

Budget

Delphos City (043885) - Allen County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (376)

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	0.00	294,450.00	0.00	294,450.00
Support Services		1,649.00	0.00	0.00	0.00	0.00	0.00	1,649.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		15,400.00	0.00	0.00	0.00	0.00	0.00	15,400.00
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	35,981.00	0.00	0.00	0.00	35,981.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		17,049.00	0.00	35,981.00	0.00	294,450.00	0.00	347,480.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-347,480.00

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: Knowledge Networking Portfolios

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.

Our Knowledge Networking Portfolios Program will enable Delphos City schools to incorporate technology and encourage our students' creativity by providing a platform they can showcase the achievements they feel are relevant to ambitious goals in Common Core Knowledge and Career and College Readiness. This project provides for a greater share of resources in the classroom by improving our school's wireless infrastructure and providing a 1:1 junior and high school ratio of tablets for students in grades 6-12 to encourage interest-driven, self-directed learning. Our Knowledge Networking Portfolios are built upon best practice research to successfully introduce technology into the classroom, leading to improved student performance as measured by the ACT Corporations EXPLORE, PLAN, and ACT tests as well as post graduate student surveys.

600 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Melissa McClurg  
Organizational name of lead applicant: Delphos City Schools  
Unique Identifier (IRN/Fed Tax ID): 043885  
Address of lead applicant: 901 Wildcat Lane Delphos, OH 45833  
Phone Number of lead applicant: 567-712-0819  
Email Address of lead applicant: mmclclurg@delphoscitieschools.org

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

First Name, last Name of contact for secondary applicant: Josh McElroy  
Organizational name of secondary applicant: Delphos City Schools  
Unique Identifier (IRN/Fed Tax ID): 043885  
Address of secondary applicant: 901 Wildcat Lane Delphos, OH 45833  
Phone number of secondary applicant: 419-695-1786  
Email address of secondary applicant: jmcelroy@delphoscitieschools.org

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.

Not Applicable

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.

Melissa McClurg, Certified Public Accountant, Special Education Officer Delphos City Schools, PEERS Project Self Grant, MAC Grant, Adjunct Accounting Instructor at the University of Northwestern Ohio, Josh McElroy, Technology Coordinator, Race to the Top Grant John Edinger, High School Principal, Race to the Top Grant Kevin Wolfe, Superintendent, Ayersville 1:1 Initiative Project Brad Rostorfer, 20 year Federal Grant Administrator for Delphos City Schools Doug Westrick, Middle School Principal

**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 Knowledge Networking Portfolios are based on shifting our focus from teaching our students to satisfying our customers. Our students are becoming immersed in technology and social media at increasingly younger ages. They are constantly connected, creating, and multitasking in a multimedia world, everywhere that is except at school. Our students currently have access to an endlessly evolving marketplace of social media apps that schools and parents are not keeping pace with. Delphos City School's mission is to fundamentally alter how our students and teachers think of education. Our current education system is at a pivotal point where if we do not adapt to how students learn outside of the classroom, our education system will be viewed as outdated and archaic. Students need to see the vision of where their hard work will lead them. That begins with career exploration and ambitious goal setting at the middle school grade level that allows students to reflect and revise as their needs and preferences change. Therefore, our Knowledge Networking Portfolio framework will begin in 6th grade and build into a portfolio for graduation. Our sample high school portfolio and 6-12 grade level checklist is uploaded in the additional documents section of this application. Our checklist outlines the portfolio requirements for each grade level that promotes collecting evidence in the common core standards and activities for college and career readiness. Students will create their portfolios in Google Docs in the Middle School grades of 6-8. In the high school grades of 9-12 they will expand their portfolio into a public or private website using basic to advanced website editors. Students will be encouraged to link and embed all their social networking outlets to their Knowledge Network Portfolios and educated on creating a positive digital footprint in the world. Teachers will receive two days of Knowledge Networking Portfolios professional development. The first day will be to instruct teachers on the use of Microsoft Surface Tablets and the technology students will use to create their portfolios. The second day of professional development will provide teachers with examples of how the portfolios can be integrated into their curriculum. They will then be given the opportunity to collaborate on the weight they will give for the portfolios in their classes. The recommended percentage weight will be 10% to 50% of a student's course grade. They will be given examples of how students can demonstrate their own proficiency to shift our education culture to student driven. They will be encouraged to discuss how our Knowledge Networking Portfolios can be used to document student achievement on common core standards and mastery of their Student Learning Objectives (SLO's). We will continue to offer professional development to teachers on a weekly or monthly basis depending on need. All Professional Development and Student instruction will be videotaped for replication and for future training purposes. There are 2 short term objectives our Networking Portfolios will meet to connect to how our students learn. The first is to put technology in the hands of our students to unleash their creativity and curiosity. The second is to provide a platform where educational achievements are published, shared and promoted. Once these two objectives are met, there are two long term goals for our Knowledge Network Portfolios. The first long term goal is to teach our students how to combine educational achievements and social media in a positive professional manner for a successful future. The second long term goal is use of the Knowledge Network Portfolios to encourage students and teachers to change the way they learn, teach and assess in a way consistent with our changing society. Once these goals are realized, Delphos

