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Adjusted Allocation: 0.00

Remaining: 0.00

-1,190,595.00
Northwest Ohio Computer Association will provide training and the technology support needed to connect students to educational opportunities.

This year $3,502,000 in other grants are also in place.

Larry Brown, Superintendent

NwOESC is working with Northwest State Community College (NWSCC) of Tiffin and the City School District of Toledo in Ohio to provide the modern technology that is so much in demand in the workforce.

Kristi Thompson, Superintendent

NwOESC's grant 046714, titled "Harnessing the Power Within," will provide a variety of services to member districts, community and non-public schools.

The project embraces the use of technology as a means of collaboration in sharing best practices as well as builds bridges: K-12 to career and college readiness.

10/17/13 Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, Last Name of contact for lead applicant: Tim Meister, Superintendent
Organizational name of lead applicant: Four County Career Center
Unique Identifier (RIN/Fed Tax ID): N/A
Address of lead applicant: 22900 State Route 34, Archbold, OH 43502
Phone Number of lead applicant: 419-267-3331
Email Address of lead applicant: meister@fourcounty.net

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 (RIN/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 (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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

* 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.

Upload Grant Application Attachment

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.

The team of nine districts and three partners that have agreed to participate in this grant each have an important and unique role. Four County Career Center (FCCC), the lead applicant, is the umbrella entity that ties the parts of the grant to the whole, which is the preparation of students for college and careers. The programs and initiatives currently implemented by Four County such as one-to-one technology, High Schools That Work, leadership in Universal Design and working with students from each of the consortium districts, bring vast knowledge and expertise to district teachers in understanding the expectations for career readiness. It is one of the project's goals to build bridges for future student success. The grant experience of Four County Career Center will provide leadership with this Straight A grant. This year alone FCCC is implementing grants totaling $499,209. The Consortia Members represent a cross-section of the types of districts FCCC serves. It includes Defiance City, the largest member district (2,715 students), and North Central (620 students), among its smallest member districts. It includes an exempted village district, Wauseon, as well as locals and a city district (Defiance). Getting buy-in from these varied consortia members provides FCCC with broad application of the innovative strategies to be employed as a result of this grant work.

The Northwest Ohio Educational Service Center (NwOESC) plays a vital role in the education of students in the Defiance, Fulton, Henry, and Williams counties and has a long-standing collaborative relationship with school districts. NwOESC is proactive in providing the services local districts need to implement the many initiatives in education today. The ESC will be critical to this grant in that it will provide the fiscal support, facilities, curriculum support, and serve as a conduit for communication and connecting the dots in the administration of this grant. NwOESC personnel have led several collaborative projects in recent years. NwOESC's grant experience is helpful, as it has administered 21st Century grants since 2004, totaling $8,085,000, with $1,237,235 of that for this year. NwOESC has administered Ohio Migrant Education Center grants since 1998, totaling over $14,609,000. This year $3,502,000 in other grants are also in place. Northwest Ohio Computer Association will provide training and the technology support needed to connect teachers and administrators, NwOCA serves 41 Public Education Entities and 37 Non-Public Education Entities in Defiance, Fulton, Henry, Lucas, Williams, and Wood counties in northwestern Ohio and provides a variety of services to member districts, community and non-public schools. Northwest State Community College is a public two-year college accredited by the North Central Association of Colleges and Schools. It has been a goal of Northwest State and participating districts to build a stronger bridge in preparing students for the college experience. Over 88% of NWSCC alumni continue to live and work in the five-county area after graduation. For this very reason, it is imperative that bridges built to school districts are strong and collegial efforts are sustainable. A great benefit of this partnership is the close proximity of NwOESC, Four County Career Center, NWSCC and NwOCA. All are within 4 miles of each other, allowing grant participants to easily access the facilities and maintain communication and efficiency.

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.

