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<td>Total</td>
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Adjusted Allocation: 0.00

Remaining: -756,500.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

1. Project Title: Lancaster City Schools - Community Based Extended Day Early Literacy Initiative

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences. We will involve multiple community agencies and partners with the Lancaster City Schools (LCS) in a program to provide training/family engagement/reading instruction and materials to students and staff partners. We will collaborate to build a comprehensive community-based extended day literacy intervention program combined with blended learning using individualized instructional software and iPads to extend both the school day and school year for students in K-3. The project will be an extension and enhancement of a current literacy initiative within the district and community.

2000 3. Total Students Impacted:

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

First Name, Last Name of lead applicant: Nathan Hale
Organizational name of lead applicant: Lancaster City Schools
Unique Identifier (RN/Fed Tax ID): 044206
Address of lead applicant: 345 E. Mulberry St., Lancaster, Ohio 43130
Phone Number of lead applicant: 740-687-7310
Email Address of lead applicant: n_hale@lancaster.k12.oh.us

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

All participating entities will have a representative member on the Early Literacy Committee. This committee will provide oversight, guidance, and make recommendations to the program directors for implementation of the grant funds. Each group’s specific role is described below:

- West After School Center (21st Century Community Learning Center) - WASC will provide resources, materials, and space in each of their current sites to help operate the extended day programs. Lancaster Rotary - The Lancaster Rotary will help provide resources to the extended day programs at each site. Currently, they provide a dictionary to every 3rd Grade student within the district. Ohio University - Literacy consultants will be contracted to provide intensive instruction to staff and extended day tutors as part of the project. Scheduled professional development sessions will take place after school in whole group and small group sessions. The consultants will also work directly in classrooms to provide modeled lessons for staff.
- Fairfield County District Library - The library will host parent workshops, provide literacy resources, and participate in the summer reading academy as part of their annual summer reading program.
- Maywood Mission and Head Start - These local agencies will work with the project director to provide resources to current families enrolling in our Kindergarten programs. United Way - The local United Way will participate in our collaborative project to provide resources and information to local families through their participating agencies.
- The United Way has also started a program called Imagination Library to provide literacy materials and books to children in the community as part of the overall focus on early literacy.
- Fairfield County Education for the Association of Children - FAECY - FAECY will provide resource materials to local families and provide professional development opportunities to staff, parents, and volunteers as part of the annual conference Family YMCA - The Family YMCA will be an active partner by providing additional extended day learning opportunities at several of our elementary sites. The YMCA will offer after school programming to help supplement the literacy initiative and provide extension activities for students enrolled in their programs.

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).

* 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.

Team responsible: Jenny O’Hara, Director of Curriculum Instruction - District Title I and Title II Coordinator, CCIP Administrator - DIP Internal Facilitator - District Value Added Trainer - Ruby Payne Consultant
Nathan Hale, Director of Human Resources - Authored and Implemented 21st Century Community Learning Center Grant - Authorized and Implemented Readiness and Emergency Management for Schools Grant - Authorized and Implemented Fairfield County LEAD Principal Grant - Authorized and Implemented Early Literacy Grant Donna McCance, Director of Student Services - District Title VIB Coordinator - Authored and Implemented Early Childhood Education Grant - Authored and Implemented Elementary and Secondary School Counseling Grant - Authored and Implemented Early Childhood Education Grant - Jeremy Sheets, Elementary Principal - Authorized and Implemented Fairfield County LEAD Principal - Authorized and Implemented Early Literacy Grant - Authorized and Implemented 21st Century Community Learning Center Grant - President of The Ohio Association of Elementary School Administrators

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.

Based on the results of early literacy assessments and the increase of poverty levels in the district we have identified a need for early intervention for a growing number of at-risk students. Teacher survey data reflects a need for specific systematic professional development in the five research areas recommended by the National Reading Panel. The project will provide professional development or district staff members focusing on specialized interventions for struggling readers. The professional development program will focus on the five areas identified by the National Reading Panel (Phonemic Awareness, Fluency, Comprehension and Vocabulary). Ten scheduled sessions will be provided for all K-3 teachers by a consultant from Ohio University. Teachers will be paid the district curriculum rate for attending the sessions. Graduate credit will be made available for the sessions as well with approval through our Local Professional Development Committee. The project will build upon strategies and techniques that we have utilized during the 2013-14 school year as part of our Early Literacy Grant project. Currently this project provides 240 minutes of intensive, explicit instruction to at-risk students each week during an extended day program. Formative data is analyzed each week to determine a prescriptive intervention for the individual learner. Progress monitoring is ongoing to determine...
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

