

Budget

Archbold-Area Local (047043) - Fulton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (41)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	15,000.00	137,265.00	0.00	152,265.00
Support Services		14,342.00	2,304.00	0.00	0.00	0.00	0.00	16,646.00
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
<b>Total</b>		14,342.00	2,304.00	0.00	15,000.00	137,265.00	0.00	168,911.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-168,911.00

Application

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**Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title: Archbold Area Schools curriculum expansion and partnering program model.

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Through the use of technology that we currently have in place and will implement through the grant, our school will be able to meet all three goals of the grant (student achievement, spending reductions, and utilizing a greater share of resources in our classrooms). We will make use of our current 1 to 1 program, expand our virtual program and partner with local schools and universities to accomplish these goals. Our students will be able to take courses through distance learning, online programs and utilize their iPads, computers, and our on site wind turbine to increase learning opportunities at our school and with others.

1200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Aaron Rex

Organizational name of lead applicant: Archbold Area Schools

Unique Identifier (IRN/Fed Tax ID): 047043

Address of lead applicant: 600 Lafayette Street, Archbold, Ohio 43502

Phone Number of lead applicant: 419-446-2728

Email Address of lead applicant: arex@archbold schools.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Aaron Rex-Superintendent.: Previously involved in Race to The Top, One to One iPad initiative, creation of Wapakoneta Virtual School, construction of wind turbine in partnering project with three Ohio schools, and multiple construction firms. Administrative Team-Dorothy Lambert, Royal Short, Matt Shields: All of these individuals have also served as Race to the Top team members, have implemented either One to One programs, or other computer initiatives in their buildings. Lorinda Brader and Josh Voll-Technology Team: Have been responsible for implementing the One to One program, have a great deal of experience in technology in education, providing trainings, etc. Science and Math teachers at each building: Have been involved in Stem, and Race to the Top initiatives in the past.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Our program will involve a variety of educational tools and programs that will allow our students in all of our buildings to learn in a multitude of ways. It will also give them the opportunity to not only use technology, but to interact with students in other schools to expand their learning as well. We are currently using a polycom (IVDL-interactive video distance learning tool) to instruct students in American Sign Language. This system gives us the ability to teach a third language to our students without any additional cost, other than the textbooks used in this classroom. Funds from the grant would allow us to purchase our own polycom system (ours is borrowed) to continue to provide this class and others like it to our student body. We would also have the funds to purchase a more appropriate television for our students as they broadcast with students all over the State of Ohio. In addition to offering American Sign Language we are currently in discussion with Toledo Public Schools to offer Chinese and other electives that our students may choose to take. This would allow students in our rural district the opportunity to have a broader selection of courses and also interact with students in another school setting. We would also be purchasing another polycom unit for our students in the Math and Science areas. Our school currently has an Aeronautica 54-750 Wind Turbine. This turbine went online in February 2013 and not only supplies our school with electricity, but also provides us with valuable data that can be used in our classrooms and many others to provide instruction. Our website <http://www.kw4ed.org/archbold/Index.aspx> provides you with a live view of the turbine and <http://www.kw4ed.org/aas/turbines/Data.aspx> provides live data. Our school also has access through another program to track wind speeds, yaw position, blade pitch, daily totals and much more. Through the grant we will expand the use of this website and the instructional materials on it so that our kids can use it as well as the schools that we interact with. There are three other schools with sister turbines that we will share this data with and also interact over the polycom. Our elementary and middle school students will also be learning from the turbine, as our high school students become subject specialists and travel to their buildings to teach them lessons. We would also go as far as bringing in other schools, traveling to their sites, or partnering with them to do distance learning lessons. In order to complete the work required in our science and math classes we would be purchasing two mobile labs. These labs would allow our classes to use the websites, create worksheets, charts, and presentations. These labs could flow among the classrooms and also be transported to our middle school and elementary for them to use when our students/staff go to teach their classes. We would also be purchasing one portable lab of iPads for our students to use to collect video, create presentations, use and develop apps that go along with our instruction in these areas. We are currently a 1 to 1 school and by using iPads we will allow our elementary and middle school students to see how these tools can be used in Math and Science. Our Stem club will also utilize these tools as they travel to the turbine and possibly the other locations. The final piece of our grant proposal would be increasing our course offerings through the use of virtual classes. We currently have 15 students taking 41 courses online, however, much of this is strictly for remedial work, or for students with health issues. With much of today's learning taking place online at the high school level and especially the post-secondary, we would like to offer each of our students the ability to take one online course before they graduate. In a school our size (1250

