

Budget

Springfield City (044818) - Clark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (340)

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		88,000.00	14,060.00	0.00	131,670.00	162,000.00	0.00	395,730.00
Support Services		0.00	0.00	8,200.00	67,500.00	0.00	0.00	75,700.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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
Total		88,000.00	14,060.00	8,200.00	199,170.00	162,000.00	0.00	471,430.00
Adjusted Allocation								0.00
Remaining								-471,430.00

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: Springfield High School Teacher 1:1 Program

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.

Springfield High School would like to "ready" our staff for a school-wide 1:1 program implementation to focus on problem-based learning, improving student achievement. The funding request for this grant would provide a laptop for each teacher in Springfield High School along with prescribed training specifically designed to facilitate the teacher transition to a 1:1 teaching and learning environment. Springfield High School teachers will work collaboratively across our small school models to integrate problem based learning strategies with electronically authored materials for distribution to students.

1800 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dona Starrett

Organizational name of lead applicant: Springfield City SD

Unique Identifier (IRN/Fed Tax ID): 044818

Address of lead applicant: 1500 West Jefferson St. Springfield, Ohio 45506

Phone Number of lead applicant: (937) 505-2841

Email Address of lead applicant: starrettda@spr.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A No Partnership

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 Transformation Team responsible for the project include the following: Springfield High School Campus Director, Jonathan Keuhnle Springfield High School Small School Principals, Kathleen Lee, Teresa Dillon, Mike Skavaril, Carol Dunlap, and Gerry Griffith Springfield High School Instructional Coaches, Georgia Poulos and Barry Rowland 96 Classroom Teachers 14 Special Education Teachers Springfield City Schools Technology Department to include: o Director of Technology, Stacy Parr o Network Administrator, Mike Wheeler o Professional Development Facilitator, Randy Miller o Technicians, Luke Schafer and Jordan Pennington Members of this team have implemented Ohio ETech EETT grants, 21st Century ARRA Grants, Race To The Top and Race To The Top Innovative Grants. The team pulls experience from private sector, corporate, military and educational backgrounds. The team understands the need for students to become self-directed learners

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.

SCSD began a cycle of inclusive and transparent School Improvement Initiatives in the 2009-10 school year. Beginning in August 2009, data on current performance status regarding student academic performance and school climate/culture was shared with staff, parents, students, administrators at the school and district level, and business and community stakeholder volunteers. This Guiding Group met on a bi-weekly basis to review and ask questions, and request additional data and research in order to identify issues in need of significant improvement at the high school. The Guiding Group then reconvened to research and propose solutions to the prioritized issues. In the spring of 2010, the Guiding Group held a second Community Forum so that the community could review the potential solutions, and amend and ratify the solutions if needed. The Superintendent proposed to the School Board these solutions for approval. The same process was used with our middle schools and elementary schools during the next two school years. School year 2012-13 was used as a period to collect, analyze, and report the school improvement data as related to the concerns and solutions developed in each of the prior cycles. More than 250 people have been involved in these processes and now, in the 2013-14 school year, we are revisiting the high school's progress. Our community's experience with this process has well prepared us to have an inclusive discussion of goals, data, and to review the quality of the work that will be done with the Straight A grant funding. One of the outcomes visited early in the initial High School Community Forums discussion was a greater share of resources for students in our community. The administration has been studying a 1:1 initiative and its potential overall impact on our community. The Springfield City School District Superintendent and Cabinet have been working since May 2013 to build the framework for a 1:1 implementation. The framework consists of the following tenets: Leadership, Learning, Infrastructure and Community. The Administration understands that implementing a 1:1 is far more than issuing devices to each teacher and student; it is a paradigm shift of instructional practice that meets the needs of 21st Century Learners. See attachment for our logic model for this implementation. In January 2014, our Transformation Team will begin working through a 56-hour Transitional Technology Course (TTC) with instructors for their new laptops. The TTC will be specifically designed to transition a 1:25 computer to student classroom to a 1:1 computer to student classroom. This technology foundation will support the planned integration of problem-based learning, personalized learning, college- and career- readiness, and National Educational Technology Standards with the Common Core Standards. Our Instructional Coaches, Technology Department and the High School Administrative Team are currently working with several providers to develop the TTC course work necessary to facilitate the curricular transition. Regardless of funding provided through this grant, Springfield City Schools will continue to develop the content towards becoming a 1:1 District. Additional funding is also being requested to finalize the wireless architecture for our High School network. Springfield High School has been upgraded over the past 36 months to a state-of-the-art enterprise solution boasting high-end routing and switching capability and a 1 GB bandwidth connection to the Internet. This connection is virtually limitless for data traffic flow allowing integrity and stability for individualized learning approaches. E-rate funding has provided most of these upgrades. The High School does have access to limited "hot spots" for wireless connectivity

but certainly needs a meshed enterprise solution to facilitate the density needed for a student 1:1 initiative.

