensus Technology Corp 2012 &quot;Student and Instructor Experiences in the Inverted Classroom.&quot; Frontiers in Education Conference 2011 &quot;Exploring Collaboration Between Computer Science Engineers and Designers in Educational Settings.&quot; International Conference On Engineering and Product Design Education 2011 Student Perspectives on Learning Through Developing Software for the Real World.&quot; 41st Annual Frontiers in Education Conference 2007 &quot;Developing the NextGeneration Workforce.&quot; Ohio Digital Summit, Panel on NextGeneration Workforce Books: 2011 Ramnath, Rajiv; Crawfis, Roger; Sivilotti, Paul. Android 3 SOK Programming</td>
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<tr>
<td>Name</td>
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<tr>
<td>Rick</td>
<td>Suever</td>
<td>Technology Coordinator/Grant Co-Writer</td>
<td>Gather quotes, participate in meetings, and collect information to ensure grant project implementation fits with the technology needs of Perry Local Schools</td>
<td>Serves on Perry Local School’s Administrative Team, committed to the advancement of technology classroom integration at PLS as well as moving all of our departments toward digital capabilities (cafeteria, bus, office, etc.), Co-Chair of Perry’s Tech Implementation Team</td>
<td></td>
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</tr>
<tr>
<td>Esther</td>
<td>Ruhe</td>
<td>Treasurer</td>
<td>Coordinate and oversee all fiscal responsibilities, participated in all grant meetings providing financial detail and guidance.</td>
<td>Ohio School Treasurer License Over 13 years experience as an Assistant Treasurer, 1 year experience as a School Treasurer, and involved in local, state, and federal grants. Over 15 years accounting experience in the private sector, prior to the public school system.</td>
<td>Associate's Degree in Accounting, BA in Organizational Management from Bluffton University</td>
<td>100</td>
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