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Adjusted Allocation: 0.00

Remaining: -687,440.00
This project proposes to design an innovative, fresh approach to professional learning that will create a sustainable culture of continuous professional learning, increased student achievement and will not require additional spending.

Finneytown employs about 93 teachers. Serving as the lead Superintendent of this team will be the three superintendents.

The combined capacity of these two ESCs position them to effectively provide the professional services required by this project and their combined experience in local, regional, state and national grants and innovation projects including Enhanced/Scale-Up grants, Shared Services, State Support Team, a Federal I3 grant application, Head Start Federal grantee application demonstrates the ESC's ability to serve as a viable project partner.

**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 research-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
Describe the innovative project.

We are confronted by the ongoing challenge of improving student achievement and preparing them for success in their futures, whether that is a career choice or continued learning in college. Our teachers have a moral and professional obligation to understand and improve the achievement levels of our students if we are to achieve the long-term national educational goals. This initiative will form a new professional development system to help our teachers to achieve this goal. This project, when completed, will revolutionize the way we deliver professional development to all teachers.

12. Describe how it will meet the goal(s) selected above.

This proposal is based on the assumption that the effectiveness of adult learning in our systems is directly correlated to the effectiveness of student achievement. While other methods of professional development are gaining momentum, the predominant method for delivering professional development is the traditional workshop. Research, dating back to the 1980's, suggests this approach results in less effective transfer of learning to the classroom. The design of this project is planned to break away from these traditional practices and provide a new paradigm for professional development.

We propose to develop a platform that will enable teachers to design and implement their own professional development plans. This platform will be designed to support the development of change in instructional practice driven by actual formative student achievement data in support of the professional development solutions found in OTES, OPES and OSES evaluation systems. This six-month timeline of this grant, a "design team" will be convened and composed of teachers and administrators, facilitated by Hamilton and Clement County ESCs, to construct a prototype digital platform with specialists from Beanstalk Innovation, select and install an initial set of professional development resources, develop a prototype of an evidence-based teacher assessment tool, develop a "beta test" implementation plan to be presented by the consortium in 2014-2015. It is the intent to submit an FY15 STRAIGHT Fund grant to support this implementation, and document the entire design process to provide a basis for replication and expansion of the project.

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 community school or STEM school members for review.

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

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

$678,440.00 * 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, RTT money, local funding, foundation support, etc.), and detail costs on the basis of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc).

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 if project is implemented)

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

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.)

There are no new or recurring costs associated with this project. The purchase of the digital platform licenses are based on perpetual licensing prices allowing the consortium districts to provide access for all current teachers and administrators as well as potential new incoming staff for 2014-2015, the initial year of implementation. All costs associated with the integration of existing and currently used district data systems are included in the cost. The one-time cost of the platform is based on the assumption that the costs associated with the development of a digital platform for the entire district will be approximately $60,000 per consortium member. The cost of the digital platform is based on the assumptions that the design and development of secure web access for the digital platform will be implemented and the consortium districts will utilize the platform for online learning.

While districts may realize longer term savings on professional development costs while simultaneously improving teacher learning experiences which translate into improved student achievement and learning, the nature of this project does not provide any direct cost savings. TRM9030 has been designed to frontload the costs of foundational elements of the to-be-designed professional learning system. Through this approach, the consortium has the ability to build the infrastructure needed to support the project, on an ongoing basis.

We are confronted by the ongoing challenge of improving student achievement and preparing them for success in their futures, whether that is a career choice or continued learning in college. Our teachers have a moral and professional obligation to understand and improve the achievement levels of our students if we are to achieve the long-term national educational goals. This initiative will form a new professional development system to help our teachers to achieve this goal. This project, when completed, will revolutionize the way we deliver professional development to all teachers.

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0.00 * Specific amount of new/recurring cost (annual cost if project is implemented)

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

There are no new or recurring costs associated with this project. The purchase of the digital platform licenses are based on perpetual licensing prices allowing the consortium districts to provide access for all current teachers and administrators as well as potential new incoming staff for 2014-2015, the initial year of implementation. All costs associated with the integration of existing and currently used district data systems are included in the cost. The one-time cost of the platform is based on the assumption that the costs associated with the development of a digital platform for the entire district will be approximately $60,000 per consortium member. The cost of the digital platform is based on the assumptions that the design and development of secure web access for the digital platform will be implemented and the consortium districts will utilize the platform for online learning.

