Budget

Liberty Center Local (047589) - Henry County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	9,000.00	1,342.00	217,700.00	18,500.00	262,160.00	0.00	508,702.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	13,000.00	13,000.00
Prof Development	0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	830.00	132.00	875.00	0.00	0.00	0.00	1,837.00
Total	9,830.00	1,474.00	228,575.00	18,500.00	262,160.00	13,000.00	533,539.00
						Adjusted Allocation	0.00
						Remaining	-533,539.00

Application

Liberty Center Local (047589) - Henry County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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:21st Century Learning

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.

One component will be Early College High School which is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Included in this grant will be a test preparation component, summer school for both struggling students and advanced students (STEM like), and development of learning labs in all buildings. We will also develop after school learning sessions to address specifically gifted/talented students. Goal # 1-Student Achievement, Goal # 2-spending reductions, and #3-Utilization of greater share of resources in the classroom.

1199 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kristi Thompson

Organizational name of lead applicant: Liberty Center Local School District

Unique Identifier (IRN/Fed Tax ID): 047589

Address of lead applicant: 103 W. Young St. Liberty Center, OH 43532

Phone Number of lead applicant: 149-533-5011 X 5104

Email Address of lead applicant: kthompson@libertycenterschools.org

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

Liberty Education Center--Residential facility which is on a separate site, but is part of the Liberty Center Local School District. The director is Tim Davis. The "principal" is Robert Schwartz, director of Pupil Personnel. We have 26 students from 18 different districts in Ohio and 4 students from Michigan. The disabilities of the students include 9 autistic children, 9 multi handicapped children, and 8 students with emotional disorders. The LEC has 3 full-time teachers. Address: Liberty Education Center U-469 Co. Rd. 1 D Liberty Center, OH 43532 PH: 419-875-4104 davist@familyandyouth.org

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Team leader will be Ms. Kristi Thompson, superintendent. The rest of the team will include the elementary, Jr. and Sr. High staff. The staff at Liberty Center is a dedicated staff, willing to take risks and provide whatever is needed for the success of all students. Teachers are the leaders who develop our professional development, analyze our data, and incorporate the appropriate strategies to help all of our students. We will partner with the area colleges and universities (University of Toledo and/or Bowling Green State University) to bring the courses to Liberty Center. We already have a digital academy used for credit recovery and for students who are not successful in a regular classroom. The Early College model will enable us to utilize what we have and expand it.

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)

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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.

Early College High Schools is a researched program. The Ohio Early College High School Network has supported more than 25,000 urban students and helps low income, first generation students become college students. Our problem is that we are a rural school, not an urban school, located in Northwest Ohio. The closest college/university is Bowling Green State-25 miles away. As a rural school, we cannot set up a high school on a college campus, like Toledo Early College High School. But we can offer the courses via distance learning, in cooperation with several universities. We will also offer advanced high school courses through Pearson. These courses will help to prepare our top students for the rigor of college courses. Since we are a small, rural school, financially we are not able to offer classes that perhaps only 1or 2 students request, but through the Early College High School, we could offer those classes. We will collaborate with The University of Toledo and Bowling Green State University initially, but the goal will be to expand beyond these two universities-even beyond Ohio via distance learning. This partnership will allow us to offer more dual high school and college credit courses to our students. We offer a few now, but are very limited because of schedules. The grant will allow us to expand this so that the entire community of Liberty Center Local Schools can take college courses. The vision of Jobs for the Future (JFF) includes the following: "Every student in the United States will have the opportunity to graduate from high school having completed at least 12 college credits (the equivalent of one semester)including college math and college composition." JFF partners with ECHS programs. By opening up our school to community members, we could effectively create a university satellite program in our distance learning lab. As part of this initiative, Liberty Center Local Schools will invest in computers for a 1 to 1 laptop program for every student enrolled in the Early College High School. We will also include the students at Liberty Education Center, a residential school for behavioral issues. The cost for this will be a major one-time investment, but the benefits will last a lifetime. The laptops will make it easier for students to access on-line courses and communicate with their professors and/or teachers. Another component to our initiative will be to address our students in grades K-8. We will add learning modules via computer software and programs to the curriculum which will challenge our talented and gifted students. As with all students, the programming instruction for gifted students should match the identified needs of students and may take many forms. The entire school program must accommodate the specialized learning and cognition needs of gifted students over time. Currently, we offer acceleration to our identified gifted students, but we need to offer more in the way of curricular challenges and offerings. Again, our small size inhibits, but does not prohibit, those offerings. Once the curriculum has a framework for modifications, programs can be implemented for school-wide, within class, and pull out frameworks. Additional programming options include enrichment in the classroom, consultant-teacher programs, resource room/ pullout classes, interest classes, community mentor programs, independent studies, special classes, summer programs, acceleration,

advanced placement, early college entrance, online learning, and dual enrollment in college and high school. Professional development is also a part of this proposal. Teachers will have the opportunity to get trained and certified to teach college courses. The teachers will also require training in identifying and serving our gifted students at all grade levels. To address the career component, we will provide career days and tours. Our Ag. Ed., math, science teachers will collaborate to create cross-curricular and multi-age unit.

