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<th>Capital Outlay 600</th>
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Adjusted Allocation: 0.00
Remaining: -1,651,215.00
Application

Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (381)

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: Crossing the Digital Divide: Transition from Texts into the 21st Century

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question you seek to achieve. Please limit your responses to no more than three sentences. It competently change the learning cultures of school districts in the Gallia-Vinton ESC territory; "Crossing the Digital Divide," will bring Common Core and technological professional development (PD) to southeast Ohio English Language Arts (ELA) and Social Studies teachers (grades 6-12), along with school media specialists. It will use an empirically proven PD program, the Liberty Fellowship? model, to help teachers increase content and technological knowledge that will commensurately increase their students' performance. The program will dramatically reduce both classroom and professional development costs, through the use of award winning online resources and will allow districts to share resources within the Gallia-Vinton ESC regional territory on a perpetual basis, through the iLearnOhio online learning platform.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant: Dr. Denise Shockley
   Organizational name of lead applicant: Gallia-Vinton Educational Support Center
   Unique Identifier (RN/Fed Tax ID): 125682
   Address of lead applicant: P.O. 178, Rio Grande, OH 45674
   Phone Number of lead applicant: 740-245-0593
   Email Address of lead applicant: 90_dshockley@seovec.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, last Name of contact for secondary applicant: NA
   Organizational name of secondary applicant: NA
   Unique Identifier (RN/Fed Tax ID): NA
   Address of secondary applicant: NA
   Phone number of secondary applicant: NA
   Email address of secondary applicant: NA

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 (RN/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.
   * 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.
   * 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.

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.

   Denise Shockley, Ph.D. As Superintendent of the Gallia-Vinton ESC, Shockley has been instrumental in developing professional development programs in all Common Core areas. She has lead numerous national and state field studies programs, presented at multiple national, state and regional conferences, directed 24 after school programs serving 3,500 students annually, and co-located ESC on the campus of the University of Rio Grande, assisted over 100 teachers in acquiring additional ODE licensure/endorsement areas, been a leader in evaluation and research for grants awarded to ESC, and most recently had research article accepted for publication in professional journal. Kevin T. Brady, Ph.D. As President of CICERO Systems, Dr. Brady has created, organized, and run more than 80 Liberty Fellowship? programs within U.S. D.O.E. Teaching American History grants throughout the United States, along with contributing to many other professional development programs. Some years, CICERO Sys was able to successfully conduct more than 800 days of professional development over the year. In Liberty Fellowship? programs, more than 2,000 teachers have increased their content knowledge by 19 points (33%), changed the way they teach, and have substantially increased their students' performance from year to year, and have increased their students' performance 33% compared to comparison groups.

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

11. Describe the innovative project.

   Crossing the Digital Divide will work to solve three problems. First, the grant will greatly increase teacher content knowledge, and it will have a commensurate effect on increasing low student performance. Second, the program will transform old, outdated classrooms into modern, digitized classrooms, while vastly reducing costs. Third, the program will create the ability for southeastern Ohio schools to access an abundant number of digital resources. Gallia-Vinton has received commitments from 40 representative ELA and Social Studies teachers (plus school media specialists) and 35 elementary teachers from districts located in seven Southeastern Ohio counties. They will partake in a scale up and extension of the nationally successful Liberty Fellowship? PD program, which was run in the local Five Star Liberty Fellowship (U.S. DOE Teaching American History) grant and Landmark Moments (Library of Congress) grant. The program will add to the previous Fellowships; but more so, it will reach all of the ELA, Social Studies, and elementary teachers in the ESC regional territory. The secondary program will conduct two 2-day colloquia and a 6 day informational text field study (June 2014). The elementary program will also conduct a 2-day colloquia and a 4-day informational text field study (June 2014). To replace textbooks and workbooks, and significantly reduce costs, all district teachers will use CICERO Systems' digital resources. Fellows will create online ELA and Social Studies curricula and resource banks that will be available to all teachers in the participating districts, through the iLearnOhio e-learning platform. Though not completely interdisciplinary, ELA teachers will work closely with Social Studies teachers and use Common Core informational texts appropriate for the Social
C) SUSTAINABILITY

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

Teaching the Digital Divide

Sustainability is an integral component to making any project successful. The Gallia-Vinton ESC will develop a feedback loop to ensure the sustainability of the project. This will ensure that the costs are covered for future years as the project continues and scalability is necessary for any long-term project. The project will rely on the contributions of the students, the teachers, and the community to ensure the sustainability of the project. The project will be evaluated on a yearly basis to ensure that it is meeting the goals set forth.

13. Financial Documentation

a. Enter a project budget

b. Upload the Standard 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.