City Schools believes we will see increased ACT Created test scores. The success of our project will

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.

Delphos City Schools has consistently earned district rating of Excellent, Excellent with Distinction and most recently an A on the State Report Card. We have achieved these ratings despite reduced funding, failed levies, reductions in staff, and budget dollars being diverted to John Peterson Special Needs Scholarships, Autism Scholarships and loss of enrollment to school districts with newer buildings and technology. Delphos City Schools has one of the lowest costs per pupil of \$7,673.15. We are in the bottom 20 districts or 3% of the state for cost per pupil. Almost half of our middle school population of 243 students receive free/reduced lunch with 47% and our high school has a 34% free and reduced lunch rate. A Straight A Fund grant will give Delphos City Schools the opportunity to direct our resources back into our classrooms by building our wireless infrastructure and giving our students and teachers the technology they need in the classroom and beyond. Currently at Delphos City Schools, students voluntarily take the PLAN and ACT tests with 70% taking the PLAN and 66% taking the ACT. Our PLAN participants who met college readiness benchmarks were as follows: 85% in English, 47% in Math, 81% in Reading and 34% in Science. For the ACT, our students who met college readiness benchmarks were as follows: 63% for English, 35% for Math, 31% for Reading, and 29% for Science. For 2013, our school's overall percent in meeting all four ACT college readiness benchmarks was a 17% compared to 31% for the state of Ohio. We will measure ALL of our students' growth and hold them to high expectations. All students in the eighth grade will take the EXPLORE test, students in the tenth grade will take the PLAN test, and students in eleventh or twelfth grade will take the ACT. According to our 5-year ACT trend data, our students have ranged 18% to 45% below the State in meeting all four college readiness benchmarks. Our project plans on closing the achievement gap of the students in our district compared to students in the state average in meeting college readiness benchmarks.

### 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.

Our Knowledge Networking Portfolio Budget and Straight A Financial Impact Template are uploaded in the additional documents. The line item detail, as well as vendor quotes for our project are uploaded in the additional documents. Our total project and grant request is \$347,480. Wireless Infrastructure Improvements: AHP 48 Port 1 GB POE + Switch (4 at \$2,100) \$8,400 Aerohive AP 350 data drops (25 at \$850) \$21,250 Nuwave Installation of data drops \$6,331 Total Wireless Infrastructure Improvements: \$35,981 New Technology Resources used in the Classroom: Microsoft Surface RT 32GB (650 at \$338) \$219,700 Microsoft Surface Type Cover Black (650 at \$115) \$74,750 Total New Technology Resources used in the classroom: \$294,450 Labor Costs Student Technician labor for tablet configuration (3 students for 10 days) \$1,649 Professional Development (50 teachers for 2 - 7 hour days) \$15,400 Total Labor Costs: \$17,049 Total Project Cost \$347,480

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

347,480.00 \* 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.).