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.

Our proposal will create an environment where our students accelerate through Early College, dual enrollment, and gifted/talented programming throughout our K-12 building. We will be specifically addressing student achievement, with an emphasis on providing more opportunities for our advanced students, but also allowing ALL students to progress to a more rigorous and demanding curriculum. The goal is that all students are successful. Our current Virtual Academy targets students who are behind or who are just not successful in a regular classroom. This proposal moves beyond that so that ALL students have access to a rigorous and relevant curriculum via face to face courses, on-line courses, or hybrid course, STEM offerings, after-school programming, and summer camps. As part of the grant, we will create a space where students can work on on-line classes through the universities. We will also purchase equipment so that we can utilize distance learning through PolyCom and synchronization with the university professors. Our schedule will be adjusted so that our students can take full advantage of the opportunity. This will bring resources back into the classrooms and help reduce spending. Students in K-6 will have their own space and equipment so that we can offer gifted/talented opportunities for them, via computer programs and bringing in volunteer experts for special lessons and activities. The collaboration component (agricultural education, math, and science teachers) is exciting because it affords the opportunity of cross curricular units with students in grades K-12 intermixed-multi-age and multi-disciplinary. These units will have STEM components, but will address career readiness skills, also. This will result in a gain in student achievement, getting resources directly to the classrooms and teachers. An example of a unit is the green house. Watching plants grow and understanding what it takes to make a plant healthy is a standard which covers all age levels. Calculating cost of fertilizer might be a math skill for high school, but understanding which fertilizer is needed and when to use it is a skill from which all students will benefit.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

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

N/A

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

553,539.50 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The total cost of the proposal is approximately $554,000. About 85% of this will be one-time purchases, such as computers, laptops, iPads, furniture for learning labs, iPad/laptop carts, distance learning equipment, and supplies to enhance our afterschool and summer programs (STEM activities and supplies). We will also need to update our access sites for wireless accessibility. Another component is the professional development of our teachers. We will offer a "train-the-trainer" model by sending teachers to get the additional training needed for creating challenging and rigorous curriculum. These teachers will come back to Liberty Center and train the rest of the staff. We will also pay for coursework for teachers to be able to teach the college courses here instead of our students needing to go off-campus. We will offer stipends for the afterschool and summer programs. We are currently involved in the 21st Century Learning Program, but it is ending. We have seen great interest in the afterschool program and need to continue it through this grant. The summer program will be a 2 week STEM and/or a 2 week honors academy.

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

28,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

The cost for the licensing through Treca and/or Pearson will continue after the grant. The plan is to offset this cost by allowing community members to take classes. There will be a nominal charge to them to help make up the cost for our students. There may also be some residual cost for the agreements with the universities. We will need to continue professional development for our teachers so that they can teach the college level classes. Since a large portion of the grant will go toward technology, we will need to replace computers and/or iPads in the future. Those replacements will be on a five-year cycle. The breakdown is as follows: Licensing (after five years) app. $15,000 per year University agreements app. $3,000 per year Professional Development app. $10,000 per year

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

8,000.00 * 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.)

We expect to see savings in the following areas of our current general budget: Technology budget (supplies and equipment) $70,000 per year Science/math supplies $10,000

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The equipment will last for at least 5 years. By taking the cost of the computers and iPads out of the general budget, we will realize a huge savings which can be applied and spent at the necessary time. The elementary and junior/high school learning labs are permanent will only need updating at a later date. The STEM afterschool and summer camps will create more interest and benefit our students for a lifetime. The professional development component will also be a 1 time cost. We will have continued costs in the university agreements and classes, but plan to offset those costs by opening the building and courses to the community. The costs of operating the building afterhours and the personnel to facilitate the learning labs will come from the money we charge the community to take the courses here.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/18/ 2013

* Narrative explanation

October 15 Liberty Center Administrator team met to review grant October 22 Administrator team met to give final approval October 14 Submit Grant in CCIP December 17 Award Letter December 18 Set up meetings with Bowling Green State University, Defiance College, University of Toledo, Northwest State Community College, and Owen's community College Notify teachers who will be taking classes/PD December 19 Admin meeting to finalize plan January 10, 2014 Teacher meeting January, 2014 purchase desks, iPads, laptops, etc.