- Student Achievement - Use data from adaptive pretests within Lexia and Imagine Learning to target and progress monitor students for intensive, explicit, systematic, research based programming.
- Blended/extended day tutor/teacher concept - To increase the frequency of feedback for prescriptive re-teaching on skills not mastered. Detailed student reports will inform teachers, administrators, and parents on what students have accomplished and where they need extra help. Provide extended day learning opportunities and intervention from trained staff members, extended day directors, and volunteers to help close achievement gaps. Extend the school year by expanding learning opportunities at home which will include a 1 to 1 initiative (iPads) using pre-scripted lesson plans from Imagine Learning as part of the learning process. Training workshops will be required for parents to assist with blended learning at home using Imagine Learning.
- Develop a summer reading academy which will allow students to have access to direct instruction, blended learning (Imagine Learning), and literacy resources. Integrate individualized instruction using research based technology - Lexia (school) and Imagine Learning (blended learning) are both researched based programs with high success rates for increasing student achievement in all areas of reading. - Develop lessons and parent reading strategies using technology (iPad) as the delivery model. - Host monthly meetings with program partners to focus on improving early childhood literacy throughout the community. - Provide professional development to instructors through workshops, sharing resource materials, and research based strategies. 2. Spending Reduction: In Five Year Fiscal Forecast - Provide professional development in the first year to all staff to build capacity and reduce the need for additional funds in the following years. - Purchase extended contracts with the instructional software systems to allow students and staff to access the materials for five years. - Eliminate tutor costs for after school programs by incorporating the instructional software programs and utilizing Title I staff on flexible schedules. Title I support staff will work with students in the extended day setting as part of their normal daily schedule. - Blended learning has the potential to provide home schooled families with additional options to support their children and continuing to be a part of the Lancaster City School system and increase the probability that these students will reenter the district's educational programs.

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

- a. Enter a project budget
- b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
- c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

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<th>Cost Description</th>
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<tr>
<td>Total project cost</td>
<td>$756,500.00</td>
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* 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 cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

During summer school we will be providing extended year learning for students in grades k-3 in combination with providing teachers professional development. Teachers will be paid $24 dollars an hour to develop systematic instruction to lower level readers. Interventions will be based on data from a formative assessment. A site will be the summer assessment results and provide parent trainings for Imagine Learning. Parents will work with students on Imagine Learning using iPads throughout the summer. While we will be investing in 18 days of direct instruction in June between both students and parents will have access to Imagine Learning in July and August. Additional support will be provided to assist parents and students during the July and August months through our central office. Total Cost: $29,232.5 Five (5) Teachers = $2.25 hours * 18 days * $24/hour = $480/site On one coordinator at each site - 3 hours / day (48/hr) - $144/site $30/site * 16% Retirement/Fringe = $1008 $7308 site ** Professional Development-Professional development has been provided to a limited basis through the Early Literacy Grant. The Straight A Fund will provide all K-3 teachers with professional development by the National Reading Panel. Professional Development will focus on using the Lexia software. Professional Development training will be in session for this project. Professional Development training will be in session for this project. Professional Development training will be in session for this project. Professional Development training will be in session for this project. Professional Development training will be in session for this project.

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

0.00 * Specific amount of new/recruiting cost (annual cost after project is implemented)

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

No recruiting costs will be associated with this proposal. The costs for the direct instruction from staff will be absorbed through realization of existing resources and the technology components will be lifetime licenses. Professional development costs will not be ongoing as we will use district staff to provide training updates to new staff as needed.

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

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<td>328,000.00 * Specific amount of expected savings (annual)</td>
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* Narrative explanation/vationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Savings from this grant will include $328,000. Currently we have extended day tutor costs in the amount of $173,000. This cost will be eliminated by utilizing current staff on a flexible schedule. Professional development costs of $38,000 will allow quality professional development for both extended day instructors and current K-3 teachers. By front loading professional development we will be able to utilize trained teachers to continue training to providing future teachers. A cost saving of $117,000 will occur by purchasing a perpetual license for Imagine Learning as a yearly renewal. Expected savings will include:

- Tutor Expenses = $133,000 - Professional Development = $38,000 - Imagine Learning Perpetual License Savings versus Annual Subscription rates for five years = $117,000

17. Provide a brief explanation of how your 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/recruiting costs detailed above. If there are no new/recruiting costs, explain in detail how this project will sustain itself beyond the life of the grant.

The project will be sustainable as follows: - Utilization of staff as extended day tutors - Information Technology staff will support instructional software upgrades - Ohio Improvement Process will provide scheduled times for teachers to carry on professional development - Up-front investment in technology (iPads, Imagine Learning, and Lexia) will allow access to these intervention tools at no additional or recurring costs - Literacy Committee will continue to work together to identify future needs of the program and support sustainability of the program.