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. This project will meet the "Utilization of a greater share of resources in the classroom" goal by building capacity for a 1:1 implementation. Rather than purchasing devices and distributing to teachers for them to "explore" on their own, Springfield High School has researched critical components for success for a 1:1 initiative in education. Interviewing other schools and districts that have worked through such an implementation and discovering their "lessons learned," Springfield High School understands how to implement a 1:1 program with the utmost efficiency. The over all effect of this plan is to improve student learning especially in reading and math as measured by the state assessments by improving the relevancy and rigor of the instruction through utilization of 1:1 technology.

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.

NA

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

471,430.00 * 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, 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).

\$471,430.00 MacBook Air 11" - 22 - 5 packs with Applecare - \$5,560.00 = \$122,320.00 Purchase of 110 MacBook Air laptops. Each teacher will receive a laptop - this is the same device each student would ultimately receive. Supplies - \$9350.00 Supply cost includes laptop cases, Ethernet adapters, and display adapters cost of \$85 per teacher. Wireless Network Installation - \$162,000.00 Includes 100 access points to cover 389159 square feet, two wireless controllers and necessary software to control density and access. Apple - Workshops - \$67,500.00 This is for the purchase of the 20 hours Foundations Core Institute training for 110 teachers. Apple Volume Software Voucher - \$8000.00 This is to purchase Keynote and Numbers for 110 teachers. Association of College and Research Libraries - Content purchase - \$200.00 This is to purchase instructional materials for the 2 hours Informational Literacy class. Stipends and Substitute Teachers - \$157,060.00 This cost is to cover substitute teacher costs for the 110 teachers. Title I funds, E-rate funds and general fund will provide additional resources. E-rate and general funds will cover the cost of the Internet connectivity, approximately \$25,000. Some Title I and Race To The Top funds will cover additional stipends for the summer months for teachers to create content. Approximately 5 days per teachers for a cost of \$55,000.00

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.

0.00 * 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.

At this time, the cost of a refresh cycle for the laptop device for the teachers would be necessary. This cost would be realized in about 4 to 5 years. The district anticipates an annual textbook budget would be repurposed for an annual lease for a 1:1 initiative. Retraining or training for new staff would be necessary as well and would need to occur annually in order to maintain the fidelity of the program. New teachers would be trained at the start of the school year so that little down time is recognized for students with a device.

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

0.00 * 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.)

No expected savings. (Long term savings: Cost of textbook purchases will decrease as the use on online resources increase)

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 district anticipates an annual textbook budget would be repurposed for an annual lease for a 1:1 initiative. The district just passed a capital plan levy in May 2013, one of a few districts in the state to do so. This 5-year capital plan includes a refresh cycle for all district technology equipment. There would be an expected annual cost to cover anywhere from 5 to 10 teachers trainings. This number is difficult to predict due to expected retirements by 2015 or staff turn over. There would be a substitute cost of approximately \$8,000.00 - covered by Title I funds. The professional development costs would not be necessary as the Professional Development Facilitator will assume responsibility for providing the training outlined in this grant for subsequent years.

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): 10/30/2013 - 02/28/2014

* Narrative explanation

Springfield City School District Cabinet members meet to develop framework for a district-wide 1:1 initiative implementation. Academic Directors discuss 1:1 initiative with staff. Teacher feedback collected reflecting considerations when implementing. High School Wireless Site Survey performed and analyzed for installation. Teachers take a pre-assessment for Technology Literacy. District has already purchased this resource. Mitigate contingencies surrounding teacher considerations. Share plan with High School parents through a series of communications, letters home, email, video. Provide E-Communication to community announcing the initiative. Produce segment for bi-weekly local television show on Spotlight on Springfield City Schools. Finalize Professional Development Design for teacher training to include the following: 5 hours - Course Orientation, Planning and Expectation 20 hours - Apple Foundations Core Institute 3 hours - Basic device and software troubleshooting techniques. 4 hours - PBS Media Literacy Techniques 2 hours - Informational Literacy Standards for Higher Education through the Association of College and Research Libraries 5 hours - Naviance College and Career Readiness - 7 hours - Assessment Practices 3 hours - Community Interactions 7 hours - E-publishing/iBook Authoring Potential Barriers Time will ultimately be a barrier during this planning phase, but with commitment from administration and teachers, we hope to overcome. Gathering data prior to implementation to shape training strategies will maximize the efficiency of the training. Ultimately we want to let instruction guide this program and establish the technology as yet another classroom resource.