Implement (MM/DD/YYYY): 02/01/ 2014

* Narrative explanation

February, 2014 Provide PD for teachers involved in ECHS and/or Pearson courses PD for Agricultural Education teachers and math and science teachers March, 2014 Plan and begin after-school enrichment programs (STEM) Plan for STEM summer camp Plan spaces for elementary and high school learning labs April 2014 Finalize summer camp May 2014 Finalize course selections with universities and students June 2014 Camps

Summative evaluation (MM/DD/YYYY): 07/1/2014 - 12/31/2018

* Narrative explanation

The biggest barrier is time! We need to contact universities, work out agreements, develop spaces for the learning labs, purchase the equipment, and plan for the afterschool and summer camps. We already have a digital academy, but we will expand and revamp it so that we can include Pearson, Treca, Distance learning through the universities. Another barrier is trying to meet the requirements of the universities and their time lines. We would like to be able to offer classes which we currently cannot offer because of our size. For example, we have 1 foreign language class-Spanish. We would like to be able to offer French and maybe German because those classes are high demand. These courses will probably start during second semester or the summer. The money won't be available until January 2014 so we will need to work quickly to get the students enrolled and ready to go. We will not be able to get the distance learning equipment installed by then,

but we can get it ready for summer courses, if the students want to take them. We will also need to gather a list of engineers for the STEM after school component. We have great community support, so this will be time consuming, but not difficult. Summer camp personnel will also be needed, board approved, and hired. Our summative evaluation will concist of data regarding # of courses students are taking, grades attained in the courses, number of students identified and served as gifted/talented, and surveys concerning satisfaction of the program from community, students, teachers, staff, and personnel we have hired.

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

This proposal will totally alter our current schedule and curriculum. We will be able to add many electives for the high school, but we can also provide enrichment courses for our K-8 students. We will have to adjust our schedule next year to accommodate the learning labs. Another change will be in the education level of our staff. We expect several teachers to be able to attain a master's degree because of the university requirements. Basically, teachers will need to be "hired" by the universities for the Early College initiative. Most colleges require at least a master's degree. We will also be able to offer more time for collaboration because of the schedule changes. We are investigating going to a modified block schedule. That would facilitate our on-line classes more readily and offer students more opportunities for collaboration with peers and with teachers. We would like to implement a common planning period in grades 7-12, but cannot do that with the current schedule limitations. A final change will be in the area of curriculum, which will be a school-wide initiative. Through this grant, we will be able to evaluate our curriculum and adjust it to add rigor and relevance across all content areas. We have data which indicates the success of afters chool programs at Liberty Center. Over the course of the 2012-2013 school year, 43 out of 53 participants improved or maintained their final reading grade (2011-2012 compared to 2012-2013). Comparing math scores over those same 2 years, 40 students maintained or improved their final math grade.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The Early College High School initiativebegan in 2002. There are now 240 schoolsserving 75,000 students in 28 states. Weplan to use the "school within a school" model because we are too far frommajor universities. Students who beginEarly College High School as a freshman have the potential to earn 2 years ofcredit toward a Bachelor's degree or earn an Associate degree. Early College High Schools have the potentialto improve high school graduation rates and better prepare all students forhigh-skill careers by engaging them in a rigorous, college preparatory curriculum. Early College High Schoolstarget first generation college students, underserved students, and students onfree and reduced lunch. As a small rurals chool district, we have approximately 37% of students on free and reducedlunch. Approximately 75% of our seniors would be first generation collegestudents (4 year). Fifty two percent of the seniors would be first generation college students (2 year). ECHS focuses on key, research-based goals and an intellectual mission, small personalized learning environments, respect and responsibility among students, among faculty, and between students and faculty, time for staff collaboration and for including parents and the community in an education partnership, technology as a tool for designing and delivering engaging, imaginative curricula, and rigorous academic standards for both high school work and the first two years of college-level studies. A second component of our proposal is the after-school and summer camps featuring STEM. STEM is a national priority because of several reasons: 1. "60% of U.S. employers are having difficulties finding qualified workers to fill vacancies at their companies." Council on Foreign Relations 2. "STEM occupations will grow 1.7 times fastert han non-STEM occupations over the period from 2008 - 2018" Office of Science and Technology and Policy 3. "At all levels of educational attainment, STEM job holders earn 11 percent high wages compared with their same-degree counterparts in other jobs." 4. "Only 45 percent of U.S. high school graduates in 2011 were ready for college work in math and 30 percent were ready in science." STEM education is closely linked with our nation's economic prosperity in the modern global economy; strong STEM skills are a central element of a well-rounded education and essential to effective citizenship. Our goal at Liberty Center Local Schools is to develop that interest in STEM courses beginning in kindergarten and continuing through graduation. Development of a rigorous education research base to inform innovations in teaching, learning, and educational materials will be the first step. We will support integration of STEM-focused activities in federal programs directed at learning environments outside theK-12 classroom, such as afterschool and summer community-based programs through universities and other high education entities. As part of our STEM emphasis, we will partner Agricultural Education with math and science to create lessons and workshops for students. This learning community will then be able to focus on community projects. We will pay stipends for professional engineers to work with our students. We will also be able to take some field trips to show our students the application of what they are learning in courses. This will be hands-on opportunities for students to experience theory into application. We will be addressing college and career readiness by providing students life applications to what they are learning in the classroom or on-line. The third component is professional development for our teachers. We will have teachers completely Master's Degrees. Another area of professional development concentration will be in the area of stretching curriculum to address the needs of our talented/gifted students. We do a great job helping our struggling students grow, but do not do a good job with our upper quintile.

