

Budget

Switzerland of Ohio Local (048652) - Monroe County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (10)

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

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		50,000.00	0.00	0.00	0.00	896,790.00	0.00	946,790.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		50,000.00	0.00	0.00	0.00	896,790.00	0.00	946,790.00
							Adjusted Allocation	0.00
							Remaining	-946,790.00

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Making Our District "Flat" So Our Students Can Succeed! 2017

2. Project Tweet: Please limit your responses to 140 characters.
Improve infrastructure/technology for students. Increase CCP courses to match student needs. Improve safety by video monitoring.
This is an ultra-concise introduction to the project.

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

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

Grant Year					
Education	Pre-K Special	K	1	2	3
4	5	6	5	7	8
12	9	11	10	112	11
				99	12

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	6	5	7	8
12	9	16	10	119	11
				108	12

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	6	5	7	8
16	9	21	10	127	11
				116	12

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	5	7	8
20	9	26	10	134	11
				125	12

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	5	7	8
23	9	31	10	142	11
				134	12

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

4. Explanation of any additional students to be impacted throughout the life of the project.

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

Our vision is to become the public school district of choice in our region for CCP online and distance learning. We are already a trailblazer in this effort having presented at the National Education Forum for Rural Education and other venues. We deliver quality instruction and, over the next three years, we will recapture 25% of our students currently open enrolled out. We project 25 or more students annually will enroll in CCP classes and benefit from expanded course options and all 2,119 students will immediately benefit from the improved safety monitoring technology.

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

First and last name of contact for lead applicant
John Hall, Superintendent

Organizational name of lead applicant
Switzerland of Ohio Local School District

Address of lead applicant
304 Mill Street, Woodsfield, OH 43793

Phone Number of lead applicant
740-472-5801, Cell 330-815-0867

Email Address of lead applicant
john.hall@omeres.net

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

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

-We show a \$10,000,000 deficit at the end of our 5 year forecast. Our district has not supported any new operating money since 1995. We are currently on the states 20 mil floor for finances. - See attached supporting documentation.

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

-Our project will show spending and savings reductions in the 5 year forecast while increasing opportunities for students. This will be accomplished primarily by utilizing technology to save on staffing and technology to save on textbook purchases.

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.

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.

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

iv. List the specific indicators that you will use to 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).

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

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

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

We will increase the number of junior high school, high school and CCP course offerings while decreasing staffing through attrition (retirements, resignations etc.). We will expand our use of one on one technology with students (Chromebooks) to include our career center. Due to infrastructure issues, our Swiss Hills Career Center was unable to participate in this year's pilot (2015-16) in which the district provided Chromebooks to the other three high schools grades 9-12 students. We will decrease textbook purchases by 75%.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

Assumptions include continued positive feedback from students, parents, and staff on our Chromebook pilot project as evidenced by data and surveys of all groups. Maintaining our current pace for credentialing teachers in CCP. Continuing to increase student enrollment in advanced course work.

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

We have just completed our first year with students and staff utilizing Chromebooks. Before implementing our Chromebook pilot project we went through an exploration phase which included visits to other districts that had successfully implemented and involved key administrative staff and teacher leaders. We conducted surveys of teachers that indicated their support. Our initial feedback is very positive and confirms that we should expand our efforts. Our District has received funding through the OAC Straight A Grant. With these funds we have significantly increased the dual enrollment options for our students. We have attracted state wide recognition for increasing our student participation in dual enrollment by over five-hundred percent in one year. We offered a total of 12 semester hours of dual enrollment within our three high schools for the 2014-15 school-year . The number of credits increased to 66 during the 2015-16 school-year for a total of 559 credits earned by all students who participated in CCP this year. As Superintendent, and as a proud parent of a ninth grader in the district, we have been very pleased that staff and students have embraced this tool and are working together to improve learning in our classrooms. Professional Development in Learning Management Systems such as Schoology and Google Classroom have allowed our staff to introduce blended learning to our students. Also, with the introduction of Chromebooks, we have found our Student discipline has improved and there is more academic focus in our buildings. One on one technology is also supported by the research (see attached). According to Chris Toy "technology prepares students for life and work beyond school" and "addresses the key goal of equity in education." In other words-it can make our district "flat" like our grant proposal seeks. In addition, our district teaching staff has had training and is focused on delivering more project based learning in their classrooms through professional development with the Buck Institute. Educational Reform Studies show that "tool uses of technology are highly compatible with this new teacher role, since they stimulate so much active mental work on the part of students."