While districts may realize longer term savings on professional development costs while simultaneously improving teacher learning experiences which translate into improved student achievement and learning, the nature of this project does not provide any direct cost savings. TRM9030 has been designed to frontload the costs of foundational elements of the to-be-designed professional learning system. Through this approach, the consortium has the ability to build the infrastructure needed to support the project, on an ongoing basis.
through which resources are purchased together and shared. Instead of the three districts all purchasing resources individually, they pool their resources and take advantage of quantity discounts and other economies of scale. This overarching financial concept is reinforced through replication of the project in other jurisdictions. They do not create their own platform or start from scratch; instead, they join a network of pre-existing offerings. Essentially, this shared service concept decreases in price as it grows. Each member of the network of districts would enjoy a continually reducing cost structure. The planning component of this project will fully flesh out this concept and identify appropriate comparative designs in other industries against which to benchmark. A specific feature of the digital platform is digital coaching. Based on research that indicates the power of one-on-one coaching to improve instructional practice, the online environment will enable each district to access an instructional coach provided by the SFC and for the consortium. While in-person, one-on-one coaching models are cost prohibitive for most schools, the delivery of this service through a digital medium added to the distributive cost structure inherent in this model makes direct coaching an affordable model of support for districts that could afford it before. As districts choose to implement this system, they will have the ability to determine their level of entry, expansion and participation based on the level of financial commitment they are positioned to make. As the platform is envisioned to be developed in a modular format, districts will be able to scale up and down their expenditures and savings. Again, this project will provide more definitive metrics of anticipated cost savings and the beta implementations will yield significant data and information from which we will better understand the full proof of concept.

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.

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

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<th>11/08/2013</th>
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<td>* Narrative exploration</td>
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'To maximize the amount of work that can be accomplished during the timeframe of this project, the consortium plans to kick off its work in earnest as soon as possible after the award. Given the commitment of the consortium superintendents to engage in planning and preparation regardless of our success in securing funding through this grant award, an initial planning meeting date has been set for that purpose. The purpose of that meeting at this planning stage will be to establish the consortium districts with the ability to initiate the new system within current budget levels. Flexibility will be designed to manage the degree to which a district uses the system in terms of modules utilized, staff segments identified as users. For example, a district may choose to launch the new system in grades K-3 only. Each district will have the latitude to make these decisions based on their ability to sustain and will be required to document the system A Fund that will be used to fund the project. The project district will be allocated A Funds based on the consortium districts to accelerate implementation and include more teachers in the new system. While specific costs associated with full scale implementation are yet to be determined, the design methodology to be used in this project will include cost effectiveness as a key design criterion. It is the intent of the consortium to seek funding to fully implement the new system with the current members of the consortium districts. Additional districts would be added to the consortium as part of the A Fund grant, but additional funds would need to be raised by the consortium districts. The second loop of the process addresses a continuous improvement cycle by which the new system will be incrementally improved through a PDCA-like cycle. The identification of Design Team members. Two teachers, one building principal, the superintendent from each district will serve on the team. Rounding out its membership will be two administrators from each ESC, the superintendent and a representative from Beanstalk Innovation to form the team of 20 individuals to design an HCDS, an HCDSS, and an HCDSS-2 system. Confirmation of Design Team meeting dates. Team meeting dates will be established with back up (calamity) meeting dates identified. Other all logistics will also be addressed. Development of a communications to stakeholders plan, including initial communication about the project and strategy to guide all subsequent communications to stakeholders throughout the planning process and project duration. The design team will collectively determine the most appropriate communication strategy, frequency, and channels through which to communicate interactions with stakeholders. Initial communications will be made in December in preparation for the initiation of the design process and explaining the opportunities for input/feedback at key points in the design process. In essence, all stakeholders will have the opportunity to participate in the design process to provide real-time "voice of the customer". Development of a plan to develop the FY15 A Fund grant application as an integral part of the planning process.|