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

☑ Yes ☐ No

22. If so, how?

This initiative can be adapted to fit any school in the state of Ohio, including charter schools. It is not dependent upon size so rural, urban or suburban schools will benefit. Providing more choices for high school courses and adding college courses to the curriculum through on-line providers and distance learning can be done. Initially stakeholders from the district would need to meet and discuss the possibilities of providing STEM and ECHS. The plan developed will have commonalities but will also be unique to each district. It cannot happen overnight, but within a 5 - 6 month lead time, students could theoretically be earning college credit through any university in the United States. There are some considerations the districts would discuss: server capability, wireless hot spots within the school and/or district, experts who would help with the STEM components, availability of facilities for after-school and summer offerings. Once the stakeholders have met and developed a plan unique to their situation and district, the plan will have to be communicated to staff, students, and community at large.

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

Quantifiable measures: Raise Student Achievement As measured by data taken from the previous year and the year of the grant's life, student achievement will increase, especially for the gifted/talented students. Math and science scores will increase across all grade levels as a result of the STEM offerings, college offerings, and afterschool and summer camps. Teachers will be getting professional development in the areas of STEM, differentiation, and stretch learning. The strategies learned at the professional workshops will enable ALL students to realize increased achievement. Reduce Spending After the initial equipment is purchased for the labs and 1-to-1 laptop programs, we will be able to expand and reach out to the community for college courses. The equipment will not have to be budgeted in our general funds so we will reduce that line item. We will also realize reduced spending in the area of professional development, although we will continue to budget for some during the years following the grant. Resources into classrooms One of the major expenditures will be the purchase of iPads and Ipad carts, laptops and laptop carts, and learning centers. These expenditures will go directly into the classrooms and are specifically for the students' use.

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.

A. The first benchmark will be the introduction of distance learning to our students. Through this initiative, we can offer our students courses they could not take here. We will accomplish this through agreements with universities and colleges, initially University of Toledo and Bowling Green State University. We currently have courses through TRECA, but want to add a more rigorous component through the universities and Pearson. B. Another benchmark will be the initiation of the STEM afterschool and summer camps. The goal is to have the afterschool programs begin in March. C. The collaboration between the Agricultural Education teachers and the math and science teachers will begin in January 2014 with released time to plan the afterschool and summer programs. Some of the activities will include raising chickens (estimating feed, effective procedures, etc. They will also do soil testing and build and tend a green house. D. A very important benchmark will be the establishment of the learning labs, which will include areas for working on the computers, for collaboration, for testing, for viewing online classes. We currently have 2 media centers and 1 virtual learning space, but we do not have any learning labs conducive to collaboration and distance learning. E. A final benchmark will be the purchase of the technology equipment. This will be completed by Feb. 28. The equipment will then need to be set-up for use in the classrooms. This will be accomplished by April 1. In five years, the goal is to have all teachers trained in the STEM model of inquiry, have learning labs where students can work and collaborate. We would like to have agreements with area universities so that we become a satellite site for their courses through distance learning. We will open the learning labs to the community so that they can take college on-line classes if they do not have internet in their homes. We will have facilitators/volunteers to help the community. We will have students who have two or more years of college when they graduate from high school. We will realize an increase in the 5th quintile of our value added scores based upon the differentiation and stretch we can offer through our labs and teacher PD.

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.

We will have quantifiable measures in the area of student achievement. We will expect our students to show gains in the areas of math and science, in addition to English Language Arts and Social Studies. When the curriculum is upgraded to include the more rigorous content, our students will be able to take more college level courses-another easily quantifiable measure. Through observation and formative assessment, we will be able to evaluate our students interest in STEM. It is our plan that we expand the course offerings through STEM to our entire K-12 building.

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, Kristi A. Thompson, Superintendent of Liberty Center Local Schools, accept on behalf of all partners to abide by all assurances outlined in the Assurance section of the CCIP. I Accept 10/25/2013