792500 iv. Please enter the Net Cost Savings from your FIT.

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

All of our indicators are measurable: Textbook spending is easily tracked through the districts five year forecast. Numbers of staff, students, and courses increased in CCP is easily identified. Savings in staffing through distance learning is readily figured (we are currently saving a teacher in Spanish). Purchase of additional Chromebooks is objective. Completion of technology and addition of monitoring cameras is objective.

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

Our management team and unions have had many opportunities to demonstrate our ability to be adaptive. We have negotiated contracts twice in two and a half years. Whether it is adjusting to changes in building leadership, bouncing back from a large reduction in force, having community discourse about closing buildings, or becoming an integral partner for the first time with the Ohio Appalachian Collaborative, we have enough trust in place internally to be sustaining of worthwhile academic improvement initiatives.

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

i. List the desired outcomes.

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

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

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

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

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

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

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

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

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

a. New - Never before implemented

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

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

d. Mixed Concept - Incorporates new and existing elements

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

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

946,790.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

THE FOLLOWING ITEMS WILL HELP MAKE OUR DISTRICT "FLAT" (ie equalize instructional opportunities within our district): 1. Chromebook Purchases \$66,780 (242 students + 10 backups = 252 @ \$265 each) 2. Upgrades to Swiss Hills Career Center (SHCC) technology equipment to accommodate distance learning and chromebooks \$255,010. 3. Purchase of science lab equipment for grades 7-12 classroom. Use and provide lab materials for CCP students (due to the Districts cuts purchasing of equipment has been delayed for years) \$15,000 THE FOLLOWING ITEMS WILL EXPAND OUR CURRENT PROGRAM AND CAPACITY: 1. Cost of credentialing additional CCP Teachers (The district will sustain teacher effort by offering stipends for CCP classes taught.) \$50,000. 2. Additional Distance Learning Equipment in school buildings \$160,000 (5 Distance Learning Labs @ \$32,000 each) 3. Increase bandwidth in all buildings (SHCC, BHS, BES, RHS, RES, MCHS, WES, SES, PES) \$75,000 The district will sustain with paying for monthly charges. 4. Command and Control Video Monitoring Equipment for safety and academic monitoring with videos in all common areas, offices, and classrooms in all buildings. Includes fiber upgrade. \$265,000 5. Purchase of 30 Smart boards with projectors \$135,000 (30 @ \$4,500 each) TOTAL: \$946,790

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.

19,000.00 a. Sustainability Year 1

19,000.00 b. Sustainability Year 2

19,000.00 c. Sustainability Year 3

19,000.00 d. Sustainability Year 4

19,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Sustainability costs include the following: Increased CCP classes will increase district expenditures for teacher stipends. A conservative estimate is \$10,000 per year for a total increase of \$50,000 over five years. Increased student CCP enrollment may decrease state funding per pupil. We have already accounted for this in our budget and by offering this our students are more likely to be retained and recovered. Video monitoring will increase annual costs by an additional \$1,000 per year per building for an increase of \$9,000 annually and a total of \$45,000 over five years. Additional staff training and Professional Development (PD) will be needed. However, we will work this PD in with our regular required trainings.

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.

Savings from our project will include; Reduction of two teachers through attrition beginning with the 2016-17 school year savings of \$63,750 x 2 teachers = \$127,500 annually in salary and benefits for a 5 year savings of \$637,500. Savings in Textbook purchases of \$175,000 was already realized for our current school year (2015-16) with additional chromebooks. We will save another \$50,000 in textbook purchases annually for a 5 year savings of \$250,000. (note=our students are using more than 10 year old textbooks in many of their classes)

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

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

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

We will not be reallocating any funds. Our savings will be significant over the course of this 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 Range Summer 2015 to Present

