

Budget

Mad River Local (048702) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (139)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	1,258,996.60	0.00	1,258,996.60
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	0.00	0.00
Prof Development		0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00
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		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	20,000.00	0.00	1,258,996.60	0.00	1,278,996.60
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,278,996.60

Application

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**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: Blended Learning Expansion

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.

Mad River School District seeks to expand blended learning opportunities, choice of learning delivery, and create more diverse structures of learning opportunities for all students through the expansion of technology use inside the classroom. The project requires the purchase of additional mobile computing devices for students, interactive projectors/Smartboards for classrooms, and improvements to the District's technology infrastructure. The project will require additional ongoing educational software purchases by the District but will result in a greater reduction in expenditures for paper textbook and instructional materials, and substitute teachers.

3793 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Necia Nicholas

Organizational name of lead applicant: Mad River Local Schools

Unique Identifier (IRN/Fed Tax ID): 048702

Address of lead applicant: 801 Old Harshman Road, Riverside, OH 45431

Phone Number of lead applicant: 937-259-6606

Email Address of lead applicant: necia.nicholas@madriverschools.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.

N/A

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.

The team responsible for the implementation of the project includes the Superintendent, Treasurer, Curriculum Supervisors, Director of Student Services, Principals, Technology Department staff, Lead Teachers, Mad River Educational Advancement Facilitator of Blended Learning, Teachers who are Building Technology Leaders, and the Board of Education. The District is experienced with the successful implementation and management of a blended learning model on a small scale. This model is currently serving 60 students and the District seeks to make blended learning available for more students. The District's current blended learning program has kept students in school who are at high risk of dropout, and made formerly failing students become successful in school again. These students in this program have a variety of schedules; attend career technical classes and blended learning program, attend electronic and project based learning classrooms, take some classes on the traditional track and blended learning program, and take the blended learning program for their total schedule. The facilitator of the blended learning model is already experienced in implementation and utilization. Other teachers are involved with portions of the program through project based learning, tutoring, communication with families, and mentoring. Mad River Local Schools wants a personalized approach to learning to meet all students' needs in a variety of settings. Mad River Local Schools has a comprehensive high school with a strong career technology program, Blended Learning Classrooms, and a more traditional track. The District is also experienced in successful fiscal management of grant dollars. Due to our high poverty rate the District receives significant grant funding each year.

**B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes**

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Mad River Local School District's vision is to make sure each student has a learning delivery system that will allow students to be successful in school while becoming college and career ready through utilizing a blended learning approach with the option of college credit. As a high poverty district, our students currently are at a disadvantage compared to other districts for these opportunities because they do not have adequate access to technology at home. The project will implement the use of shared mobile devices along with interactive projectors/Smartboards in the classroom. The increased mobile device and technology available in the classroom will give teachers new innovative options for delivering the curriculum to students. Technology based instruction can reduce the time students take to reach a learning objective by 30% - 80% according to the U.S. Department of Education and recent studies by the National Training and Simulation Association. The project seeks to install interactive projectors/Smartboards in remaining classrooms that do not already have them, and to purchase mobile devices such as laptop computers and tablets for students to use in the classroom while at school. The project is not a one-to-one implementation of mobile devices per student, but rather a new technology resource for teachers to share which will allow them to offer blended learning to supplement traditional classroom learning. The District currently uses K-12 Learning software to provide online curriculum for its 60 high school students in the Mad River Educational Advancement Program (MREAP) blended learning model at Stebbins High School. The project seeks to expand the accessibility of K-12 blended learning software available to all teachers and students in middle school through high school (grades 5 - 12). Elementary teachers will expand blended learning through the increased availability and use of interactive projectors/Smartboards in their classrooms. The expansion of K-12 Learning software will increase ongoing software costs for the District but will allow the District to reduce to a greater extent the current annual expenditures on textbooks, instructional materials, substitute teachers, and workbooks. With the diversity of students that we have there are many delivery methods. Mad River Local Schools (MRLS) wants to meet the challenges of developing educated, skilled workers and leaders with a sense of purpose necessary for the communities of the future. Blended Learning Classrooms will allow for the diverse student learning integration, expanding opportunities for virtual experiences and STEM education. Project based learning, student goal setting, and the blended learning support of our teachers will allow for increased accountability to enhance the quality of work