**PCRLBEM**: Students must become better prepared for 21st Century life. Teachers MUST go beyond traditional practices and focus on student engagement. Teachers can read about best practices and take classes, but until there is a culture of professional learning in a collaborative and participatory working environment, it is unlikely to change. The kids can't wait! With grant support, this innovation is to the effect that school's have far fewer dollars to implement these needed emphases. Straight A funds can drive needed resources to the classroom, and collaborative work on innovative learning strategies can help ALL students achieve to a higher degree. PROJECT: The focus of this project: “Teacher Leadership Model-Harnessing the Power Within,” allows northeast Ohio teachers to form working partnerships to become a community of leaders working alongside Four County Career Center and Northwest State Community College to enhance college and career readiness for all students. As demonstrated by the following grant components, teacher-leadership is at the center of building a system of improved achievement for students while at the same time reducing spending. **MAJOR ACTIVITIES**: Leadership through TEACHER CADRES. Each participating district will select five teachers to be a point of contact of a cadre of teachers who will drive the program. The cadre’s focus is Grades Kindergarten-9th literacy, Grades 4-8: Use of data to increase rigor and relevance in classroom instruction and learning; Grades 9-12: Career and college readiness; Special Education: The three previous areas applied to this group of students. Allied Arts: implementation of 21st Century Skills to enhance college and career readiness. The Teacher Cadres will be developed as a “Brain Trust/Think Tank” to work as teams in their member districts as well as collaborate and develop consortia-wide professional development and implementation of innovative strategies that assist goals in district classrooms. Straight A Academies are intended to provide two opportunities for districts and teachers within the consortium to provide innovative learning resources for students and staff. Participating districts may each apply for a grant up to $50,000. Successful grants will align with the following: Goals of the Straight A Grant: 1. Raise Student Achievement, 2. Reduce Spending, 3. Resources to the Classroom; Goals of the Straight A Focus Area Teams; Goals of the Straight A Career Readiness Skills. The three key actions of this project is to REDUCE SPENDING. First, teacher-driven work saves money on outside experts: teachers will be learning from teachers. Collaboration using online meeting tools will enhance the leadership model by providing teachers from consortium districts and partners the ability to collaborate creatively through a Web-based interface to facilitate brainstorming and sharing of best practices.教师将获得资金用于创意项目，该项目的目的是向教室提供必要的资源。这种类型的项目将帮助促进教师的个人投资，特别是在组织的其他12个提供技术和人力资源的组织之间，NWOCA的就业准备课程和社区学院的教师也参与了进来。通过协作开发和利用学习策略，他们将帮助他们的学生，个人投资是高的。其他资源涉及寒冷，寒冷：班级目标与目标一致，目标是通过Straight A目标，地区和团队目标，班级目标与目标一致，目标是通过Straight A目标，地区和团队目标将实施创新有效的学习资源在课堂中。**C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown**

13. Financial Documentation - All applicants must 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 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.

Budget is included in answer to number 14. Also, please see Financial Impact Table

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

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

18,000.00 **Specific amount of new/recovering 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/recovering costs, please explain why.

The first budgetary component of the grant relates to Teacher Cadres in the focus areas of literacy, increased rigor and relevance, and college/career readiness. These teams will serve as a “Brain Trust/Think Tank” across the region to the participating districts. The initial investment to empower these cadre members (through professional development and collaboration time) will build a structure for future development that will build 45 teacher leaders (5 days, utilizing technology) with the lead applicant districts. By empowering these cadre members with the tools and resources they need to implement initiatives and best practices based on their individual data, teams will be able to take out of current practice to implement a new promising practice.

**Narrative explanation/rationale**: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recovering costs, please explain why.