This project is a representative sample of teachers across a seven-county region in Southern Ohio. A Financial Impact Template from the ESRC perspective was used for informational purposes.

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

1,651,215.00 * 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 provide details on the costs of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

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

210,000.00 * Specific amount of new/recurrent cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the costs 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/recurrent costs, please explain why.

Beyond the duration of "Crossing the Digital Divide", the participating districts and the Gallia-Vinton ESC will have greatly reduced costs. Using 2014 dollars and costs to illustrate the savings in 2018, the districts will no longer have to buy textbooks, yearly replacement textbooks and workbooks for their Reading/ELA, and Social Studies classrooms. If over 5 years, districts with 14,000 students pay, on average, $80 a year for each textbook. If the second year from purchase pay an advance on the third year for replacement, an additional 10% for lost or damage books, they will pay out $5,208,000 for static, printed resources, amortized to $1,041,600 a year over those five years. When the districts go digital and don't pay money out for textbooks and workbooks, they will reduce their costs for tools and resources to only $1,050,000 over five years, amortized to only $210,000 a year. There will be a savings of $4,158,000 over the five years-$831,600 a year! Districts will also further reduce costs by using all of the resources created by the Fellows during the Crossing the Digital Divide and stored on the iLearnOhio education platform. This data base will include all digitalized curriculum, lessons, and activities created by the Fellows on the platform, along with the digitized primary sources, informational texts, and photographs from various archives that they had visited across the nation. Gallia-Vinton will also be able to continue to purchase textbooks for students, using the Gallia-Vinton Online Systems with the "Taking Common Core" online platform and, thus greatly reduce PD costs. Teachers can continue to discuss content or processes with national experts at minimal costs of $1,000 an online session, after year 5. Fellows will also be able to conduct local networks using the PD on the CICERO Systems' "Taking Common Core" online platform.

All of the savings that the Gallia-Vinton ESC and the participating districts will experience, they will be able to plan many opportunities for both their teachers and their students. These plans will develop as they monitor the effectiveness of the Fellowship, the digitized classrooms and student achievement.

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

831,600.00 * 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.)
17. The “Crossing the Digital Divide” initiative has been implemented to a partial extent in some of the participating districts. The Gallia-Vinton Educational Service Center and the school districts in the regional area have collaborated over a period of years to reach this level and are seeking funds to bring the initiative to full scale. The scale up version of the proposal will directly and actively engage students in learning by further implementing digital resources. The former teacher participants provided valuable input into creating a “plan” that will move teachers and students from textbooks to digital resources. The teachers and the ESC concluded they must put students at the center of learning in order to improve achievement and launched the “Crossing the Digital Divide” initiative to make education an active learning process. For a period of approximately eleven years, the ESC has been providing professional development, supporting implementation of the professional development (e.g., classroom implementation), and monitoring the plan.

**Proposal Timeline Dates**

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<th>Narrative explanation</th>
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<td>Vinton ESC and district will publish the results on the websites. And, the ESC will compose a Summative Evaluation report. The district will distribute the report electronically to the staff. The Gallia ESC increased their score 55% (26 raw points) from 47% to 73%. The student test will be longitudinal as much as possible, 6/23/14 Elementary Summer field study to the Henry Ford Museum and Detroit. 6/30/2014 Secondary Summer field study to the Reagan and Nixon Libraries.</td>
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**Summative evaluation (MM/DD/YYYY): 09/30/2014**

18. The PD program goals have been thoroughly trained through the ESC, all participating PD specialists will be able to train new teachers as they begin their careers. They will also be able to provide refresher PD for their peers in the participating districts. Crossing the Digital Divide will change the learning culture in Southeastern Ohio districts. Teachers will utilize a greater share of digitized resources in their classrooms. They will have modernized and will never go back to text-based curricula. The new digital culture in the districts will self sustain. The scale-up phase of all the material that has been created and stored for shared use. The digital classroom will greatly reduce costs, and as new challenges arise, districts will have the funds to meet them. All districts will have completely digitized the curricula and created new curricula on iLearnOhio. Teachers will be able to share and contribute digitized lessons, activities, videos, audios, PowerPoints, and assessments. All of the teacher created material on iLearnOhio will be properly vetted and peer reviewed. With more than $4 million savings from not buying static textbooks over the previous 5 years, teachers will be in good position to explore more technology in 2018, some of which is not even on the market today. Not only will districts have surpluses from their five year savings, they will not have extraordinary high textbook cost in future years, in these contexts. Districts will be able to pay for future Liberty Fellowship programs and new, up-to-date technology for the classroom.