students in the district) we do not have the staff to offer many of the elect

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. Student achievement-Our students will have the ability to take a broader range of courses and also implement new types of learning in our school. This will aide them in their achievement at the high school level, and also provide the experiences needed for college and the work force. Additional foreign languages, AP courses, a broad range of electives are all coursework they can get through virtual courses and the combination of distance learning. AP courses will allow them to earn college credit and more challenging academics will help with the ACT and college readiness. The technology piece of the grant will also provide a huge asset when it comes to them having success beyond high school no matter what they choose to do. Spending reductions-Through the funding of our computer courses, polycom systems, website improvements, and needed technology, we will no longer have to incur these costs as a district, or take on the extra costs. In addition we will be able to offer courses in elective areas without hiring new staff, and also reduce staff through retirement as we have done over the last few years. All of these funds will go directly to helping students in the classroom. Resources will be utilized to purchase materials and courses that can aid our students and benefit them immediately. Resources that had been used to purchase materials such as computers, iPads, website development, will be able to flow back into our classrooms for teacher and student use.

### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

We have uploaded the Financial Impact Template.

14. What is the total cost for implementing the innovative project?

168,910.93 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

? Total project cost: \$168,910.93 ? The budget items that are explained below will be strictly purchased from grant dollars. There will be no additional funding needed. 1) 2 Polycom units will be purchased \$4500.00 x2=\$9,000 2) Monitors will be purchased to go along with these units. 2X \$550=\$1,100.00 3) 3 portable classrooms with 30 laptops, totaling 90 of Mac Airs will be purchased at a cost of \$1150.00 X 90=\$103,500.00 4) 3 charging/portable carts for iPads 3 X \$2032.00=\$6096.00 5) 1 set of classroom iPads (30) will be purchased at a cost of 30 X 499.00=\$14,970.00 6) 1 portable cart for iPads \$2,599.00 7) Licenses for our computer courses will be purchased at a cost of \$5000X3=\$15,000.00 8) Aide for first year at 16.60 per hour X 8 hours x 3 days per week X 36 weeks=\$16,645.93

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

31,645.93 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The only recurring costs from our project will be for courses that are purchased from virtual programming \$5000 per year (\$15,000) and distance learning. We would also be paying our technology aide at 16.60 per hour (contractual amount) for 8 hours per day x 3 days per week for 36 weeks at \$16,645.93 However, as we continue to offer students courses that they can purchase for additional credit as a course fee, and through the maintaining of our students, possible recruitment of others, we will be able to make the project self-sustaining. In the future we also plan to offer courses to other schools such as French, Spanish, Advanced courses (AP) that will bring in new dollars as well.