Delphos City Schools has consistently earned Excellent, Excellent with Distinction and most recently an A on the State Report Card. We have achieved these ratings despite reduced funding, failed levies, reductions in staff, and budget dollars being diverted to John Peterson Special Needs Scholarships, Autism Scholarships and loss of enrollment to school districts with newer buildings and technology. Delphos City Schools has one of the lowest cost per pupil of \$7,673.15. We are in the bottom 20 districts or 3% of the state for cost per pupil. Almost half of our middle school population of 243 students receive free/reduced lunch with 47% and our high school has a 34% free and reduced lunch rate. Our total project and grant request is \$347,480. This includes \$35,981 in wireless infrastructure improvements to allow our school to compete with other districts with newer facilities and technology. The infrastructure improvements will provide additional switches, lines and data drops so students and teachers can connect wireless through our junior and high school buildings. Our budget includes \$294,450 in new technology that will be immediately used in the classroom. The technology represents a one to one ratio of students to Microsoft Surface RT tablets with the type cover. This tablet combines the flexibility and ease of use of a tablet with the data input convenience of a keyboard. Our budget includes \$17,049 for tablet configuration labor costs and professional development for our teachers. We will use 3 student technicians to work 10 days in the summer at minimum wage to configure the 600 tablets. We will provide 2 - 7 hour days of professional development to our 50 teachers and administrators in our middle and high school buildings at \$22 per hour.

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.

0.00 \* 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.

Our Knowledge Network Portfolios will be self sustaining after the initial grant investment. As outlined in our District Student to Tablet Policy, students will be charged a yearly \$50 use fee. The amount collected from students in grades 6-12 will be put in a Local Private Purpose Trust Fund. Repairs and replacements not under warranty or due to intentional damage will be charged to this fund as well as cycle replacements in future years. Tablets will remain the property of the school district with no option for the student to purchase. Student testing fees of \$5096 are included on the Financial Impact Template with a net effect of \$0. This represents an average of 85 students in each of grades 8, 10, and 11 taking the EXPLORE, PLAN, and ACT tests. Testing fees will be charged to student fees. The fees will be received in the 1.06 All Other Operating Revenue Account and spent through the 3.03 Purchased Services Account.

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

0.00 \* 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.)

With the implementation of our Knowledge Network Portfolios, Delphos City Schools anticipates our enrollment will increase and our John Peterson Scholarships will decrease, however these are not savings that can be included due to uncertainty and other variables.

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.

Our Knowledge Network Portfolios are a self sustaining project after the initial grant investment. As outlined in our District Student to Tablet Policy, students will be charged a yearly \$50 use fee. The amount collected from students in grades 6-12 will be put in a Local Private Purpose Trust Fund. Repairs and replacements not under warranty or due to intentional damage will be charged to this fund as well as cycle replacements in future years. Tablets will remain the property of the school district with no option for the student to purchase. Future years instruction for students will occur during school. Future years professional development for teachers will be conducted by our grant writers and teachers on a volunteer basis and CEU's will be given to participating teachers. No labor or professional development costs will be new or recurring.

### 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): 08/01/2014

\* Narrative explanation

Our plan communications and preparations are to be completed by August 1, 2014 to ensure successful implementation of our Straight A Fund Grant. This includes wireless infrastructure completed, tested and working at Delphos Jefferson Middle and High Schools. All tablets will be purchased and configured for student and teacher use by this date. Grant writers will work with administrators to complete the One to One Student Tablet School Policy. Press Releases and Parent Informational Meeting will be held by this date. Grade level Knowledge Network Portfolio checklists will be finalized. Guidance Counselors and Teachers will sign off on accountability of portfolio sections by this date as well. A page will be created on our www.delphoscitieschools.org website dedicated to our Knowledge Network Portfolios. Included on the page will be our One to One Student Tablet Policy, a copy of the grant proposal, copies of parent communication, approved grade level checklists, linked resources to aid in the creation of the portfolios, and an example of what each grade level's portfolio should look like. Teachers will complete the two days of professional development outlined in this grant proposal by this date. The professional development will be videotaped and loaded on our grant page as well. How Technology is used in the Classroom Survey will be created and linked to the school website. The stakeholders during the planning phase are the students, teachers, parents, administration and the community. In addition to contacting our stakeholders directly, our plan continually keeps stakeholders informed of our grant progress through our school website. A possible barrier to completing our plan by the due date would be our older school buildings. Our Middle School is around 100 years old and our High School is over 40 years old. We have anticipated problems that could derail our plan by receiving quotes with the top communications installation service providers in the area. Another possible barrier would be configuring over 600 tablets for students and teachers in a relatively short time frame. To keep our project on track and meet the due date we have included the labor for 3 student technicians to help with configuring the tablets for two weeks in the summer.