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

We have been planning some of this project since summer (2015) when we found out our Swiss Hills Career Center did not have enough technology & infrastructure to participate in our Chromebook pilot. Approval of our grant request will assure our successful Chromebook pilot is expanded to include all district students. Electronic monitoring & video surveillance is a tool used by management in a variety of business settings. Currently we have video capable of monitoring inside hallways, cafeterias, & other public areas. Also have GPS systems on school buses so we know at all times where each bus is. We have been upgrading school security the past 2 yrs. (2013-15) with district & grant funding that includes the following: Staff Active Shooter & other safety training by bldg \$25,000 Improved visitor entries with door buzzer & visuals at Swiss Hills Career Center & Central Office \$16,000 Making windows shatterproof in specific schools per our security plan \$18,000 Adding additional cameras in specific schools per our security plan \$14,500 Approval of our grant request will accelerate our efforts towards better school safety for all students & staff in our 546 sq. mile district. We have increased our College Credit Plus teacher credentialing (0 teachers credentialed in 2013-14 improved to 7 currently with 4 more teachers working towards credentialing). We have increased student access to CCP classes delivered in our schools (0 students taking dual enrollment in 2013-14 improved to 11 in 2014-15 and 52 students taking CCP classes during fall of 2015, to Spring 2016 with 64 students). We have increased CCP courses offered at our buildings (0 courses in 2013-14, 4 courses in 2014-15, increased to 22 courses taught in the 2015-16 school year and with students also participating in online courses offered by the IHE). Additional classes are already planned for Fall 2016. Approval of our grant request will assure an expansion of student academic opportunities.

22. Implementation (grant funded start-up activities)

a. Date Range Spring-Summer 2016

b. Scope of activities - include all specific completion benchmarks

-Collect bids and purchase Chromebooks. (Spring-Summer 2016) -Distribute Chromebooks to buildings. (Summer 2016) -Collect bids and purchase technology upgrade @ Swiss Hills Career Center. (Spring 2016) -Complete work @ Swiss Hills Career Center to be ready for first day of school 2016. (Summer 2016) -Purchase science lab equipment to equalize opportunities. (Spring 2016) -Collect bids and purchase Smart boards. (Spring 2016) -Install Smart boards in classrooms. (Summer 2016) -Professional Development/Trainings (Ongoing with Spring, Summer and Fall 2016 to assure success in startup.)

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

a. Date Range 2015-2021

b. Scope of activities - include all specific completion benchmarks

Our CCP program has already been institutionalized. We have had meetings and publicized results locally. Staff has also been involved in presentations to our Board of Education and at other regional and national venues. Our processes for the CCP part of the project have been in place and successful the past two years. Our Chromebook part of the project has already been institutionalized and accomplished with all but our Swiss Hills students. We know implementation with this project will be successful as a result of a working process in place. Increased video monitoring (Surveillance) of each of our schools will require the most communication. Currently our coaches, Athletic Directors, principals, Superintendent, Treasurer and other central office staff are submitting to drug tests. This is because we wanted to lead as we piloted athletic drug testing for the first time ever in our district. As the only school district in our region and perhaps the state to drug testing certified employees we are ready to lead in more video monitoring for academic and safety reasons.

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:

I am proud to serve at Switzerland of Ohio Local School District as Superintendent. The district has serious financial needs and represents the county (Monroe) with the highest unemployment in the state. Along with this we cover 546 square miles. We travel an hour to get from building to building. Our children deserve what this grant and the requested increase in technology can bring. As a young teacher in a city district I encouraged other teachers and the Principal to visit my classroom. When teachers saw the success we were having they often came into the classroom to observe. Our vision is to have cameras in all public areas of our buildings-including classrooms-because our students, parents, and staff deserve this. It will change the way we operate-and our great teachers will appreciate the extra safeguard from false accusations and those with intent to do them harm. I suspect we will also have more time to really know what is going on in their rooms and if our cross-functional District Leadership Team's priorities are being supported!

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:

Chris Keylor, Ohio Valley Educational Service Center, 128 East 8th Street, Cambridge, OH 43725, 740-439-3558, chris.keylor@omeresa.net

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.

All of our indicators are measurable: Textbook spending is easily tracked through the district's five year forecast. Numbers of staff, students, and courses increased in CCP is easily identified. Savings in staffing through distance learning is readily figured (we are currently saving a teacher in Spanish). Purchase of additional Chromebooks is objective. Completion of technology and addition of monitoring cameras is objective. Surveys are currently being developed for students, staff, and parents.

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.