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

Institutional and organizational practices will include: - Institutional focus aligned to the Ohio New Learning Standards for English and Language Arts - Using technology to help prepare students for Ohio’s next generation assessments - Expand the early literacy and technology intervention practices at grades K-3: A comprehensive training program for intervention staff based on the National Reading Panel’s recommendations - Personalized, blended learning through the use of technology - Lexia and Imagine Learning - Extending the school year by expanding literacy opportunities at home which will include a 1 to 1 initiative using pre-scripted learning lessons as part of blended learning concept to increase the frequency of instruction.

- Developing a summer reading academy which will allow students to have access to direct instruction, blended learning, and literacy resources.
- Expansion of community partnerships with a focus on early literacy.

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.

North Carolina’s Young Scholars program is an example of how an expanded at-risk population can improve student achievement. Research by Smith Reynolds Foundation (2006) showed that with an increase of at least 280 hours participation in the double-digit increases in reading. Promotion rates increased 38% and students receiving F’s decreased by 50%. Literature is clear and compelling on extending learning during the summer. Based on the work of Smink and Deich (2010): “Students typically score lower on standardized tests at the end of summer than they do on the same tests at the beginning of the summer. (White, 1906; Entwistle & Alexander 1992; Cooper, 1996).” Low-income students also lose more than two months in reading achievement, despite the fact that their middle class peers make slight gains. Consistently cite summer as the most difficult time to ensure that their children have productive things to do (Cooper, 1996). Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do (Cooper et al., 2004). Two recent polls from the AfterSchool Alliance and Public Agenda cite high parental interest and support for summer learning programs, but low enrollment due to a lack of high-quality, affordable programs. The programs that we have identified to utilize as technology based software for literacy instruction are Lexia Reading and Imagine Learning. Lexia is one of the most researched, independently evaluated programs in the world. Published research has been found which include: Reading Psychology Journal, Bilingual Research Journal, Journal of Research in Reading, European Journal of Special needs Education etc. all positively supporting Lexia Learning’s impact on closing achievement gaps for at-risk readers. According to What Works Clearinghouse’s research of Lexia Reading, they found this program to have positively potential results for students on early reading progress and statistically significant in reading achievement of at-risk students. Key findings include: -Of the 171 beginning reading interventions considered for review by What Works, only 30 interventions had strong evidence standards and thus have a “Report Available” Lexia Reading is one of these interventions. Therefore, 41 interventions (88%) had “No Studies Meeting Evidence Standards” or “No Studies Meeting Eligibility Screens.” Of the interventions in this comparison, Lexia Reading is the only one with positive “Average Improvement Index” in all four areas evaluated -Alphabetic, Fluency, Comprehension and General Reading Achievement -Of the interventions in this comparison, Lexia Reading is one of only two interventions with a potential or positive “Rating of Effectiveness” in at least two of four areas - Lexia Reading has a positive or potentially positive “Rating of Effectiveness” in Comprehension. Imagine Learning has been shown to positively impact student growth in Reading when compared with students not using the program. In one independent study, second grade students using Imagine Learning showed 36% greater gains using the Reading Foundation Framework. Imagine Learning is an award-winning English language and literacy software program designed for English learners, struggling readers, students with disabilities, and students in early childhood education. Instruction is based on student’s individual needs which are assessed by an adaptive placement test. As students progress through the curriculum, the program continually monitors their progress and adjusts instruction, re-teaching concepts or accelerating instruction as needed.

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

Yes

22. If so, how?

Our concept is one that could easily be replicated in other districts. This project could become a model for early literacy by using direct instruction and blended learning in an extended day setting.

Replication includes: - A model for partnering agencies willing to provide intervention services before, during, and after school to encourage these agencies to develop similar partners focused on early literacy in other districts / communities. - A model for community partners providing our district shared services that benefit our students and families. - A model for providing before school, after school, care providers, pre-schools as well as other organizations interested in learning side-by-side with high quality teachers in our district free of charge to support our literacy initiative. - A model for shared professional development ideas and best practices as developed through our program to early childhood teachers in our district. - A model for technology, parents, extended day instructors and software for blended learning options that both extend the school day and school year. - A model for parent professional development in assisting their child with additional blended learning opportunities.

The extended day will set the City of Columbus Schools would be able to provide the necessary training to other districts throughout Ohio to develop a systematic model of instruction using a combination of blended learning and extended school day.

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

1. Student Achievement: Students with poverty often begin school 1-3 years behind the average student. By targeting the at-risk population, we will achieve a growth rate of more than one year using direct instruction, scripted learning and blended learning. Utilizing the benchmark scores provided by STAR reading (K-1) and STAR Reading (2-3), student average scaled scores at or above their expected grade levels.