16. Are there expected savings that may result from the implementation of the innovative project?

176,909.65 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

We currently pay \$3000 for our limited online programming through APEX learning, this cost would be eliminated. We would not fill one retirement in our physical education/health department. Students would be taking enough courses of health online that we could share two teachers between the MS and the HS. Expected savings would be on full time teacher salary of \$37,744.65 per year for a new hire plus fringe benefits. Our school was anticipating purchasing mobile labs to increase our capability in our classrooms. The purchase of the labs and carts would save the district \$109,596.00 Through the purchase of iPads we would not be purchasing these tools for our Stem group to use in educating fellow students at the high school, middle school and elementary. This would save the district \$17,569.00 The school district would not have to purchase 2 Polycom units and monitors at a cost of \$9000.00

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The only ongoing cost of the grant will be the online coursework at \$5000 per year, but these licenses would be purchased at the beginning of the grant for five years. We would also be paying our technology aide at 16.60 per hour (contractual amount) for 8 hours per day x 3 days per week for 36 weeks at \$16,645.93 Due to the fact that we will be able to maintain students who would have left for virtual school, enrolling students who may be home schooled, and finally charging a course fee for students to buy additional courses, these costs will be offset. In addition, we will be utilizing the polycom system to provide courses to other schools. Spanish, French, AP and advanced courses will be provided to other local schools and they will be charged a per student fee of \$400. This charged amount will help to offset the costs of our continued use of virtual programming and also teacher salaries. All other aspects of the grant are teacher and student based and will be carried out as regular aspects of the classroom.

### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/31/2013

\* Narrative explanation

Narrative explanation: Our plan will be ready by the end of October. We have all of the items identified for purchase. We have talked to or met with all of the parties who would be part of the project. I have met with our science teachers who will take part in the project. Stem club students have met with the teacher and are apprised of their role. My high school principal (Royal Short) and myself have traveled to Toledo Public Schools to see their distance-learning program and have an initial agreement with their school district. I have spoken with my middle school and elementary principals on how we will implement the new technology into their classrooms in science and math. I have also met with my math instructor to discuss how we can use the technology and data from our turbine in his classes as well. We currently use online courses, but will only need to begin the purchase and promotion of our expanded online courses. We can then offer these to students during our second semester.

Implement (MM/DD/YYYY): 01/21/2014

\* Narrative explanation

The implementation of the plan will begin with second semester. Our students will begin to use the new technology to interact with our turbine at all levels in our school buildings. We will train our high school specialists in math and science to work with our elementary students so they can travel to those buildings in the spring. We will contact other school buildings that we have relationships with over the polycom to share data. At this time Kenston schools and Pettisville schools would be part of this learning partnership as they have sister turbines. Our American Sign Language classes will begin to use our new polycom systems second semester and we will start to promote the courses that we will have available through Toledo Public Schools. We will also begin to look for relationships to offer classes to local rural schools in courses such as AP Calculus, French, and other electives that they cannot provide for their students. Our students will have the opportunity to sign up for additional courses offered through virtual programming. Since this is something that they will be exposed to in college, we will offer it to our seniors and juniors and work down through the grades. My administrative team will also begin to talk to parents who may be thinking about withdrawing for virtual schools about the opportunities that we can provide. Home schooled families will also be contacted to do similar things so they can have this free online programming. By doing this we will expose them to our school and also begin to receive partial funding for their enrollment.

Summative evaluation (MM/DD/YYYY): 6/20/2014

\* Narrative explanation

By the end of the school year we will be able to provide a summary of the program thus far. We can measure our successes in the classroom district wide through the students using data from our turbine in math and science. This will expand their learning and give them real life experiences right on our campus. This info will be shared with our school board and community. We will also be able to determine how successful our polycom program (distance learning) and virtual programs have been due to enrollment, student success, and feedback. We will use Google docs to survey our students on their experiences and also collect information about what courses they would like to see in the future. The same will prove true for our virtual programming as we measure participation and success in these classes. Students will earn elective credits and be better prepared for college. We will also survey our students who are involved. In June we will also have an idea of what our numbers will be for the following year, but will carry out some of our recruitment into the summer. Spring will give us an opportunity to develop relationships with local schools for next year (providing them classes) through distance learning and see if this will be a lucrative way to pay for our programs that we purchase through Toledo Public and help offset teacher salaries. Our administrative team will evaluate our programs bi-weekly at our meetings and have constant communication with the staff and students involved.