One immediate cost savings will be seen in the waiver days during the 2015-2016 school year. In the past outside speakers were brought in at a cost to individual districts. With the grant, the collaborative effort will be teacher-driven and teacher-led. Teachers and districts will present their successes and further enhance networking among cross-district and cross-curricular teachers. Prior waiver days have lacked serving the needs of all teachers. Once the initial $50,000 is spent on professional development for the teacher leadership structure, savings will

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

18,000.00 **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.). If there are no new/recovering costs, please explain why.
be realized through this new approach. Consortium partners will be able to share facilities for the professional development free of charge as well as coordinate presenters via the staff in the "Brain Trust/Think Tank" - empowered teacher leaders. This idea will permeate to the future and could easily expand to include additional districts. With the incorporation of the CoMS system teacher leaders, district administrators, and other educators will be able to easily communicate and collaborate via video and audio conferencing, instant communication through integration with phone, calendar, email applications, large and small group web-based conferencing, conference recording, and staff development. It is anticipated that the CoMS system will save dollars over time by increasing efficiencies in professional development and networking of users. Travel time and travel costs will be significantly reduced and replaced with the more efficient and effective means of communication and collaboration that will truly impact student achievement.

**This project is self-sustaining largely due to the structure of teacher empowerment being developed. Investing in the most important and critical component of student achievement - the teacher - is what makes this project unique and sustainable. Many teachers desire to take on more of a leadership role in their schools and have input into the decisions that impact students. This grant empowers a cross-section of nine districts to work collaboratively towards this goal. The structure can be carried out over time, with districts annually identifying the teacher leaders and providing them resources to equip them to teach in the classroom while also engaging in professional learning communities.**

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 through the use of new/recurring resources. Explain 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.)

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

**19.** The focus of this grant is to provide additional instructional resources through building instructional capacity.

To some extent, the sustainability is unknown. However, with schools in four counties involved in the grant (Defiance, Henry, Fulton, Williams), the potential is inherent to impact students in the four-county area, at the Four County Career Center and even Northwest State Community College.

**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.

School-based teacher learning communities align with current empirical evidence of the most effective professional development strategies. As environments for learning, teacher communities exhibit all the features identified as effective professional development efforts (Hawley and Valt, 1999 from Learning to Improve Student Achievement). This "Teacher Leadership Model-Harnessing the Power Within" will allow for teacher-led learning communities comprised of teachers from nine districts to grow professionally through the sharing of diverse ideas and common professional development. (Although all districts are rural in nature, they vary in size and economic status.) The focus of this grant is to provide additional instructional resources through building instructional capacity. In the October 2013 issue of Educational Leadership, Ann Jaquith, a senior researcher at Stanford University, defines instructional capacity as "the collection of resources for teaching that a district, school, or grade-level or subject-area team has to support instruction and, most importantly, the ability to effectively use these resources to engage students and deepen learning." She further states that a school needs four types of instructional resources: - Instructional knowledge (knowledge of content, pedagogy, and students). - Instructional tools or materials (curriculum, teaching materials, and assessments). - Instructional relationships characterized by trust and mutual respect. - Organizational structures that promote the use of various instructional resources, such as common learning time for teachers and formal and informal opportunities for professional development.

This "Teacher Leadership Model-Harnessing the Power Within" grant will create opportunities for teachers to perform instructional leadership tasks, such as facilitating instruction, assessing student performance, and coordinating the work of colleagues through the implementation of professional learning communities. Districts will use the SMART goal rubric that will be used in reviewing teacher and district grants. Based on the feedback from the districts, a timeline will be set for grant submission and awarding of grant dollars. The teacher cadre will then set a time in April to review grants, provide feedback and evaluate the grants for approval. The teacher cadre will be the evaluators of the grant with guidance and support from NWESC personnel. In June, 2014, teachers will plan the August and September Straight A Academies using district and team goals as foci. After the planning has occurred, the ESC will coordinate the facilities, presenters and communication for the days in June and July. A barrier in this area may be resistance in teacher buy-in, depending on how well the grant is communicated.

