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**Adjusted Allocation**: 0.00

**Remaining**: -5,000,000.00
Applicants will 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: Bridges of Innovation for Study, Work and Life

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question it seeks to achieve. Please limit your responses to no more than three sentences.

The Bridges of Innovation for Study, Work and Life proposal is specifically designed to raise student achievement, reduce spending in the five-year forecast and provide a greater utilization of resources in the classroom. This proposal will provide the infrastructure and the training to enable teachers to transform their brick and mortar classrooms to a new kind of blended digital learning that combines the best of online and in-person learning. Oak Hills Local School District (OHLSD) will partner with Cincinnati State Community College, University of Cincinnati, Partners for a Competitive Workforce, OnHand Schools, Datacom Specialists, and Asia Society’s International Studies School Network to build a K-16 seamless pathway that prepares our students to be career and college ready and enable them to find and secure in high school real work experience and earn a minimum of six college credits to a maximum of an Associate’s Degree.

3. Total Students Impacted:

8172

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

First Name, last Name of contact for lead applicant: Robert Sehlhorst
Organizational name of lead applicant: Oak Hills Local School District
Unique Identifier (RN/Fed Tax ID): 0444
Address of lead applicant: 6325 Rapid Run Road, Cincinnati, OH 45233
Phone Number of lead applicant: 513.598.3413
Email Address of lead applicant: sehlorst_rj@ohlsd.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 (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.

The following organizations will partner with Oak Hills Local School District for this grant application. 1. Dr. O’Dell Owens - Cincinnati State Community College - 3520 Central Parkway Cincinnati, OH 45223 - (513) 589-1500 - o dell.owens@cincinnatistate.edu 2. Richard Robles - University of Cincinnati - P.O. Box 210007 Cincinnati, OH 45221-0115 - (513) 556-0337 - rich.robles@uc.edu 3. Janice Urbanik - Partners for a Competitive Workforce - 441 Vine St. Cincinnati, OH 45222 - (513) 686-2967 - janice.urbanik@ucwrg.org 4. Thomas DeMarco - OnHand Schools - 1501 Reedeal St. Suite 5000 Pittsburgh, PA 15223 - (412) 325-8000 Ext 103 - tdemarco@onhandschools.com 5. Dermot Cummings Jr. - Datacom Specialists - 6811 Harrison Ave. Cincinnati, OH 45247 - (513) 922-0444 - lcoumings@datacomspecialists.com 6. Brandon Wiley - Asia Society's International Studies School Network - 250 Park Avenue New York, New York 10021 - (212) 327-8208 - biley@asiasociety.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 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 participating entities.


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

9. Which of the stated Straight A Fund goals does the project 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.

American schools are typically organized into classrooms of 25-30 students served by one teacher. This model is financially unsatisfactory and disconnected from our students’ natural learning preferences and development of critical workplace and life skills. The Bridges of Innovation for Study, Work and Life will enable the OHLSD to reinvent the way we serve students and our community. The
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 college or STEM school member for review.

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

N/A

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

5,000,000.00* Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RRT 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.)

Cincinnati State Technical and Community College As the primary partner and largest vendor, CSTCC provides training to develop and implement the following three critical systems: 1) Early College/High School Co-op program. OHHS will work with its primary partner, Cincinnati State Technical & Community College (CSTCC), to create a dual-enrollment program that connects high school students to degree-granting institutions at no cost. Free tuition is available to students interested in taking advantage of dual enrollment opportunities to get an early start on a bachelor’s degree. This program includes support for OHHS faculty to build this “on call program” and train other students to provide classroom embedded training to other teachers.