Implement (MM/DD/YYYY): 01/01/2014 - 02/28/2014

* Narrative explanation

SHS Administration, Instructional Coaches & Technology Department will hold a kick-off meeting to outline the program requirements, timeline & expectations. Hold meeting with all teachers to outline the program requirements, timeline and expectations. Install wireless network. Share PD design. Build schedule for teachers to attend training carefully considering student testing needs. 04/01/2014 - 07/30/2014 - Teacher training will be implemented during this time. Teachers will receive the device on the first day of training. Teachers will take a post-assessment Technology Literacy Assessment. The District has already purchased this resource. Teachers will develop/author e-published curricular materials during & after the training. Teachers & Instructional Coaches will evaluate a standard set of open-sourced & paid for software the district currently owns. Emphasis will be placed on free resources such as InfOhio & Ohio Resource Center. Teachers will provide communiques to parents to share college & career readiness resources, problem based learning strategies & simplified explanations for the impact of Common Core Standards. Teachers will attend the following: (5 hours - Course Orientation, Planning & Expectation and Outlining of National Educational Technology Standards 20 hours - Apple Foundations Core Institute - covers all the basics of using a Mac computer and the related iLife and iWork apps. Participants learn how the built-in features OS X support teaching & learning & how Apple creativity & productivity apps enhance student engagement & achievement for all learners. 3 hours - Basic device and software troubleshooting techniques. 4 hours - PBS Media Literacy Techniques - covers analyzing messages & understanding media techniques used to influence them & their students. Incorporating media literacy into the curriculum can assist our teachers with teaching students to question marketing, recognize propaganda & understand stereotypes. PBS Learning Media would provide access to resources that address media literacy skills underlying the basic tenants of Common Core State Standards. This content is free. 2 hours - Informational Literacy Standards for Higher Education through the Association of College & Research Libraries. Teachers will learn new techniques to teach students to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Content will be purchased from this organization. 5 hours - Naviance College & Career Readiness - Teachers will learn how to navigate Naviance, Inc., a college & career readiness online resource for students to assess personal learning inventories as well as career interest surveys. Students can also access hundreds of interviews with known successful business professionals. Students can also communicate with counselors, choose coursework

and communicate with prospective college choices. The District has already purchased this content. 7 hours-Assessment Practices-Teachers will explore Formative Instruction Practices (FIP) and Instructional Improvement System (IIS) Practices to integrate into the classroom. The district is currently utilizing FIP and piloting IIS. 3 hours-Community Interactions-Teachers will explore and design communication medium and resources to communicate with parents. This training includes online grade book and website design. 7 hours-E-publishing/iBook Authoring-Teachers will learn how to organize content accessed from iTunes University & how to design their own e-published iBooks for access & upload. Teacher will design several units during this class time & upload content.) Barriers: During implementation, we may be met with challenges from traditional, non-technological teaching philosophies. The planning & implementation phase has been constructed to help alleviate these challenges by providing extensive communications, acceptance & adoption. The High School teachers have requested a 1:1 program initiative, our obligation is to provide supports.

Summative evaluation (MM/DD/YYYY): 07/30/2014 and ongoing

* Narrative explanation

Analyze Tech Literacy Pre and Post results for Teachers, Instructional Coaches and Administrators to determine continued professional development topics beyond the regimented TTC. Teachers begin working with the materials they have identified or designed. High School Administration and Instructional Coaches will monitor classroom usage of the laptops. Teachers will take a follow up reflection survey after the first quarter of the 2014-2015 school year focusing on how the laptops were used and how they appeared to contribute to implementing planned integration of problem-based learning, personalized learning, college- and career- readiness, and National Educational Technology Standards with the Common Core Standards. Teachers will provide a quarterly update sharing what is working and what is not working so that the Administration, Instructional Coaches and Technology Department can assist with program adjustments. Instructional Coaches will conduct a digital content gap analysis. Detailed field notes will be taken during observations as to instructional procedures, laptop use, student and teacher attitudes, problems that occurred, and any other relevant matters. These would be teacher-approved observations. Extract density reports from the Wireless Controller, which show network usage. Potential Barriers: Support for the laptops for both hardware and curriculum uses may be a barrier. The Technology Department has implemented Remote Access software throughout the district and will so on the laptops. Remote Access software allows for immediate connectivity to the device to assist the teacher with the problem. Technicians have also been assigned regions, meaning they have building assignments in certain areas of the city. The High School's region has two assigned Technicians. The High School also has two assigned Instructional Coaches to assist with the curriculum support for the teachers and the Professional Development Facilitator will have monthly meetings with the Instructional Coaches to provide them support. Follow up support for the Teachers is critical to the success of the planned integration of problem-based learning, personalized learning, college- and career- readiness, and National Educational Technology Standards with the Common Core Standards. The High School Administration will meet twice monthly during regular staff meetings to discuss what is working and what is not. Instructional Coaches will be tasked with designing contingencies to provide resources to support teachers' particular content area as well as support teachers helping each other solve technical problems and share ideas about lessons. Optimum bandwidth for wireless connectivity may be a barrier. We anticipate overcoming this barrier with the upgrade of the current setup of scattered "hot spots" throughout the building. Currently teachers are "tethered" to their desks with an Ethernet cable connected to their desktop computer. Centralizing a wireless solution will add mobility to their teaching regimen and will assist with providing access to additional shared resources in the classroom. Adding a controller to a wireless environment configures seamless meshed connectivity meaning that a teacher connects once to the wireless network without disruption of service as they roam throughout the classroom or building. Centralized wireless solutions perform "load balancing" meaning the bandwidth is controlled and balanced across all wireless access points.