Implementation (MM/DD/YYYY): 01/08/2014

| * Narrative exploration |

Implementation for the purposes of this project is in the actual design / planning process. Beginning in January 2014 and continuing through June 2014 with an estimated six sessions being held during this time. These face-to-face sessions will be supplemented by digital, asynchronous work connected by a module of the digital platform which is designed to provide online communications and networking. The planning process will be designed as a mini beta test of the platform. Initiating the design process will be a stakeholder survey to identify key needs and problems to be solved prior to proceeding to the actual design and development. The results of the survey will be analyzed by the design team and used to drive the initial design of the system. A set of specifications will be developed around content, digital / online methodologies and preferences, coaching as a model of support, processes for establishing a collaborative environment across district boundaries among teachers, data integration requirements (including student performance and testing data), and assessment parameters. Beanstalk Innovation will utilize the design specifications to customize the digital platform. Upon establishment of the initial straw man design, the design team will check its accuracy and assumptions by communicating the idealized design straw man with superintendent and key ESC administrators. The agenda for these meetings will focus on: An overview of iterative design process by HCECS. The steps of this double loop process are prescriptive and are used by HCECS as one of its known and reliable processes. The first loop encompasses the creation of a new design, a new innovation and the iterative process of “next generation approximations of design”. The second loop defines continuous improvement of the design to be implemented when incremental improvements are required / desired. Simply stated, the steps of the innovation process loop are: defining the context of the design, identifying stakeholder needs and “problems to be solved”, developing a clear, concise vision of the “idealized design”, defining the specifications of the design, constructing the design within the design elements of function, structure and process. The second loop of the process addresses a continuous improvement cycle by which the new system will be incrementally improved through a PDCA-like cycle. The identification of Design Team members. Two teachers, one building principal, the superintendent from each district will serve on the team. Rounding out its membership will be two administrators from each ESC, the superintendent and a representative from Beanstalk Innovation to form the team of 20 individuals to design an HCDS, an HCDSS, and an HCDSS-2 system. Confirmation of Design Team meeting dates. Team meeting dates will be established with back up (calamity) meeting dates identified. Other all logistics will also be addressed. Development of a communications to stakeholders plan, including initial communication about the project and strategy to guide all subsequent communications to stakeholders throughout the planning process and project duration. The design team will collectively determine the most appropriate communication strategy, frequency and channels through which to communicate interactions with stakeholders. Initial communications will be made in December in preparation for the initiation of the design process and explaining the opportunities for input/feedback at key points in the design process. In essence, all stakeholders will have the opportunity to participate in the design process to provide real-time “voice of the customer”. Development of a plan to develop the FY15 A Fund grant application as an integral part of the planning process.|

Summative evaluation (MM/DD/YYYY): 06/15/2014

| * Narrative exploration |

The summative evaluation will be aligned to the following intended outcomes for the project: construct a prototype digital platform with specialists from Beanstalk Innovation; select and install an initial set of development resources; explore the evidence-based assessment component and design an integration plan to align with existing district OTES policies; develop a "beta test / implementation plan" to be implemented by the consortium in 2014-2015. It is our intent to submit an FY15 A Fund grant to support this implementation; document the entire design process to provide a basis for replication and expansion of the design concept. Since this project is all about a planning process, much of the evaluation of the project will be based on the success of the team to bring the project to fruition. In other words, the overall effectiveness of the project process responsibility will be the main focus of the evaluation. Given the nature of the project, satisfaction with the process and communications will provide qualitative data and will serve as a means by which to document improvement strategies for the next iteration of design, both for the consortium and for the introduction of new district users into the consortium.

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

As a result of this planning process, the design project team expects to generate different paradigms and perspectives about professional learning within K-12 educational environments, to establish different expectations for individual and professional growth, to foster professional communities around educator learning, to promote the ability among teachers to learn from one another in order to improve individual and collective instructional effectiveness. Teachers will have new tools and abilities to learn through in-person interactions with peers, coaches and content experts. Through the digital platform, teachers will have access to resources and development resources; explore the evidence-based assessment component and design an integration plan to align with existing district OTES policies; develop a beta test / implementation plan to be implemented by the consortium in 2014-2015. It is our intent to submit an FY15 A Fund grant to support this implementation; document the entire design process to provide a basis for replication and expansion of the design concept. Since this project is all about a planning process, much of the evaluation of the project will be based on the success of the team to bring the project to fruition. In other words, the overall effectiveness of the project process responsibility will be the main focus of the evaluation. Given the nature of the project, satisfaction with the process and communications will provide qualitative data and will serve as a means by which to document improvement strategies for the next iteration of design, both for the consortium and for the introduction of new district users into the consortium.
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 E's of school improvement. In what ways does this project capture the imagination of stakeholders? 