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

19. The PD program goals have been thoroughly trained through the ESC, all participating PD specialists will be able to train new teachers as they begin their careers. They will also be able to provide refresher PD for their peers in the participating districts. Crossing the Digital Divide will change the learning culture in Southeastern Ohio districts. Teachers will utilize a greater share of digitized resources in their classrooms. They will have modernized and will never go back to text-based curricula. The new digital culture in the districts will self sustain. The scale-up phase of all the material that has been created and stored for shared use. The digital classroom will greatly reduce costs, and as new challenges arise, districts will have the funds to meet them. All districts will have completely digitized the curricula and created new curricula on iLearnOhio. Teachers will be able to share and contribute digitized lessons, activities, videos, audios, PowerPoints, and assessments. All of the teacher created material on iLearnOhio will be properly vetted and peer reviewed. With more than $4 million savings from not buying static textbooks over the previous five years, teachers will be in good position to explore more technology in 2018, some of which is not even on the market today. Not only will districts have surpluses from their five year savings, they will not have extraordinary high textbook cost in future years, in these contexts. Districts will be able to pay for future Liberty Fellowship programs and new, up-to-date technology for the classroom.

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

- The major changes within the districts’ classrooms will be the transformation of teaching from the textbook to the digital classroom. Finally, schools will meet students where they are. Most students live in the digital world with their smart phones and tablets. They cannot relate to classes that are centered on static textbooks. Students will be able to use interactive activities, access videos and audio, and participate asdeeply as possible in the rich content of their own terms. They will more easily be able to mobile and participate in collaborative projects and communicate with their teachers. The world has changed and now the districts in Southeastern Ohio will be able to change with it. Students already participate in the digital world when they pursue entertainment or communication. Now, they will be able to bring their education to that world. They will also be prepared for the modern workforce. In addition, the increase in teacher content knowledge from the colloquia and field studies will cause a commitment to persist as the PD program goals have been thoroughly trained through the ESC, all participating PD specialists will be able to train new teachers as they begin their careers. They will also be able to provide refresher PD for their peers in the participating districts. Crossing the Digital Divide will change the learning culture in Southeastern Ohio districts. Teachers will utilize a greater share of digitized resources in their classrooms. They will have modernized and will never go back to text-based curricula. The new digital culture in the districts will self sustain. The scale-up phase of all the material that has been created and stored for shared use. The digital classroom will greatly reduce costs, and as new challenges arise, districts will have the funds to meet them. All districts will have completely digitized the curricula and created new curricula on iLearnOhio. Teachers will be able to share and contribute digitized lessons, activities, videos, audios, PowerPoints, and assessments. All of the teacher created material on iLearnOhio will be properly vetted and peer reviewed. With more than $4 million savings from not buying static textbooks over the previous five years, teachers will be in good position to explore more technology in 2018, some of which is not even on the market today. Not only will districts have surpluses from their five year savings, they will not have extraordinary high textbook cost in future years, in these contexts. Districts will be able to pay for future Liberty Fellowship programs and new, up-to-date technology for the classroom.

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

- Studies by Robert Marzano have demonstrated the necessity of strong academic background knowledge for students’ success. See his Building Background Knowledge for Academic Achievement: Research on what Works in Schools. The Liberty Fellowship has repeatedly demonstrated the correlation between increased teacher content knowledge and increased student achievement. It has also demonstrated that a direct correlation between the PD program goals have been thoroughly trained through the ESC, all participating PD specialists will be able to train new teachers as they begin their careers. They will also be able to provide refresher PD for their peers in the participating districts. Crossing the Digital Divide will change the learning culture in Southeastern Ohio districts. Teachers will utilize a greater share of digitized resources in their classrooms. They will have modernized and will never go back to text-based curricula. The new digital culture in the districts will self sustain. The scale-up phase of all the material that has been created and stored for shared use. The digital classroom will greatly reduce costs, and as new challenges arise, districts will have the funds to meet them. All districts will have completely digitized the curricula and created new curricula on iLearnOhio. Teachers will be able to share and contribute digitized lessons, activities, videos, audios, PowerPoints, and assessments. All of the teacher created material on iLearnOhio will be properly vetted and peer reviewed. With more than $4 million savings from not buying static textbooks over the previous five years, teachers will be in good position to explore more technology in 2018, some of which is not even on the market today. Not only will districts have surpluses from their five year savings, they will not have extraordinary high textbook cost in future years, in these contexts. Districts will be able to pay for future Liberty Fellowship programs and new, up-to-date technology for the classroom.