A summative evaluation will occur at the grant's conclusion to determine impact and effectiveness. This will also instruct the replication of the grant initiatives in other districts as well as program continuation for consortium members. While the grant ends 9-30-14, the goal is to monitor the effectiveness of teacher leadership, the impact on collaboration, and ultimately student achievement. As grant partners continue their relationships, the likelihood of sustainability is increased as well as the ability to evaluate the impact of the grant beyond 9-30-14. The consortium members have discussed potential barriers to the implementation of this grant, fully aware that adjustments may need to be made particularly since the grant is teacher-driven to integrate teachers' creative and innovative ideas.
We could eliminate EVERYTHING else, and with teachers and students, a school would exist. As one of a school’s two essential groups, teachers given the opportunity and permission to implement innovative practices they see as powerful is a simple model to replicate. With that basic understanding in place, the “Teacher Leadership Model: Harnessing the Power Within” has power and applicability to other districts. The “Teacher Leadership Model: Harnessing the Power Within” requires discussion/planning time for teacher teams. For districts that already have built in such time (delayed starts, early releases, waiver days), such meeting time is already in the schedule. At least 3-4 such times are needed in the course of the year to allow for the cycle of planning, implementing, assessing and adjusting plans. Ohio schools can do this. The effort component of the “Teacher Leadership Model: Harnessing the Power Within” is not an additional burden to teachers. Instead, the focus is on teachers implementing strategies that enhance initiatives or goals already in place: literacy, use of data to increase rigor/relevance, and college and career readiness. This is not adding something to their “plate,” but helping them deliver on what they already need to do. Every Ohio school has these. The biggest challenge for replication is administrators allowing teachers a greater degree of flexibility to lead the curriculum. If a district’s culture has been to operate top-down, the move to empowered teacher teams is a huge step. However, if what a district is currently doing isn’t working, it should be easier to let go of this curricular power. Ohio schools must decide if they are brave enough to share academic leadership for the good of students. The financial incentives to cadre member teachers contained in the grant are obviously not going to be continued after the life of the grant.

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

The lasting impact of the “Teacher Leadership Model: Harnessing the Power Within” project will be teachers taking ownership to improve student achievement in their classrooms. Allowing teachers to collaborate, plan, and then be provided dollars for needed resources will give teachers freedom rarely found in today’s schools. This empowers teachers in the current mandate-driven educational climate in which teachers are weary of being told what to do. The goal of building instructional capacity is a key to improving student learning. The more skilled teachers become, the better they can address the diverse needs of student learners, leading to improved student learning. Schools today cannot throw money at programs in the hope of improving learning; instead, collaborating teachers, sharing best practices, and checking progress via learning data provides practical keys to successful attainment of goals. Because the focus of the grant is not on external resources to affect schools, but staff collaboration and development across consortium districts, the project can continue in local districts. The archived sessions from the Straight A Academies will be available digitally for teacher learning. Teachers will continue to build on initial opportunities provided in the grant. The quantifiable measures include: Raise Student Achievement! As measured by data taken from the previous year and the year of the grant’s life, student achievement will rise in areas targeted by the teacher learning teams. All the teachers in each district will be impacted by the Straight A Academies. Targeted grants from the Straight A Teacher Grants will provide students with resources for innovative and effective learning opportunities. (Lesson plans will reflect these innovative instructional strategies.) Reduce Spending on Professional development expenditures on outside “experts” is reduced. Collaboration via technology tools decreases spending on sending teachers out of the district to develop their skills. Student and teacher materials are in place through purchases from the grant-no additional expenditures for materials in these areas. Resources to the Classroom As teachers continue to evaluate what is working in their classroom, districts can eliminate initiatives, programs and even procedures that are ineffective. With the elimination of less effective practices, resources can be more targeted to the classroom. At this point, the quantifiable amounts here are not known. Continued After the Grant The Straight A Academy will continue in 2015-16 using the expertise of “Teacher Leadership Model: Harnessing the Power Within” mini-grant awardees and teacher cadre members. Continued teacher collaboration is expected.

