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Adjusted Allocation: 0.00

Remaining: -571,317.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   One to One Technology

2. Project Tweet: Please limit your responses to 140 characters.
   Providing Chromebooks for each student in grades 2-8 and Smartboards for each classroom for curriculum and testing needs.
   *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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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.

By providing each student with a chromebook, this project will directly impact every student in grades two through eight. Due to our high mobility rate among students in this area, many students that move into and out of our district will be impacted by this project as well.

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

First and last name of contact for lead applicant
James Roberts

Organizational name of lead applicant
Scioto Valley Local Schools

Address of lead applicant
1414 Piketon Rd. Piketon, OH 45661

Phone Number of lead applicant
(740) 289-4456

Email Address of lead applicant
aroBERTS@piketon.k12.oh.us

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

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

☐ Yes
☐ No

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

Add Consortium Members

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

☐ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

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

Online/technology-based innovations, new methods of teaching that would increase student participation and excitement for learning that would ultimately improve student achievement are not able to be fully realized. Currently the district is not able to integrate technology in an effective manner, due to lack of lab/PC space, limits on how teachers can integrate technology/online-learning within the classroom. Collaboration between students and teachers is limited to within the confines of the classroom, and the school day. Class time lost due to moving to labs, boot up/login times on traditional Windows machines District students going to college are not sufficiently prepared for the current online/technology requirements. Student performance on online state testing has been negatively impacted due to online components required on the test and reduced instructional and lab time due to the school schedule (and teachers) being dominated by testing during the test window.

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

The Scioto Valley Local School District rests in beautiful Pike County. Although beautiful, Pike County is an economically distressed area characterized by high unemployment, high poverty rate, and low educational attainment. One to one technology will address this issue in two ways. First our teachers will be trained to incorporate technology through Google Apps for Education (GAFE) into their everyday instruction. By exposing our students to sound instruction through this technology, we hope to see a large increase in our scores on our Local Report Card.
9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

The desired outcome of this project is overall increased student achievements in all subject areas and to better prepare students for college/life after high school. With a high rate of poverty, low median income, and low educational attainment, our students begin school below proficient in the area of exposure. Also, our school district, in an effort to stay ahead of the curve, decided to implement online testing on all State Tests during the 2014/2015 school year. As a result, our scores, along with many others across the state, dropped significantly. After reviewing the data, this drop may have been due to the online component of the State Tests. The goal of this project is to diminish the technological bias, so that the State Tests are a true measure of content and not technological prowess.

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.*

In order to achieve this outcome, teachers must be trained in the effective use of technology in the classroom. Also, teachers must provide solid lesson delivery while incorporating technology in their classroom. Sufficient capacity to successfully implement a one to one, as well as a rolling replacement cycle to keep working Chromebooks in the hands of each student.

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

Our school district has been immersed in the Ohio Improvement Process for the past 8 years. One of our goals is for our students to achieve in all subject areas. In order to accomplish this goal, we have created and supported Teacher Based Teams (TBTs) in all grade levels. One of our TBT functions is to strengthen classroom instruction. We have seen an increase recently in our classroom data due to improving classroom instruction. We have become a GAFE district and have completed the setup and domain registration to order to be able to start giving GAFE accounts out to teacher and students. We currently have a few teachers piloting GAFE and the responses from these teachers and their students have been overwhelmingly positive. Other teachers have expressed interest in starting to use GAFE. The teachers who are using GAFE have expressed the need to get devices in the hands of each student, as lack of lab space is a limitation. Teachers want to be able to fully engage the student in the classroom. We have toured one to one districts and have polled many districts for best practices, what to avoid, etc. In these tours, we were able to talk to teachers and students directly on how they use GAFE/one to one. Responses were very positive and further solidified our assessment that we need to move in this direction.