2. eLearning System: CSTCC train OHHS teachers on the development, implementation and management of online/parallel classes. Training based on a train the trainer model. 3. Op/Internship System: CSTCC train teachers/administrators on the development, implementation of a high school co-op/internship program. Training of a K-16 career and college readiness pathway. UC trainings are open to OHHS to invite students to advanced placement/credit, and UC opportunities to train other students to participate in these collaborative initiatives. Using a train the trainer model of instruction, CSTCC and UC professors provide OHHS teachers the skills necessary to build online and hybrid courses. Next, our Datacom partners expand our teachers’ instruction on eLearning devices into the hands of teachers and students. Consultants from OnHand Schools help teachers use student data to identify students’ needs and change instructional practices promoting student growth. Consultants from ISTN train teachers on problem-based learning design that promotes global competence with students. Finally, our co-op initiatives, facilitated by PCW, UC and CSTCC, help our students bridge the world between K-16 school and the world of gainful employment. In summary, diverse businesses, non-profit, and higher education partners work together to improve teaching and learning and provide expanded opportunities for our students.

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.

45,000.00* Specific amount of new/recurring cost (OHHS 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.

Addiional future costs would include training new teachers in the district ($25,000) and continuing to convert out-dated devices into Internet Speedsters ($20,000). For training of new teachers, these costs will largely come in the form of payment for substitute staff, stipends, and some purchased services. Our plan is to use Title IIA grant money to facilitate this training. For the Internet Speedsters college interns needs funding for future support. "Recovery," indicates 69% of the jobs created by the project will continue once the grant has expired.

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

728,400.00* 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.)
D) IMPLEMENTATION

17. EARN POSITIONS WITH REGIONAL EMPLOYERS.

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.)

Implement (MMD/DD/YYYY): 01/01/2015

*Narrative explanation

January, 2015 1st Annual CSTCC and UC Co-Op Job Fair Held for OHHS Juniors/Seniors, June, 2015 DataCom Delivers 1200 Internet Speedtests for Student Use August, 2015 OnHand Schools Delivers Educational Management System EMS for Staff to Monitor Student Progress in the K-16 1st Year of Teachers Trained in eLearning, Begin to Teach 6-12 Digital Classes, Online, Hybrid Pathway Classes May 2015 6th grade benchmarked to CSTCC 3rd Wave of Teacher Volunteers May 2015 1st Wave of Teacher Volunteers For eLearning/ISSN, Begin 1st Training Modules July 2015 Update BOE on Success of 1st Year of Teacher Volunteers Complete 3 Training Modules Aug 2015 Share K-16 Benchmarks/Data Sets with All Staff, Feedback Sept 2015 Work with CSTCC to Finalize K-16 Pathways for Career Readiness Work with CSTCC and UC OP-OPS to Finalize Illinois CoOp System Share OHHS CoOp System w/ Stakeholders, Solicit Feedback Oct, 2015 1st Year of Teacher Volunteers Complete 3 Training Modules, 2nd Wave of Internet Speedtests Jan 2016 2nd Wave of Teacher Volunteers For eLearning/ISSN complete 2nd Wave of Internet Speedtests July 2016 2nd Year of Teacher Volunteers For eLearning/ISSN complete 2nd Wave of Internet Speedtests July 2016 2016 1st and 2nd Wave of eLearning Credits With the Use of Internet Speedtests January, 2018 OHHS Juniors and Seniors Have Completed a Pathway Program That Will Enable Them To Seek Co-Op, Internships, Part-Time Jobs, and Community Service Experiences. June, 2018 Graduating Class of 2018 Can 6 credits to Associate's Degree, Complete 2.5 Middle School Courses and 4 credits in High School Obtained in an eLearning Environment, July, 2018 Begin to Use a Train the Trainer Model for Training All New Teachers and Administrators Who Enter the District After June of 2018. This Will Provide the Substantially Improved Professional Development Initiatives These Initiatives Will Fundamentally Transform This Grant--Transformation That Will Be Experienced by Students. Narrative Much of the 2014-15 school year is designed to set the stage for the partial implementation of this grant proposal in the 2015-16 school year. As each successive wave of teachers are trained, more aspects of the grant will be implemented. By the 2017-18 school year, we plan to have all of the major initiatives of this proposal fully implemented. Students in grades K-12 will have online opportunities to gain credits towards the high school requirements and for students who are not in K-12, they can gain credits towards high school graduation requirements developed for all students. High school juniors and seniors will be prepared to enter the world of work through the development of the OHHS CoOp system. Students in grades 6-12 will also complete 0.5 course credits in an eLearning environment. Many graduating seniors will leave OHHS with a minimum of six college credits to a maximum of an Associate's Degree. In addition to the expanded opportunities for our students to learn and grow, this proposal will make it possible to transition an eLearning environment. With the use of 4,000 Internet Speedtests, students, BYOD and the purchase of 2,000 district laptops, students will learn in a 1:1 student to device environment. When the three waves of training are complete, we will utilize a train the trainer model to train newly hired staff. The development of this grant reflects the profound work that has existed in Oak Hills for the last three to five years. This proposal is strongly aligned with our mission, vision and core beliefs. This proposal was developed after engagements and multiple discussions with parents, teachers, community leaders and our grant partners. This grant proposal was developed from those discussions. Those same groups will help to guide the implementation and the evaluation of the grant initiatives.