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

Springfield High School expects a culture change in instructional practices, where teachers will exercise more confidence and be more prepared to access critical learning strategies from online resources. Teachers will have created more engaging differentiated lessons for students to access. High School Administration will have mixed direct instruction, mentoring and coaching, and the sharing of best practices through bi-weekly staff meetings. High School Administration, Instructional Coaches and the Technology Department would maintain the constant push, with clearly stated expectations for the use of technology as a learning tool. Through the successful implementation of this grant, teachers will have developed an expansive "toolbox" of learning initiatives to be modeled in our alternative school, three middle schools, 10 elementary schools and one pre-school.

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.

Rationale - The need for our students to become self-directed learners is becoming more and more necessary with emerging technologies every few months. Social media has shaped communication styles our young people engage in daily. Understanding responsible use for these mediums in large part falls upon the educators in the community - the local schools. Research - There is research supporting 1:1 initiatives and not supporting 1:1 initiatives. The common thread amongst all articles whether in support or not is proper implementation and teacher time with the device, delivering specific training for the devices. The more time a teacher has with the device, the more robust the classroom content was designed and delivered to the student. The impact on student achievement will be realized in the problem-based content developed by the Instructional Coaches and Teachers and its ability to differentiate based on student need. Ultimately, the curricular design will provide utilization of a greater share of resources in the classroom.

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

Yes

No

22. If so, how?

The Transitional Technology Course can be replicated in any school district in Ohio. Materials can be shared in digital format along with a program analysis of the implementation

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

The lasting impact on our urban district is largely realized with giving our students equitable access to educational technology resources just as a prominent suburban district may give its students. Our community has an extremely high poverty rate, nearly 78% and helping our students become self-directed learners through problem-based learning and college- and career- readiness resources will only expand upon much needed 21st Century skills. Further impact may alter student's perceived importance of technology, computer enjoyment, student-teacher and student-student interactions, and motivation toward school and learning.

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.

The specific benchmarks related to further utilization of a greater share of resources in the classroom would be seen in the material teachers create for student interaction. Measurable benchmarks surrounding planning, implementation, training and evaluation will be developed during the planning stage. The following benchmarks will be explored and developed with measurable outcomes for teachers: Exploration of personalized learning environment for every student Focus on improved writing and research skills Access to information and communication Increase communication between students and teachers and improved school-home connection Authentic project-based learning opportunities Increase student engagement Foster communication, collaboration and creativity skills Increase productivity Become self-directed learners Become part of a network of learners Create opportunities for global outreach Focus on student-centered learning

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.

Data will be gathered for the following: Pre- and Post-Technology Literacy Assessment results will be analyzed, citing growth in technology literacy from October 2013 to May 2014. Produce a schedule for teachers to attend training Teachers will develop/author e-published curricular materials during and after the training. This content will be stored on a shared server file. Teachers and Instructional Coaches will evaluate a standard set of open-sourced and paid for software the district currently owns. These resources will be linked on the teacher website. Teachers will provide communication to parents to share college- and career- readiness resources, problem based learning strategies and simplified explanations for the impact of Common Core Standards. These resources will be linked on the teacher website. Teachers will take a follow up reflection survey after the first week of the 2014-2015 school year focusing on how the laptops were used and how they appeared to contribute to or distract from student learning. Teachers will provide a quarterly update sharing what is working and what is not working so that the Administration, Instructional Coaches and Technology Department can assist with program adjustments. Detailed field notes will be taken during observations as to instructional procedures, laptop use, student and teacher attitudes, problems that occurred, and any other relevant matters. These would be teacher-approved observations.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept: Dr. David Estrop Superintendent Springfield City School District October 24, 2013