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 The short-term and long-term successes of the Teacher Leadership Model: Harnessing the Power Within will be measured by student achievement data taken from years prior to the grant and after the full implementation of the grant. The goal is to raise student achievement scores in areas targeted by each teacher learning team, either where specific professional development was implemented and/or additional classroom resources were secured. Students will be provided with innovative and effective learning opportunities addressing rigor and relevance and college and career readiness skills. One desired outcome is to measure a steady gain for student achievement within individual grade levels and specific classes of students, and close the learning gap among special populations. Baseline student achievement data were used to select student populations and design professional development for student leaders. A second desired outcome is to raise the bar or teacher leadership teams in the four-county area and build on the successes of one another to increase collaboration for best practices. Various testing sources will be used to analyze data and provide information on the effectiveness of each teacher learning team initiative. State achievement testing and nationally-normed instruments (EXPLORE, PLAN, PSAT, SAT, ACT and gifted identification instruments) used for state reporting purposes will be used to determine a level of progress and allow comparisons to historical and normative data. By using existing state data reporting systems, districts will be able to be efficient and cost-effective while analyzing, interpreting, and identifying needs for specific classroom resources, instructional strategies, and professional development. Districts collaborating via electronic resources will decrease spending on professional development. Identifying teacher leaders within the local ranks through the grant project and sharing their expertise through webcasts and/or regional trainings will reduce costs normally associated with professional development and have a positive impact on district spending patterns. Classroom materials and resources identified through the “Teacher Leadership Model” will be secured through grants, thereby lessening districts’ financial burden for additional classroom expenses. Districts will be able to sustain these cost-saving measures by archiving teacher-led professional development sessions, as well as by increasing the pool of “experts” among the participants (Brain Trust/Think Tank). A focus will be put on the purchase of reusable materials/resources as another means to ensure sustainability. The spending reduction will be realized through increased communication and collaboration via technology tools (COMS) that will reduce travel time, travel costs and other professional development related expenses. Teachers will have access to instantaneous communication and networking with other professionals and will be able to share ideas and best practices with one another more easily. It would be expected that staff will be able to participate in professional development offered locally versus travelling to out of area conferences and “sit and get” PD. This is due to the development of the teacher leaders model of empowerment. Why travel out of the area when district staff can have access to those in their own backyard developed and regarded as leaders in their profession? Classroom Resources Important amount of money appropriated to classroom resources to improve student achievement is an important ingredient of the grant. District and classroom grants will be aligned to district and team goals associated with the Teacher Leadership Grant. The grants will provide materials/resources identified to impact instruction will be distributed to districts’ teacher leaders and the students they serve. The anticipated result is innovative instruction which encourages improved achievement.

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).

The Evaluation Plan to evaluate the impact of the project follows: A survey will be done at the beginning of the grant to identify expectations. These questions will be completed again at the end. Data will be collected to determine if the grant has met expectations. This survey will be given to grant participants, consortium administrators, treasurers and cadre teachers. This data will also be useful in determining expectations and making clarifications in the beginning so everyone is on the same page. Everyone will be writing SMART goals: teams, teachers and districts. Consequently, the results will have to be measurable. This data will also be used AFTER the grant is complete. Baseline student achievement data will be collected for individual grade levels (K-12) and specific classes of students where teachers have received grants to implement innovative experiences. Baseline student achievement data will be collected for districts which have received grants to implement innovative learning experiences. Each team must determine how the work is progressing and make adjustments accordingly. A survey/evaluation after the August Straight A Academy is planned, which will be formative to determine and fine tune needs for the September Straight A Academy. While the September day will be planned in June, the cadre planners will be flexible. Teachers and district will receive descriptive feedback in their grant efforts to provide guidance and make sure they are aligned with the goals of the Straight A Grant, district goals and team goals. Use of the COMS system will be tracked. This will provide data for the use of technology and the variety of ways the technology has been used, i.e. WebEx, instant messaging, archived professional development, study groups, etc. Data can also be collected from the surveys to determine if teachers have a better understanding of rigor and relevance, using data, setting goals, literacy and college and career readiness.

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 Funds.

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* Tim Meister, Superintendent, Four County Career Center 10/23/2013