Summative evaluation (MMD/DD/YYYY): 05/01/2015

*Narrative explanation

May 2015 - Develop Survey Instruments to Measure Effectiveness of 1st Wave Training - Tabulate student and teacher survey results and break data to evaluate effectiveness of Internet Speedtests July, 2015 - Collect data and submit with grant partners to evaluate effectiveness of first year and make any and all changes, August, 2015 - Meet with OHHS juniors/seniors to better develop OHHS CoOp Program September, 2015 - Bring together 1st Wave teachers with 2nd Wave Teachers that are just beginning the 2nd Wave of training to share best practices, January, 2016 - Compare first semester student survey and academic benchmark results between brick and mortar classrooms and eLearning courses, May, 2016 - Use OnHand Schools EMS data to evaluate initial development of OHHS CoOp Program, July, 2016 - Compare full year student survey and academic benchmark results between brick and mortar classrooms and eLearning courses July, 2016 - Host full day half with grant partners to evaluate effectiveness of 2nd year and make any and all changes. July, 2016 - Bring some 1st and 2nd Wave trained Teachers with 3rd Wave teachers to share best practices January, 2017 - Compare first semester student survey and academic benchmark results between brick and mortar classrooms and eLearning courses, June, 2017 - Compare full year student survey and academic benchmark results between brick and mortar classrooms and eLearning Courses, July, 2017 - Host full day summit with grant partners to evaluate effectiveness of first year and make any and all changes Narrative Explanation The lack of time and the need for an effective communication system represent the largest barriers to the successful implementation of this grant proposal. This proposal will require ongoing evaluation and, if necessary, modification. It is critical that stakeholders have access to the evaluation data to make informed decisions and make recommendations for improvement. Communication with grant partners must be timely and transparent. At each major junction of this proposal, a systematic review of data is required. As this grant proposal was self-sustaining because it is based on a train-the-trainer model. When the primary and secondary partners are no longer providing training, we will have a large cadre of teachers and administrators trained to train new staff hired by the district. We plan to take advantage of new Ohio legislation that allows school districts to base days of enrollment on clock hours instead of days. By changing our calendar, we can provide one full day per month for professional development training. It is in the best interest of CSTCC, UC and OHLSD to increase and continue to grow early college experiences for our students. OHLSD is the largest feeder school to both CSTCC and UC. By implementing more rigorous college level curriculum and instruction, our students will be far more likely to be successful in insuring that they are prepared for a successful transition to college. For our students to thrive we will need to ease the "on-ramps" to gain part-time jobs and professional experiences with regional employers. We have many area employers emphatically state "Give me a young adult that possesses high school graduate literacy and numeracy skills, critical problem solving skills and the soft people skills to work on a team and we can train them." The good news is that we have many students who fit that description. Once our proposal is implemented, our co-op and internship program will train even more highly qualified students to enter the work force. Regional employers will be able to easily hire students who not only have no college costs but also who have positions in the OHLSD in the areas of business, technology and the economy. The new/recurring costs of this grant, outlined in question 15 above, will be offset with Title IIA allocations for professional development and budgeting through the Permanent Improvement fund.
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 E) SUBSTANTIAL IMPACT AND LASTING VALUE
term benchmarks for eLearning include: earned college credits per school year for example, increased graduation rates at both K-16 districts by The team includes members from all stakeholder groups and their primary roles are piloting and supporting the implementation of the program and developing professional development in their own buildings and providing ongoing support for staff.