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 teachers will implement Chromebooks into their delivery of instruction. This will be measured through classroom walkthroughs administered by our principals and also by utilizing peer walkthroughs. Also, the Scioto Valley Local School District will examine our Local Report Card data to determine if any gains were made on that measure. Also, through our OIP, our District Leadership Team (DLT), our Building Leadership Teams (BLTs), and our Teacher Based Teams (TBTs) will examine our quarterly assessment data to determine the effectiveness of the project.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future
We will examine formative and summative classroom data. We will also examine data from our Local Report Cards in determining the effectiveness of the program. These two measures will determine if students are improving upon their achievement in all subject areas. Also, our DLTs, BLTs, and TBTs will examine walkthrough data gathered from our principals to determine if the technology is being implemented to its full potential. These data points will provide baseline data and progress monitoring data needed to make decisions or to alter the course of direction of our project.

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

If we do not achieve our goals, we will examine if the teachers are appropriately using the technology in a way that supports their instruction. Also, we will examine to make sure that the proper content is being taught in the classrooms. We will examine formative and summative classroom data. We will also examine data from our Local Report Cards in determining the effectiveness of the program. These two measures will determine if students are improving upon their achievement in all subject areas. Also, our DLT, BLTs, and TBTs will examine walkthrough data gathered from our principals to determine if the technology is being implemented to its full potential. These data points will provide baseline data and progress monitoring data needed to make decisions or to alter the course of direction of our project.
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)

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)

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?
571,317.00

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.

Grant funds will be used to provide professional development to teachers in the use of Google Classroom and Chromebooks and to pay to have approximately 2 teachers in each building Google Educator certified ($21,240). Funds will also be used to purchase Chromebooks for all students in grades 2-8 ($277,803). Funds will also be used to purchase carts and charging stations for each classroom ($68,265). Smartboards would be purchased for classrooms used by K-8 that are not already equipped ($204,009).

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.
25,000.00
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.**

For years 1-4:
1) While not having exact estimate on breakage and repair frequency, based on other districts feedback, we have factored in $1000/grade level for breakage ($7000/year), needing 5 new chromebooks per grade level ($8750) for new students, or devices not able to be repaired.
2) New staff training, and refresher training for existing staff at $6600/year.
3) Misc costs that we may incur ($2650/year)
4) On year 5 we expect to have to replace all chromebooks, due to battery life expectancy, technology advancements/requirements. We should not need to replace the carts or smartboards in year 5.

---

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.**

---

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.

**Reallocated 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 district currently spends approximately $450,000 every 4-5 years on replacing computers in classrooms and labs. The plan is to reallocate a portion of these funds for the replacement of chromebooks every 4 years. Because every student in grades 2-8 would have a device, we would no longer need to keep as many labs in each building further reducing computer replacement costs.

---

**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 September 2016-May 2017

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

During this time, our staff will be provided professional development in the use of Chromebooks and Google Classroom. The staff will also be given professional development in
### E) SUBSTANTIAL IMPACT AND LASTING VALUE

22. Implementation(grant funded start-up activities)

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<th>a. Date Range</th>
<th>September 2017-June 2021</th>
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<tr>
<th>b. Scope of activities</th>
<th>include all specific completion benchmarks</th>
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<td>During this time, students will be provided a Chromebook as a part of their school experience. Teachers will use the Chromebooks as a tool to deliver instruction in a more efficient way. At the end of each school year, we will examine our classroom formative and summative data, along with data from our Local Report Card to determine the effectiveness of the Chromebooks. If we don't get the results that we are looking for, then we will examine the techniques and lesson quality of the teacher.</td>
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23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

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<tr>
<th>a. Date Range</th>
<th>September 2021-June 2026</th>
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<table>
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<tr>
<th>b. Scope of activities</th>
<th>include all specific completion benchmarks</th>
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<tr>
<td>During this time, our district will budget replacement Chromebooks in our 5 year forecast. The Scioto Valley Local School District will continue to evaluate the use and effectiveness of the quality of instruction that our students receive. The use of Chromebooks will continue to strengthen our core instruction.</td>
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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:

The overall expectation is that our schools, with the use of these tools, will produce a product of student that will attract business and industry to this economically distressed area. The Scioto Valley Local School District has some hard working people living within its borders; however, due to the lack of vocational options, many become discouraged. Our school district needs to produce a student that has the viable option to attend college or chose a vocation. Our school district will play a crucial role in pulling our area out of economic distress.