If our project is successful in a district as large geographically as ours, it can and will be replicated. We make ourselves available to present or visit with other schools. Potentially the movement towards more video surveillance--when done for the right purposes--can help our "business" just as it has improved production, efficiency, and profit in many business settings.

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).

We agree to abide by the assurances outlined in the library section of the CCIP.

Sections ▶

Consortium Contacts

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

Partnerships

Switzerland of Ohio Local (048652) - Monroe County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Chris	Keylor	740-439-3558	chris.keylor@omeres.net	Ohio Valley Educational Service Center		128 East 8th Street, , Cambridge, Ohio, 43725	

Implementation Team

Switzerland of Ohio Local (048652) - Monroe County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
John	Hall	Superintendent	We will have a team of staff, including the Superintendent and Treasurer. Members of the team have varied experiences in implementing grants that date back to the Effective Schools seed grants in the 1990's/ Venture Capital Grants, Exceptional Needs Grants, and Race to the Top Grants, and Straight A Grants. Members also have experiences in administering federal and state programs. All of the implementation team have a least Masters Degrees or bachelors plus 18 and most have additional course work in addition to their Graduate Degrees. It is expected that each member will integrate their grant responsibilities into their current workload to save district money for project expenditures. The Implementation Team will include: Superintendent of Schools John Hall, Treasurer/COO Lance Erlwein, Technology Coordinator Tess Hill, Curriculum Director Zac Housley, All Building Principals, All Guidance Counselors with the lead being Jennifer Bohach	Venture Capital Grants, Exceptional Needs Grants, and Race to the Top Grants, and Straight A Grants. Members also have experiences in administering federal and state programs.	Venture Capital Grants, Exceptional Needs Grants, and Race to the Top Grants, and Straight A Grants. Members also have experiences in administering federal and state programs.	Masters Plus in Education, Superintendent	20	
Rob	Caldwell	River High School Principal	School Level Grant Coordinator	Prior Teaching Experience and current Principal.	Prior Teaching Experience and current Principal.	BA Health Physical Ed. and Masters in Educational Leadership.	5	
Lance	Erlwein	Treasurer	Finances	Prior grant and finance experience in the school district and other business fields.	Prior grant and finance experience in the school district and other business fields.	Associate and Masters in Business Field	10	
Robert	Medlyn	Powhatan Elementary School Principal	School Level Grant Coordinator	Prior teaching experiences, current principal at Powhatan Elementary School	Prior grant writing experience.	Masters in Education	5	

Josh	Ischy	WES Principal	Grant Coordinator at School Level	Teaching experience and School Principal. Degree in Multiage Pre K-12. Prior grant writing experience.	Teaching experience and School Principal. Degree in Multiage Pre K-12. Prior grant writing experience.	Masters in Spanish Pre K-12, Principal License	5	
Marc	Ring	SHCC Director	Grant Coordinator at School Level	Prior teaching experience and current daily school director.	Prior grant experience and coordinator.	Vocational Education Degree	5	
Zac	Housley	Curriculum Director	Coordinating School Allocations	Limited Elementary Education grant writing, current Curriculum Director.	Limited Elementary Education grant writing, current Curriculum Director.	BA in Elementary Education, Masters in Educational Administration.	10	
Tess	Hill	Technology Coordinator	Set up of all new computers and technology.	Tech Coordinator for the district.	Tech Coordinator for the district for several years. Prior experience in grant related purchases and set up.	Associate and Masters in Business Field	10	
Chris	Caldwell	Skyvue Elementary Principal	School Level Grant Coordinator	Prior teaching experience and current Principal.	Prior teaching experience and current Principal.	BA in Science and Masters in Educational Leadership.	5	
Casey	Tolzda	MCHS Principal	School Building Grant Coordinator	Prior teaching experience and current high school principal.	Prior teaching experience and current high school principal.	BA in integrated Social Studies and Masters in Educational Leadership.	5	
Jennifer	Bohach	School Counselor	District CCP contact	Prior teaching experience and current CCP contact.	Prior teaching and grant experience and current CCP contact.	BA in K-12 Music Education and Masters in School Counseling	10	
Michael	McVey	River Elementary School Principal	School Level Grant Coordinator	Prior Teaching Experience and current Principal.	Prior Teaching Experience and current Principal.	BA in Education and Masters in Educational Leadership.	5	