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

22. If so, how?
If replicating this initiative, we suggest school districts take the following actions:

1. Examine current mission, vision, and core beliefs.
2. Procure a high-speed Internet connection and train staff on the need for high-speed Internet.
3. The team includes members from all stakeholder groups and their primary roles are piloting and supporting the implementation of the program and developing professional development in their own buildings and providing ongoing support for staff.

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

The long term benefits of the OHLSD’s eLearning initiative are numerous and everlasting. (1) Expand the academic opportunities for students to maximally enhance their learning experiences and earning college credits in high school.

24. Describe the expected changes in the institutional and/or organizational practices in your institution.

Institutional Practices Students in grades K-6 experience instructional changes in online and hybrid environments. At OHHS, students enroll in online courses offered at OHHS as dual enrollment courses or enroll directly with CSTCC. By offering these courses, staff can use earned college credits from the initial courses and continue to build upon their curriculum.

25. Is the website for this project available online?
Yes

26. 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.

The benchmarks outlined below, a baseline will be established each year in tandem and commensurate goals set to show improvement on each specific benchmark. For example, OHHS has data on the number of students enrolled in dual enrollment courses. Each time our teachers receive the appropriate training, create and teach the online/hybrid concurrent enrollment courses, we will track this benchmark with a goal of substantially increasing the number of student enrollments. We will apply these same principles to establish baselines and set goals for each of the benchmarks listed below. Specific benchmarks for performance in various component areas have already been established—such as the State of Ohio Report Card indicators. Student Achievement Benchmarks for grades K-16: investigate the world, recognize various perspectives, communicate ideas diverse groups, and take action. The development of these attributes leads students to become globally competent citizens. Organizational Practices Build eLearning studios where students experience hybrid and online course work. This phase will build on the highly qualified teachers who serve up to 6th grade secondary expenses. Offering dual credit courses offsets this cost and provides students a...

27. How will the project impact the school's societal roles?

To replicate this initiative, we recommend school districts take action in the following ways: (1) Develop a high-speed Internet connection and train staff on the need for high-speed Internet. (2) The team includes members from all stakeholder groups and their primary roles are piloting and supporting the implementation of the program and developing professional development in their own buildings and providing ongoing support for staff. (3) It is necessary to use both hard and soft survey data to make informed decisions.

28. What is the unique thing that makes this project different from others that may have more highly qualified and globally competent students. Our students will confidently engage the world with options to enter the workforce with employment offers, the military with prior training and experience, or college/university setting with a variety of earned credits and enriched learning experiences. An exit survey of our students will provide evidence of results in these three areas. For example, number of employment offers per student, number and amount of scholarship offers per student, acceptance rate of students into colleges of choice, number of students matriculating to college, etc. Our students will develop a relevant set of digital-based skills and dispositions having developed these attributes in a multitude of environments: face-to-face, hybrid and online. Since all students, beginning with grade 5, will have the opportunity for these eLearning experiences, we can monitor students’ acquisition of these skills by examining student course selection patterns, course performance grades, and other indicators that demonstrate the strength of students’ digital-based skill set. Our students will gain valuable face-to-face experiences through co-ops and internships with regional employers. They will be employable upon graduation because they have developed the attitudes, skills, and experiences that employers are seeking for entry level positions. Evaluation procedures will be implemented to track student success in these experiences, as well as, follow-up surveys to determine the success of students who choose to enter the workforce immediately after high school. In addition to the impact on our students, this proposal also has lasting value and impact by building and sustaining key enhancements of the organization. This study supports our efforts to design eLearning opportunities that increase student achievement and help students earn college credit. In regards to co-ops and internships, OHHS will build a new pathway for our students with some trusted partners, UC, CSTCC, and a new relation with PCW. OHHS embraces this new experience with confidence knowing that our partners have decades of experience serving thousands of students. Our partners know that our students have the ability to monitor and advance student growth from kindergarten through college level experiences by using educational management systems, highly trained teachers, principals and support.