from teachers and students. MRLS is a district that uses data for decision making at all levels. ODE and district committees set the benchmarks. The goals are set for accountability and progress by the district, teachers and students. Before the project can be successfully implemented, improvements to the District's technology infrastructure is necessary. Infrastructure improvements include replacement of 18 network switches that will handle the increased network traffic, installation of 107 wireless access points to allow use of mobile learning devices in the middle and high school buildings, and the necessary cabling to connect those wireless access points to the network. The District has upgraded its internet capacity in recent years by installing fiber optic lines with help from Time Warner and MDECA (our ITC) and now has adequate internet bandwidth to handle the fully implemented project.

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. With the implementation of the innovative project, the District seeks to increase student achievement by meeting the challenge of developing 21st Century educated, career-ready students. Expansion of blended learning opportunities will ensure that all students have choices of learning delivery methods and graduate high school with computer skills that will allow them to be successful in college and their careers. Blended learning classrooms allow for diverse student learning integration, expanding opportunities for virtual experiences, increasing project and inquiry based classrooms, and additional STEM education. Graduation rates will improve with the expanded ability to serve a wider variety of students' needs for different learning methods. Our high poverty student population will have access to broader ranges of resources, information, strategies, and connectivity to educational resources not otherwise available without the expansion of technology. Improvement of high school curriculum and personalized learning is critical to improving college and career readiness. Outreach through social media, newsletters, websites, forums, and Facebook will support differentiated needs. Spending reductions will be achieved in the short and long run by replacing paper textbooks, instructional materials, and workbook purchases with lower cost interactive electronic learning materials. Savings will also be realized through the use of fewer substitute teachers with more online professional development utilizing the equipment purchased with this project. The implementation of this project will provide a huge increase in the amount of educational resources available to the classroom teacher. By ensuring every classroom has access to software based learning along with all the educational resources available from the world wide web, and the Smartboards and mobile devices necessary for students to experience blended learning, the District is driving resources to the classroom. Since the electronic educational materials are less expensive than the paper textbooks and workbooks currently being purchased, the project will free up more funds for the classroom. The connectivity to our Career Technical Programs with the Blended Learning approach will increase the resources available to all of our students. The choices of learning delivery, and diverse structures of learning opportunities for students through the expansion of technology use inside and outside the classroom will also allow for a greater sharing of resources for all students.

**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.

See uploaded documents for Project Budget and Financial Impact Template.

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

1,278,966.60 \* 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 project is \$1,278,966.60. The project cost consists of three parts - classroom devices (laptops, tablets), technology infrastructure improvements, and professional development for Blended Learning Classrooms and training to use the project technology. The purchase of 1,000 mobile devices for students to share will allow grades 5-12 (middle through high school) teachers to implement a blended learning model utilizing interactive K-12 educational software along with other internet based educational resources. The mobile devices would remain at school and be shared among classrooms. The purchase of the interactive projectors and Smartboards along with the document cameras will mean that all classrooms in the District would be equipped for teachers to utilize free web based educational content to implement blended learning in their classrooms. The District currently has Smartboards in some classrooms but this project would fill in the gaps and outfit all remaining classrooms. (see attached project budget for cost details) The infrastructure upgrade portion of the project is necessary in order for the District's network to handle the additional internet traffic from the new mobile devices and Smartboards. The infrastructure upgrades include the replacement of 18 network switches and the software to control them, the addition of 107 Wi-Fi access points necessary for the mobile devices to connect to the internet, 30 cable drops to the new access points, and a firewall upgrade with capacity for the new devices internet traffic. (see attached project budget for cost details) The professional development portion of the project budget is to purchase four Aventa Blended Learning Support Starter Packs which is four one-day on-site teacher training sessions, with three follow up webinars each, two asynchronous teacher training seats with year long professional development and support. The four training session would allow us to provide professional development for all teachers who utilize the K-12 software to be adequately trained before implementation in their classrooms. Title 1 and RttT funds would also be used to reach common goals for curriculum development in the area of effective instruction. All the grants, including the Straight A grant, have a focus on the common core and 21st century skills. Varying our learning delivery methods to reach all students is a focus within all our grants. Installation of equipment will be handled by existing staff in the district's technology department and therefore no additional costs will be incurred related to installation other than the cabling included in the budget. The district is dedicating the casino tax revenues in the future for the continue upgrade of technology. These local funds will support long term sustainability of technology in the district