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

22. If so, how?

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

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 measurable.

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

Given that this proposal is focused on planning a process, the benchmarks directly related to that process would be the effectiveness of the replication of that process as enacted by other districts. Other Ohio districts employ a coaching model as one method of professional development for their teachers. Research shows that instructional coaching models are built upon the following premises: the single most effective instruction and learning method is to teach students in small groups of four or five. 

The iterative design process selected by the consortium to guide the implementation of the planning process has by its very nature feedback loops built in at appropriate stages of development. The specific results of time and effort that will be required will be developed during this project and will be explained in detail in the guide but the consortium anticipates that through the access to the platform will be easily facilitated by ESFs. As with any systemic change, the greatest hurdle is effectively addressing the "habits" associated with the existing system, the comfort level associated with them and the anticipated degree of resistance to the new system from the existing culture. The consortium, in the interest of adding value to the process, would provide additional services, as needed, to promote this transition. Ultimately, the learning community created as a result of this design could extend well beyond Ohio to encompass a true sense of our global knowledge economy. The rationale behind this proposal is based on the research-based eight-step change process of John Kotter, Harvard, in his 1995 book, "Leading Change". Kotter identifies common mistakes made during change efforts and lists eight steps to avoid them. The first six are:

1. Create Urgency
2. Form a Powerful Coalition
3. Create a Vision for Change
4. Communicate the Vision
5. Remove Obstacles
6. Create Short-Term Wins

The specific results of time and effort that will be required will be explained in detail in the guide but the consortium anticipates that through the planning process does not work and attempts to do so will assuredly fail. Kotter tells us that in environments that are unstable and filled with volatility associated with mass change efforts, it's easy to make mistakes in process. Organizations often do not recognize their importance or in their haste to rush to implementation in order to achieve the hoped for outcomes, they miss critical elements that would have lead to success. Making errors in this transformative effort will, we believe, lead to strategies that are not implemented with fidelity, educators will not achieve the expected level of synergy, it will take too long and cost too much, and even with foundational quality programming, the system will not deliver the intended outcomes. It will not create lasting value nor will it make any significant impact on the educational system. The consortium proposes to engage in a prolonged planning and design process instead of leaping to immediate implementation. The project will go slow at first in order to go fast later on. Hence, our FY14 application for planning and design with a FY15 application for implementation. We believe that the adoption of this approach is necessary and only through a strategically sound planning and design model can the resulting project design be effectively implemented in order to achieve the intended value and impact.

26. What is the value of defining measures, providing a more holistic approach. One of the modules that has potential for future development is an "early warning system" which would provide an intuitive solution to help identify who are at risk of not maintaining the mastery of a specific subject area. The module would provide an opportunity to understand the distribution of risk that exists throughout the school or district. Identifying the number of students at risk of failing is also helping to identify areas where a reallocation of resources or targeted support may be necessary, thus further positioning the district to have increased control over its human and financial resources.
feedback will be secured with an intended metric of measuring degree of support for the design. Included in the groups of stakeholders will be labor unions, as appropriate. Depending on the degree of alignment and agreement with the 2nd Approximation, additional iterative cycles may be needed. If so, feedback will be secured with each approximation. The desired outcomes at this stage are a finalized design, ready for beta testing, documentation of the design process, and design team satisfaction with the deliverables and with the process used to generate them.

Stage Six of Design - Beta Testing of the Design and Early Adopter Preparation (Short-term Wins) At this stage, the design team will be positioned to conduct an initial test of the system. This will include the identification of a small group of educators to explore and test the system. Included in this stage will be training on the digital platform and use of the SWIVL cameras. Measures at this stage will include stakeholder ratings of effectiveness of the training provided, transfer of knowledge to practice for the use of the cameras and the platform, and overall satisfaction with the designed professional learning community structure and intended future use. Deliverables at the completion of this project will include a functional digital platform designed to stakeholder specifications to support effective professional learning and development; initial high quality, relevant content; a white paper describing the overall process of planning and design; and a guide for replication to be shared with other educators in Ohio.

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 Tyrone Olerson, Superintendent, Finneytown Local School District, 10/25/13