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:

Scioto Valley Local School District 1414 Piketon Rd. Piketon, OH 45661 (740) 289-4456

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The Scioto Valley Local School District will collect classroom formative and summative data quarterly to determine the effectiveness of the use of the technology in their instruction. Also, our Teacher Based Teams, Building Leadership Teams, and District Leadership Teams will collect walk through data quarterly to ensure that teachers are using the technology in their instruction. The data should show that students are growing in their academic achievement toward the goal of attaining proficiency of their specific grade level learning standards.

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.

Once the staff is trained and familiar with GAFE, chromebooks and integrating within the classroom, it would be relatively easy to expand using existing staff to train and assist in the expansion. We have spoken with a local Gafe district regarding the sharing experiences, lessons, etc between our districts in an effort to glean the best from both as well as to avoid reinventing the wheel so to speak. How this would eventually take shape is still a work in progress, but the potential benefits are very encouraging. If successful, this project could be duplicated in any K-12 district. The time an effort involved would vary depending on district resources, staff technical proficiency level, etc. We
would estimate that it would (on average) take approx 1 year to plan and get the framework in place, and another year to train and acquire the needed devices and distribute to students and staff. Other districts have reported up to 3 years from start to implementation for similar one to one rollouts. We belong to listservs that routinely discuss one to one, chromebooks in effort to help districts planning one to one, avoid pitfalls others have had to overcome, etc. These resources are invaluable and we plan to continue to use this knowledge-base. We expect to add our lessons learned and experiences to any who would need it.

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).

Scioto Valley Local Schools
**Consortium**

Scioto Valley Local (049130) - Pike County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

**Sections**

**Consortium Contacts**

<p>| No consortium contacts added yet. Please add a new consortium contact using the form below. |</p>
<table>
<thead>
<tr>
<th>Partnerships</th>
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<tbody>
<tr>
<td>No partners added yet. Please add a new partner by using the form below.</td>
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</table>
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan</td>
<td>Williams</td>
<td>Treasurer/CFO</td>
<td>Assuring that funds are spent as directed by the grant and proper records are kept for those expenditures.</td>
<td>School treasurer for 16 years</td>
<td>16 years as a school treasurer.</td>
<td>B.S. Business Administration¹</td>
</tr>
<tr>
<td>Josh</td>
<td>Amato</td>
<td>Technology Coordinator</td>
<td>Technical lead for the project. Will oversee/manage vendors and installation/delivery of the devices. Management/implementation of Google Apps for Education (GAFE). Student account creation. Technical support for staff and students. Repair of devices.</td>
<td>District Technology Coordinator for 18 years. Direct experience with all technologies involved in the project. Can troubleshoot and repair Chromebooks and Smartboards. Installed and configured Google Apps for Education (GAFE) for the district and can maintain/troubleshoot it. Years of experience with the configuration/management/repair of Local Area Networks (LAN), WIFI networks, network servers (physical and virtual), PCs, printers, Smartboards, sound systems, phone systems, district software, etc.</td>
<td>Custom PC building/installation. Network installations. Database programming.</td>
<td>Bachelor in Electrical/Computer Engineering Technology</td>
</tr>
<tr>
<td>James</td>
<td>Roberts</td>
<td>Director of School Improvement</td>
<td>Oversight and Facilitation of the entire project.</td>
<td>Excellent communication/facilitation skills. Extensive training in Ohio Improvement Process. Internal Facilitator of District Leadership Team for 6 years.</td>
<td>Served 3.5 years as classroom teacher. Served 8.5 years as elementary principal. Served 6 years as Director of School Improvement.</td>
<td>Master of Arts in Educational Leadership Bachelor of Arts in Elementary Education</td>
</tr>
</tbody>
</table>