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.

78,700.00 \* 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 District will incur \$78,700 additional K-12 blended learning software license fees after the implementation of the project. The district currently pays \$20,000 per year for K-12 licensing for the 60 MREAP students at the high school but will need to increase licensing to provide availability of the software for all students in grades 5 - 12. Fees for access by all students in grades 5 - 12 will rise to \$98,700 which represents a \$78,700 increase. In the future the District will incur replacement costs of the equipment purchased with the grant but it will not be necessary to increase the District's capital outlay expense because adequate replacement amounts are already budgeted. In the May 2013 forecast, capital outlay is budgeted at \$327,670 and is for technology in the District. In the past the capital budget was used to purchase a lot of desktop personal computers but those will not be necessary to the same extent once we begin utilizing more mobile devices. Also, the Board of Education has dedicated the new casino tax revenue received to be dedicated to maintaining technology in the District. With this commitment, the sustainability of the project's future is ensured.

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

125,000.00 \* 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.)

The District currently spends over \$300,000 per year on textbooks and other paper instructional materials. We calculate that the District can reduce paper textbook and instructional material purchases by at least one-third (\$100,000) based on eliminating paper textbook purchases for thirty-two classrooms that will utilize the new blended learning model. The District currently spends approximately \$500,000 per year on substitute teachers of which half of those days represent professional development days teachers are out of the classroom. With an improved infrastructure for on line professional development as a result of the technology improvements in this project, teachers will have the opportunity to participate in online professional development courses rather than having to be out of the classroom for traditional meeting days. We calculate that the new on-line professional development opportunity will reduce professional development day substitute teacher cost by at 10% or \$25,000. The combination of the \$100,000 reduction in paper textbook and workbook purchases, and the \$25,000 reduction in substitute teacher cost for professional development days equates to at least \$125,000 in savings.

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 project is self-sustaining because even though we are increasing software license fees for blended learning software by \$78,700, we are reducing annual textbook, substitute teachers and instructional supply cost by at least \$125,000. Future equipment replacement will be sustained by the current capital budget and dedicating the new casino tax receipts to fund maintenance of technology in the District.

**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): 10/01/2013

\* Narrative explanation

The District project team began planning this particular project this month while developing the grant application. Our district Continuous Improvement Plan and the overall vision for the district of

Improved instruction has been on going. Trying to meet the varied needs of our students is a focus and the need for an improved infrastructure is part of our district technology plan. The District administration and project team has already held numerous meetings with the technology/curriculum department staff to develop a workable plan for the application based on our current district plans. Once the grant award is received, additional details of the project and the timeline will be communicated to all stakeholders. The planning timeline will continue into the spring when implementation will begin.