- Prior to the program less than 56% of these teachers had made significant changes in how they would teach. Today, they teach, student performance will increase. Nationally, in evaluations of 514 Fellows (in more than 10,000 responses), they improved their content knowledge 42%, 18 raw points, from a pretest score of 55% to a posttest score of 73%. Teachers in Gallia-Vinton ESC increased their score 55% (26 raw points) from 47% to 73%. In earlier programs, 95% of Gallia-Vinton ESC Fellows reported significantly improved instructional goals and reported ESS to understand primary documents as a direct result of the four year Fellowship. In 2013-14, 95% stated that they will apply new teaching techniques as a result of the Fellowship, and 92% will modify their curricula. Prior to the program less than 56% of these teachers had made significant changes in how they would teach. Today, they teach, student performance will increase.
also resulted in 94% of students reporting significant exposure to historical thinking skills in year 3, compared with 62% of students on a baseline survey in year 1. In addition, 80% of the students demonstrated proficient levels of interest and appreciation for the subject matter in year three, compared with 62% in year one, and 41% of a comparison group of students with teachers not in the program. The Fellowship Program offers teachers opportunities to develop their own personal and professional growth. Teachers hope that their students will be reading and thinking critically and creatively about history, with an increased awareness of historical thinking skills and an understanding of their own identity and cultural background.

6. 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 are not specifically addressed in question 9.

By year two, at least 80% of parents will indicate increased awareness of student technology based learning approaches based on survey results. The Gallia-Vinton ESC Fellowships have been successful in running throughout the United States in urban, suburban and rural districts from Washington state to Florida. Any Ohio district can participate in a Liberty Fellowship. The project can easily be replicated in other districts in Ohio. Gallia-Vinton ESC has run two successful Liberty Fellowships for area Social Studies teachers and has used CICERO online products on a limited basis. Vinton ESC has had several successful Liberty Fellowships and the Gallia-Vinton ESC Fellows have been trained to turnkey the program within their districts. They could easily provide quality professional development for other OHIO teachers. They will be competent and certified CICERO and iLearnOhio trainers.

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.

**Process Evaluation Benchmarks January - May 2014 - Development of annual implementation and training plan; district Superintendent and teacher-participant meetings conducted; broad input on implementation baseline data collection instruments on both content and technology proficiency with evaluation; administration of initial evaluation baseline data surveys and tests, and needs assessment; parent and student baseline data collection and needs assessment; completion of Implementation and Student colloquia training, monthly teacher leader sessions, Common Core Webinar and master teacher class visits conducted and evaluation; Technology skill integration rubric development and use; collection of student achievement data, baseline lesson plans and class observations; Post tests, surveys, needs, and proficiency assessments administered to teachers, students and parents conducted. June 2014 - Evaluation data reporting and analysis; lessons learned reported; Field Studies conducted and evaluated. Objectives and Goals A1: teacher satisfaction rating for all training sessions related to both program quality (content and skills) and classroom utility will be attained. Summative Evaluation Benchmarks Teacher reliance on textbooks as measured by frequency and levels of use (via teacher/student surveys, class observations, lesson plans) will decline annually for teachers by at least 25% from baseline levels for teachers with moderate to high baseline use by year two, and by at least 15% additional each year thereafter. Participant teacher textbook reliance will all at least 25% below that of non-program peers by year three and 95% lower than baseline by year five. Use of new online and informational text resources will increase annually from baseline levels for all participants by at least 20%, and by the end of year two, teachers will demonstrate greater classroom resource diversity than non-program peers (via teacher/student surveys, class observations, lesson plans) Teacher resource and lesson sharing and networking will increase annually, and by year three 100% of teachers will report and demonstrate evidence of increased sharing/networking via online documentation, class observations/lesson plans, and surveys data. Student critical thinking and information thinking analysis demands will increase by at least 25% by year three and 35% by year five from baseline levels (based on evidence above). Student achievement and proficiency using learning technology will improve on pre and post assessments each year by at least 20%. Student content knowledge will be annually increased by at least 25% from baseline level post testing year after year. Teacher content knowledge will increase by at least 20% annually as measured by pre and post evaluator content testing. By year two, at least 80% of parents will indicate increased awareness of student technology based learning approaches based on survey results. Student interest and appreciation levels for subject matter class and will improve on pre and post surveys and class observation rubrics by at least 15% each year and 25% by year four. By year three, at least 80% of teachers will indicate interest and resource sharing with at least five non-program teacher peers based on surveys and online post documentation. From year two on, annual online teacher resource development and posting on iLearnOhio platform will increase by at least 25%. Teacher field studies will annually result in at least 85% of teachers accessing and utilizing new resources in class and reporting greater understanding and capacity to use field study sources based on surveys, lesson plans and class observations.

**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 "Accept" and indicate your designation and title.

Accept Dr. Denise Shockey, Superintendent Gallia-Vinton Educational Service Center October 22, 2013