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

The types of programming that we are implementing will be totally new to our district. Even though our school has had a great deal of technology in the area of 1 to 1 learning. There has never been much done with distance learning and virtual programming. We are currently in our first year offering only one distance class and only limited virtual programs for our remedial classes. These new tools will open up a whole new realm of possibilities for our kids and give our teachers an opportunity to teach in new ways. Students will be provided with a way to take a broad range of electives that are not there for them now. With the use of the new technology in our buildings our kids at all levels will be able to use our turbine and its information to learn science and math in an interesting way. We can take physics, math, biology, and tie them directly into data that we are collecting on site. Our schools will have the opportunity to see math and science in action and teach others about it. Up to this time we have had very little interaction with the turbine, other than the fact that we know it creates data. Not only will our students use it, but also we will be able to share this information with other schools that have the same technology with the use of our computers, laptops, and polycom units. Learning and teaching will take place in a whole new way.

**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The implementation of the virtual programs will no doubt offer our students the ability to take a broader range of classes. In my previous position as a high school principal, I started a virtual academy and was able to witness students taking courses that we could not offer due to staffing. This affords them the chance to earn an honors diploma, a well-rounded education for college, and experience in the type of class they will see in college and the workforce. The distance learning program through the polycom will do very similar things. Students will take classes in a non-traditional setting that is being done in college, other high schools and the workplace. These courses such as American Sign Language, Chinese, AP, and advanced courses will have a huge impact on their achievement. It will also give our school a way to distribute these same types of courses to other schools to offset our costs and even help pay staff salaries. We will market courses such as French, AP Calculus, Social Studies electives and more to our local schools who also struggle in offering a broad range of courses to their students. Finally, the technology that we purchase will offset costs that would have been spent from our general fund. Over \$100,000 will purchase laptops and iPads to be used by our students at all grade levels. Our classes will have experience with this technology that is required for 21st century skill development. They will also share their information with their fellow classmates and those from other schools at the elementary, middle, and high school levels. Through the school selling virtual programs, recruiting students back, or keeping them from leaving, we will save the district dollars. Selling courses through distance learning provide much needed funds and technology purchases will save the district finances. Our virtual classes will also allow us to reduce at least one staff member through attrition after retirement. Depending on our success it could save more funding in the future.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