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

\* Narrative explanation

After grant funding is received in January, the District will be purchasing equipment and making infrastructure improvements necessary to support the additional technology. The infrastructure improvements will continue through summer 2014. In the summer of 2014 interactive projectors/Smartboards and carts of mobile computing devices will be installed in classrooms. All new project devices will be ready for use next school year (2014 - 2015). A potential barrier to implementation on our timeline would be if any unexpected problems arise in the buildings with infrastructure improvement installation. To alleviate the potential of this delay, the technology department is inspecting all switch closets and wiring chases now so that implementation later will not be delayed. Also, hours of part-time technology staff could be increased if more time is necessary to complete installation before next school year. Also, extra sessions of professional development for teachers with pay will need to be scheduled in the summer to provide adequate opportunity for teacher training before next school year. Teachers will be offered college credit for the training sessions that will occur. The sessions will include training on the use of the equipment, training and development for blended learning classrooms, and scheduling support to plan for students for the 2014-2015 school year.

Summative evaluation (MM/DD/YYYY): 09/01/2014

\* Narrative explanation

Evaluation of the program will begin during the 2014-2015 school year and will continue each year as the student performance data becomes available. Student Learning Objectives (SLO's), end of course exams, and quarterly measures will be used to study the increase in student achievement. Student, family, community, and employee survey data will also be used throughout the project. Support sessions for teachers implementing the project will occur with ongoing data collection and action research. Through our "Plan, Do, Study, Act" model, changes will occur. The use of our website, monthly meetings with stakeholders, curriculum/technology department meetings, community events, Facebook, forums, District Leadership Team, Building Leadership Team, and Teacher Based Teams communication is imbedded.

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

The project will give teachers the opportunity to utilize a variety of Blended Learning tools in their classroom to advance student achievement. Teachers will begin using a combination of interactive educational software and world-wide web resources to supplement traditional teaching methods. Students will begin to utilize more technology based educational materials to supplement traditional learning methods. A goal of the District is for students to have choices of instructional delivery methods during their education and that the blended learning experiences will increase their college and career readiness. High School learning opportunities will become more flexible including combinations of career technical education connected with an increased option for College credit with Sinclair Community College. College readiness will be improved because the High School learning model will be similar to the college model of blended learning with progressive use of technology. Support sessions for teachers implementing the project for data collection and action research will be ongoing. College credit with book studies on blended learning and the use of Dropbox and online forums to share instructional ideas and plans will be formed. Personalized learning plans for students with evidence-based strategies deepen learning, allow students to pursue self directed study and master content and develop the critical thinking skills that keep them moving toward college and career readiness

**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 District is currently utilizing blended learning technology on a small scale with 60 students in the Mad River Educational Advancement Program (MREAP). This program allows high school students to choose an interactive technology based learning model over the traditional classroom. Students choosing to be in the MREAP model are often students who would otherwise not be successful in a traditional classroom. These students are utilizing K-12 interactive software out of the classroom, and also in the classroom working with MREAP teachers to ensure academic success. This blended learning program has kept many students in high school who would have dropped out, and has also seen several previous drop-out students return to school to complete their education. Another benefit of MREAP's blended learning model is that it has increased the overall number of credits earned by participating students, especially those with a high risk of dropping out. Additionally, due to their increased use of technology, students who are using a blended learning model have greatly increased their computer skills which will go a long way towards their college and career readiness. The grant will expand the program's structure and increase the delivery models to involve a wider variety of students. Not only those in danger of dropping out, but those who need an expanded learning environment. All students need access to the larger world of experiences through the use of technology. The grant allows teachers to expand their delivery methods with the infrastructure and hardware needed to use blended learning methods. Research shows that technology-based instruction can reduce the time students take to reach a learning objective by 30-80 percent, according to the U.S. Department of Education and recent studies by the National Training and Simulation Association.

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

Yes

No

22. If so, how?

All schools that make the necessary improvements to technology infrastructure, purchases of computer equipment, staff training and creative scheduling could implement the same blended learning model and therefore reduce paper textbook, instructional supplies, substitute teachers, and workbook expenses on an ongoing basis. All students need the experiences available to be able to compete in a global environment. Students of poverty should not be any less advantaged when it comes to their education.