29. Is this proposal more than a single channel or does it leverage multiple channels to increase impact?
Yes

The substantial impact that the project hopes to achieve is to provide a high-quality education that is accessible to all students, including those who may not have had access to traditional education. By offering dual enrollment courses, the project provides students with the opportunity to earn college credits while still in high school, which can lead to significant savings in post-secondary expenses. In addition, the project focuses on developing students' digital-based skills and dispositions, which are essential for success in the 21st century workforce. By providing...
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).

Our plan to evaluate this innovative project includes the following methods, outputs, and procedures:  
- Descriptive analysis: This method involves gathering appropriate data points connected with each feature of this proposal. Initial baseline measures, outlined in question 24, are gathered. Next, stakeholders involved in this proposal meet to set goals. Finally, the Grant Steering Team creates a system to monitor progress on meeting these goals. For example, monthly meetings of the Grant Steering Team review the data points to check on progress and then take action steps to respond to this data. The data collected for each benchmark identified in this proposal will be stored in our EMS created by OnHand Schools. Report review, data-analysis, and other evaluative methods will be applied to the data to give our team insight as to the progress of the proposal's goals. For example, here are a sampling of the outputs that we will collect on student, teacher, and organizational data: College & PostSecondary-Number of students earn a minimum of 6 college credits from CSTCC; Teacher's distribution of letter grades for all dual enrollment courses -OHLSD Report Card data on all CCR indicators; Learning -Teacher's final grade distribution comparison between face-to-face, hybrid, and online courses -GPA comparison of students taking vs not taking online courses -Number of students earning D and/or F grades in online, hybrid, and face-to-face courses Co-op and Internship -Number of students matriculating to full/part-time positions in the location they served as an intern or co-op following graduation Spending Reduction -Track and report final amount of reductions for each year in FY15-FY19; Greater Share of Resources to the Classroom -Track and report final amount of money allocated to instructional services in general fund budget and compare for all years within FY15-FY19; Expert peer review: This method involves hiring a team of experts charged with evaluating the effectiveness of the plan, implementation procedures, and short and long term results of this proposal. This team will be comprised of faculty members from CSTCC and UC who are experts in evaluation and do not have connections with this project. Once hired, the evaluation team will meet with the Grant Steering Team to outline the process and procedures needed to complete the evaluation. We envision the evaluation team will conduct interviews, administer surveys, examine data, review minutes from meetings, and engage in other activities that provide for a quality and comprehensive evaluation. - Expert peer review (case study ISSN): We have been informed that The Ohio Education Research Center is assisting ODE to learn more about the success of our implementation of ISSN at OHHS. A team of experts will visit OHHS this school year and conduct an extensive evaluation of this program. We intend to include the results of this onsite case study in the evaluation documentation of this proposal. If evaluation procedures demonstrate insufficient progress to meet the project's objectives, the Grant Steering Team enacts procedures to improve results. Since the Grant Steering Team meets on monthly basis and examines the progress on all benchmarks associated with this proposal any benchmark that is off-track from the targeted goal will be identified. The method of root cause analysis will be applied to understand the reason the indicator is off-track. An action plan and follow-up tasks will be assigned to appropriate personnel to solve the identified problems. If needed, additional resources will be allocated to solve the problem. Follow-up procedures and continuous review of the data will determine if the proposed solution worked. This systematic approach will be applied to resolve and work through issues confronted by the Grant Steering Team.

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.

Accept: Robert Selhorst Assistant Superintendent Oak Hills Local School District 10/25/13