I have personally witnessed the success of virtual programs, as I was the head of our virtual programming while serving as a high school principal. This can be done in any district that wants to provide options for its students. It is being done all over Ohio and the country. We will have a model for our program that will be published on our website. Distance learning through the polycom is being done in Archbold now successfully. The grant would allow us to own our own technology and expand it to offer more courses/choices through other schools and possibly down the road, universities. This is being done now and will continue to grow. Archbold Area Schools is not the only school with a turbine in the State of Ohio, as we have partnered with two others in our state. This data is widely available on the Internet and can be used by any school for their learning experiences. We will be happy to partner with any school or help to provide curriculum. Through the grant we will solicit others to take part in these valuable learning opportunities.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Once the program is started it will continue to grow and will be quantified by the number of students enrolled, the number of courses taken, courses purchased by other districts, and finally classrooms impacted by student led instruction. Students over the next five years and after due to savings will continue to take online programming and distance courses offered across the state/country. Through course fees and selling of courses we will continue to offer similar courses. (In fact some courses such as American Sign Language are offered for free currently). Our science and math students will have direct access to data online and use the technology to grow and teach others in our district and the State. This will benefit our kids and others who are able to hear their message. After the initial investment as demonstrated in our financial impact statement, there will be little to no money invested in this program to maintain it. Savings and income will be earned through our distance programs to offset our costs.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Student achievement: First benchmark period will be the end of the first semester/end of the school year (June 2014) Short term-Demonstrated in the first four months of implementation. We will identify how many students have enrolled in online programming and their success rate. We will track grades for these courses and survey our students using Google docs to get feedback on the program. We will also determine the number of students who have signed up for courses in 2014-2015. These will be identified in terms of coming back for more courses, new students taking credits, students coming in from home school or previously in outside virtual programming. Students in our distance learning program through the polycom will be surveyed to get their feedback. We will document how many new courses that we are able to offer and also look at the number of students who are signed up to take courses. The number of courses being transmitted to other schools and coming into Archbold will also be evaluated. The classes that take part in the technology/wind turbine program will be asked to provide feedback on their experience. We will also solicit feedback from other schools that we communicate with about the turbine. This will impact students in the high school math, science classes and also students in science and math at our middle and elementary school levels. These students will be utilized to give presentations and we will record these presentations and post on our website as evidence. All of these practices to determine student achievement will be carried out at the end of each semester/beginning of the year. June 2014, August 2014, January 2015, June 2015. Spending reductions: This will take place in the exact same manner as above. We will utilize the data from our five year forecast and permanent improvement fund to determine the savings and income that we gain through the project. At the end of the school year/June we will be able to determine how much we have saved through technology purposes (computers/iPads/polycoms). We will also know the cost of computer courses and income for students purchasing courses. We will be able to determine as well the cost for purchasing distance classes through other entities if needed. If we have staff reductions, which we anticipate 1-2 we will also be able to evaluate these savings in our five-year forecast. Cost/Reductions will be evaluated each semester and in-line with the release of our five-year forecast and PI fund accounts. Resources in the classroom: With the purchase of new computers and iPads we will see right away the flow of technology in the classrooms. These portable units will be signed out on our staff technology resource page so we can track their usage. By doing this we will see how often they are utilized and by what grade levels. As grant dollars will be used to purchase these new technologies we will document in our PI account notes where the money that is "freed up" will flow. General fund dollars and PI funds will be re-allocated to classrooms for other needed tools in our curriculum. We will keep an excel spreadsheet of all items that are purchased with the grant money and also items that were made possible for purchase due to reallocation. This will be done on the same cycle at the end of each semester.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

\* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

During the implementation of our program we will collect the following data. This will be collected each semester and evaluated for progress. At the end of each school year we will evaluate the needs for the next school year in terms of licenses and courses offered or needed from other providers. All of the information will be entered into excel and charted as well. During each five year forecast cycle we (treasurer and myself) will look at the financial impact to measure the success of the program as well. We will also evaluate form our sign out sheets the use of the new technology and how it is being implemented in the classrooms. Each semester we will survey our students to see how they have been impacted through this new instruction. 1) Number of students and courses taken in an online capacity (excel spreadsheet) 2) Student success rate/grades in these courses (excel spreadsheet) 3) Student feedback on these programs collected in Google docs 4) Costs and income created from these courses (excel spreadsheet) 5) Number of students and courses taken in a IVDL (distance learning) capacity (excel spreadsheet) 6) Number of students and courses that we distribute to other districts (excel spreadsheet) 7) Costs and income created from these courses (excel spreadsheet) 8) Feedback from students in Google docs 9) Utilization of computers and iPads in the classroom at each building. Identify what they are being used for in research/presentation/data collection in our math and science classrooms (there will be a sign out sheet created in our staff resources to monitor usage) 10) We will monitor our students traveling from the high school to the elementary and middle school to teach students how to integrate the data from the turbine into classroom learning. The number of classes and students reached will be charted. 11) We will collect feedback from students involved in the program on Google docs. 12) We will collect data in excel on how many times our students communicate with other districts about our turbine and share information. This will be done with our 2 sister turbines and other locations as we see interest. All grade levels will be involved. 13) Collect the number of guest speakers that we have in relation to the turbine and data collected. 14) Collect the number of times our students and staff do presentations to other classes/schools/seminars. For example, presenting at capital conference.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept Aaron M. Rex Superintendent Archbold Area Schools 10/24/13