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

The substantial and lasting value that the project will provide is that Mad River's high-poverty student population with limited access to technology at home will be transformed into students who graduate with the 21st century technology skills necessary to be successful in college and the workplace. Students will not only receive an excellent traditional education, but will learn problem solving skills through the blended learning model such as how to use technology to research topics they do not know. Problem solving skills and inquiry based learning are critical skills that have lasting value. Also, the implementation of this technology expansion will greatly increase the amount of educational resources available to teachers and students in the classroom over what is available currently. Electronic educational materials are less expensive than our current non-electronic educational material expenditures. This savings will allow the District to provide more educational resources to the classroom. An additional benefit will be a substantial change in the educational delivery model for students. With the implementation of the project teachers will have access to new opportunities, staff training and resources available to them to make the needed changes in instruction. They understand through the research that these changes need to be made and they want to implement these changes, but they currently do not have the access to the technology needed to make this shift. This grant will allow for the change.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Student Achievement: We expect an increase in student achievement each testing cycle. If there is not an increase we will analyze the survey input, student learning targets, teaching strategies, testing, technology access, and materials being used. During our quarterly district audits we will see an increase each quarter in the amount of blended learning occurring. We will increase our graduation rate by 2%, attendance rate by 2%, student GPAs will increase an average of .5, a decrease in our discipline rates by 2%, and an increase in our college entrance rates by 10%. Teacher post-survey results will show an increase in the use of blended learning, an increase in the support systems provided, and a greater engagement of students compared to the pre-survey. Financial: We can track the savings in textbooks and instructional materials along with our student achievement measures. These will be tracked against similar schools as well as previous year budgets. In the years after implementation, we will save at least \$100,000 a year in textbook and instructional materials such as workbooks and paper for copying, and \$25,000 per year in substitute teacher expenditures will be reduced with an improved infrastructure for on line professional development. Utilization of greater resources in the classroom: The savings achieved by shifting paper instructional materials to electronic will be measured each year, and those savings will be added to the other classroom budget accounts for teachers to utilize in their classrooms. Also, an increase in the number of teachers participating in staff development, video conferencing, on-line forums, FIP, and web-based training and college credit for attending will be increased. Teachers will be trainers for other teachers as new skills are learned. Teachers will be trained to use classroom web sites as portals for their classroom curriculum. Our Building Technology Leaders and curriculum teams will have monthly meetings to review needs, usage, training and common problems. The Technology/Curriculum Department will guide this part of the process through the implementation and training of the changes to the infrastructure.

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.

Student Achievement: The increased student achievement based on State Testing, Student Learning Objective (SLOs), Short Cycle Assessments, and end of course exams will be demonstrated. Student Learning Objectives and Short Cycle Assessments will be reviewed quarterly. Student, family, community, and employee survey data will also be used throughout the project. Survey data will be collected quarterly. Support sessions for teachers implementing the project for data collection and action research will be ongoing. The support sessions for teachers will be monthly, and they will also have two weeks of training in the summer. Student progress will be tracked in Progress Book, our online tracker, that teachers, students and parents can access. Long term, our college and career surveys will show an increase of students completing a two or four year college degree and obtaining a career. We are systematically transforming teaching and learning, allowing students to connect academic content to their future careers and dreams. Spending Reductions: Monthly and annually we will analyze our budget reports to review our expenditures on textbooks, instructional resources, substitute teachers, and staff development. The project team will review the financial results to ensure that the financial goals outlined in the grant application are being realized. Utilization of greater resources in the classroom: The project team will compare the financial reports from before and after the implementation of the project to analyze the percentage of district resources spent on instruction. The savings from the implementation of the project will allow a larger share of the budget pie to be utilized in the classroom. In all the above areas we will continually review our status through district, building and classroom benchmarks and revise as needed. A process of implementation takes time, support, some mistakes, creative problem solving, and involvement of the total school community. We will

implement a strong process through the "Plan, Do, Study, and Act" cycle.

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 Necial Nicholas, Superintendent Mad River Local Schools October 25, 2013