We know we have met our student achievement measurable outcomes when students reach the following levels: Spring Score Kdg: 600 Grade 1: 747 Grade 2: 803 Grade 3: 838 Fall data results will be used in the following ways to reach the project goals as stated above: Detailed student reports will system teachers, administrators, and parents on what students have accomplished and where they need additional support. Providing funding opportunities from teachers, administrators, and volunteers to help - Providing extended day instructors, volunteers and additional school personnel to help increase student gains by expanding literacy opportunities at home which will include a 1 to 1 initiative using pre-scripted learning lessons as part of a blended learning concept to increase the frequency of instruction. 2. Spending Reduction in Five Year Fiscal Forecast Professional development costs will be reduced in future years by providing intensive training as part of the grant project. The reduction in costs for professional development will allow more of these dollars to be allocated to direct instruction in the classrooms. The purchase of technology systems as part of the grant project will reduce these costs in future years by eliminating the need to renew these contracts for at least five years. Through our current early literacy initiative, we have been able to provide training to over 60 members of our K-3 staff. By enhancing these training opportunities with this new development project, we will be able to provide substantial value to all K-3 staff resulting in a lasting impact for the district. - Provide professional development for the first year to build capacity and reduce the need for additional trainings in the following years. - Through the current Ohio Improvement Process (OIP), we will build an increased capacity for District Leadership Teams and Building Leadership Teams to drive the instruction at the classroom level.

- Purchase extended contracts with the instructional software systems to allow students and staff to access the materials for at least five years. - Eliminate over 50% of tutor costs for after school programs by incorporating the intervention software programs and utilizing Title I staff on flexible schedules.

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 an exact match.

Short Term Objectives: Higher achievement level for all students K-3. Increase of students reading at grade level using STAR results on a quarterly basis. -Individual progress growth reports will be used to validate successful implementation of the project. Each student will have an individual goal based on data reports. Increase knowledge base and instruction of staff and volunteers through research based training -Providing professional development sessions on how to utilize data to determine student need and provide immediate systematic instruction Build stronger partnerships with the consortium to develop a systematic approach for literacy. -Develop awareness of the program and build community support Long Term Objectives: Higher achievement level for all students K-3. -All students reading at or above grade level as measured by STAR assessments. -Increase of extended day opportunities through blended learning and summer reading academies Increase knowledge base and instruction of staff
25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

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

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

**Progress/Success Metrics:** The successful implementation of this project will be determined not only by levels of progress made toward project goals, but also how staff members have internalized those goals. To incorporate short- and long-term goals into Lancaster City Schools, and track progress toward them, we will adopt a process that employees understand, use, monitor, and communicate around data. Sustainability: We are committed to achieve and support sustainability of our proposed initiative. According to a study by Early Education for All, we can expect a return to society of more than $17 for every tax dollar invested in a high quality early education program. Using this as a benchmark for planning purposes, our district estimates we will realize savings through process improvements and efficiencies that we will systematically improve classroom practices. Activities: First, we will build internal capacity to deliver high quality instruction and measure success, such that a data-driven cycle of continuous improvement becomes the norm for our organization, both with regards to the proposed Straight A plan as well as in operations moving forward. Specifically, our staff will receive targeted training around: - Developing literacy instruction based on research based best practices; - Identifying appropriate measures and data to drive daily classroom instruction; - Establishing processes to collect and manage data; - Tracking progress and communicating results to both administrators and parents; - Responding to data and developing instruction through data-informed processes. Data Collection: Many data resources will be used to evaluate our extended day blended learning approach. Primary sources of data will be STAR, Imagine Learning and Lexia Reading. Lexia and Imagine Learning will be used formally to drive systematic instruction in the five identified areas. The STAR assessment will be given quarterly to look at long term gains in the area of reading. Although, Lexia, Imagine Learning, and STAR are primary sources of data additional data is recommended to be analyzed every six weeks and shared with a team of educators called the Building Problem Solving Team. Problem Based Solving Teams: During the course of the year each building will use Building Problem Based Solving teams to address lack of student progress. Programming changes may be needed based on the recommendations of the Problem Based Solving Teams when progress is insufficient in meeting the program objective of increasing student achievement. Recommendations of change will be shared with extended day instructors and adjustments made to assure fidelity of extended day interventions. This team will also assure that students are correctly placed in the program and grouping is flexible based both on prescription of intervention and frequency of when extended day interventions are being administered. Current professional development in the area of Formative Instructional Practices (FIP) will assist in our efforts to assure that we understand how to implement quality instruction as well as look for evidence of student learning. While this training is done at the district, building, and classroom levels, the information will work hand in hand to assist in making formative decisions about changes that are necessary for instructors and students involved in our extended day programs. Early Literacy Committee: An early literacy committee will meet monthly to review goals of this Straight A Fund document to assure that both short-term and long-term objectives are being met. Recommendations for improvement of grant, increasing community resources, and communication of the Community Based Extended Day Early Literacy Initiative will be the focus for this group.

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 Nathan Hale, Director of Human Resources, Lancaster City Schools, 10/23/2014