Implement (MM/DD/YYYY): 12/31/2014

\* Narrative explanation

December 31, 2014 is the target date for full plan implementation. By this date, teachers and students will have been trained on the new technology. Students will be educated on the requirements of the Knowledge Network Portfolios and the tools to create them. All students and teachers will complete the How Technology is used in the Classroom online Survey found on the school website. Students will complete portfolio requirements according to grade level checklists. Students will take the EXPLORE, PLAN or ACT tests during November, 2014. The stakeholders during the Implementation phase are the students, teachers, parents, administration and the community. Implementation of our plan will be communicated with all stakeholders directly, through the media, and published on our school website. A barrier we will face during the implementation phase is varied technological skills of students and teachers. To anticipate the learning curve and meet the needs of those that may need more individualized instruction, we will offer workshops after school for additional training for students and/or teachers. The workshops will begin weekly when school starts and adjust the schedule depending on the need, with at least one training per month the life of the project. Grant writers and teachers will volunteer to conduct the workshops. Another potential barrier to this project's success is damage and replacement costs to the tablets. Students will be charged a \$50 a year school fee as outlined in our One to One Student Tablet Policy to replace damages and build a fund for future tablet replacements. See uploaded policy for details.

Summative evaluation (MM/DD/YYYY): 12/31/2015, 12/31/2016, 12/31/2017, 12/31/2018

\* Narrative explanation

As our Knowledge Networking Portfolios are implemented, our school district's performance will be evaluated annually using the Technology used in the Classroom Online Survey, EXPLORE, PLAN, ACT, and Post Graduate Surveys. All information will be gathered, charted, and published on our school website for our stakeholders, including students, parents, teachers, administration and the community. A barrier to the evaluation of our project is that students on free and reduced lunches may not pay their school fees which include the testing fees. We have anticipated this barrier and it is addressed in our Student Tablet One to One Policy. Our Policy outlines a payment plan option or the tablet will remain at school if fees are not paid so all of our students are given technology to use the classroom.

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

With our Straight A Fund Grant, we will direct a greater share of resources in the classroom to promote student achievement. In designing our Knowledge Network Portfolios, we analyzed the data from Project RED, the first national study of education technology to focus on student achievement and financial implications. We built their identified key factors in creating second tier change in education. Based on our plan of all students in grades 6-12 creating their own Knowledge Networking Portfolio, we expect there will be the following changes in instruction in our school system: increased student access to content, increased collaboration between students and teachers, increased individualized learning experiences, increased student engagement, fostering of critical thinking skills and preparing students for the 21st century. Based on these changes, we will show growth and close the gap between our students at Delphos City and the rest of the students in the state of Ohio in possessing the knowledge and skills to go college or join the workforce.

**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 research we used in designing our Knowledge Networking Portfolios is uploaded in the additional documents section. This includes two ACT research studies, Staying on Target and Getting Students on Track to College and Career Readiness: How Many Catch Up from Far Behind as well as Project RED's The Technology Factor. The National Technology Plan from the Department of Education calls for plans that "will develop, adopt, and ensure equitable access to a technology-based education system that provides effective learning experiences, assessments, and teaching and a comprehensive infrastructure for learning to support both formal education and all other aspects of learning. It also assumes we will incorporate many of the practices other sectors regularly use to improve productivity and manage costs and will leverage technology to enable or enhance them." Our Knowledge Network Portfolios were designed to incorporate the key factors in successfully introducing technology into the classroom to maximize student achievement. Commitment and high expectations lead to increased student success. Project RED's THE TECHNOLOGY FACTOR: Nine Keys to Student Achievement and Cost-Effectiveness, the first national study of education technology to focus on student achievement and financial implications. Recent ACT research (Getting Students on Track to College and Career Readiness: How Many Catch Up from Far Behind?, November 2012) shows that under current conditions, "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school." This research also reveals that students' academic readiness for college and career can be further supported and improved when they acquire and demonstrate behaviors in the upper elementary grades and in middle school shown to be related to successful academic performance. The research strongly supports the need for an integrated, longitudinal, data-driven system to inform and encourage coherence in school, district, and state efforts to prepare all high school graduates for college and career. Additional ACT research (Staying on Target, ACT 2012), finds that students who are monitored early before taking the ACT are more likely to be college and career ready than those not monitored early (i.e., who take the ACT only), regardless of the high school they attend and their level of prior achievement. In fact, students who are monitored early are more likely to meet three or all four of the ACT College Readiness Benchmarks than students who are not monitored early, regardless of gender, race, or annual family income. Our grant proposal was built upon our students' excitement in creating digital portfolios in previous computer classes. We expanded the portfolio concept to all grades from 6-12 and incorporated threads and components from the College and Career Development Organizer created by the American Institute for Research's High School Center. Our grade level checklist encourages life learning skills in self management, responsible decision making, social awareness, problem solving, critical thinking and reasoning, organization and study skills, teamwork and collaboration, effective communication and social media skills. Our Knowledge Network Portfolios will provide the support and structure for our students' goal setting, individual learning plans, career exploration, blended learning, and post secondary preparations.

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

Yes

No

22. If so, how?

All documentation of our Knowledge Networking Portfolios will be included on our [www.delphoscitieschools.org](http://www.delphoscitieschools.org) website. Professional development for our teachers and student instruction will be recorded and viewable from our website as well. Published student portfolios will be available as examples to other school districts.

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

Our Knowledge Network Portfolios will provide a substantial value to each student by giving them the opportunity to create, monitor and assess their own progress towards common core course work and college and career readiness goals. Their portfolios will be an asset and serve as evidence for college and/or a future career. They will have the option of publicly publishing their portfolios to share their accomplishments with friends, family and the community. They will have a lasting impact on their lives and serve as examples for all students progressing through Delphos City Schools and the nation.

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.

There are 2 short term objectives our Networking Portfolios will meet to connect to how our students learn. The first is to put technology in the hands of our students to unleash their creativity and curiosity. The second is to provide a platform where educational achievements are published, shared and promoted. Once these two objectives are met, there are two long term goals for our Knowledge Network Portfolios. The first long term goal is to teach our students how to combine educational achievements and social media in a positive professional manner for a successful future. The second long term goal is use of the Knowledge Network Portfolios to encourage students and teachers to change the way they learn, teach and assess in a way consistent with our changing society. Once these goals are realized, Delphos City Schools believes we will see increased ACT Career and College Readiness Scores. The success of our project will also be measured by our students post graduate surveys.

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.

Our students and teachers will use our grade level portfolio checklists to assess our progress towards our short term objectives. As our Knowledge Networking Portfolios are implemented, our school district's performance will be evaluated annually using the Technology used in the Classroom Online Survey, EXPLORE, PLAN, ACT, and Post Graduate Surveys. All information will be gathered, charted, and published on our school website for our stakeholders, including students, parents, teachers, administration and the community. Our Knowledge Networking Portfolio Grant team will meet with administrators annually to analyze progress towards our short and long term objectives. If measured progress is insufficient to meet program objectives, short term objectives will be reevaluated and revised to ensure our program is successful.

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, Melissa McClurg, Special Education Officer, Delphos City Schools, October 25, 2013