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Adjusted Allocation: 0.00

Remaining: -1,531,376.32
The goal of the SCSD and GISA is to successfully prepare graduates for the college and/or career of their choice. Based on research and experience, a robust PBL and/or STEM lesson plan to engage in professional development & collaboration with the Columbus Metro STEM School, the Ohio State University, Clark State University, and Wright State University. Through this collaborative development of Problem Based Learning (PBL) with the Global Impact STEM Academy (GISA), the students of Springfield will engage activities that have real-world applications and require problem-solving, critical thinking and transfer of understanding. Through these coordinated approaches, we will seek to develop habits of mind amongst our students that will serve as the foundation for successful matriculation into college and/or a career (Costa, A. and Kallick, B., 2000).

1200 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 (RN/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: starrettdd@spr.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, last Name of contact for secondary applicant: Josh Jennings
Organizational name of secondary applicant: Global Impact Stem Academy, Josh Jennings, Director
Unique Identifier (RN/Fed Tax ID): 01390
Address of secondary applicant: PO Box 1344 Springfield, OH 45501-1344
Phone number of secondary applicant: 937-328-6600
Email address of secondary applicant: jennings@globalimpactacademy.org

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

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).
* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.
* 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.

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.

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

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

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

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

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

11. Describe the innovative project.
12. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Student Achievement: Student engagement, according to Michael Fullan (2011), is evidenced by four indicators: 1) attentiveness, 2) commitment, 3) persistence, and 4) finding meaning. Collaboratively developed PBL opportunities will increase these indicators for student engagement, which will move us forward in our efforts to improve student learning in Springfield (Torp, L. & Sage, S., 2002). As a result of our work with educational stakeholders, including student ambassadors, we will dramatically increase student achievement and growth by strategically and aggressively engaging all 8th-grade students at Schaefer/Hayward/Roosevelt, all 8th grade students in the SHS Preparatory Academy, and all GISA students in real-world PBL opportunities. Students will be guided through STEM-focused, inquiry-based, and individualized learning experiences across a liberal arts curriculum to solve real-world problems. Problem-solving skills will be developed from classroom to classroom between and within the districts via Skills for the Real World. The team, in collaboration with strategic partners, will develop lessons that result in student achievement and growth will be demonstrated through a mastery grading system in all coursework. Mastery projects are designed to showcase student knowledge and attainment of understanding, and must be at a 90% or above to receive credit. Further, students and teachers impacted by Straight A Funds will participate in authentic, real-world experiences with practicing scientists, engineers and technical professionals via technology that is relevant to students. Spending reductions in the five-year forecast will occur through the use of funds to purchase the necessary technology that supports our plan. Sustained professional development from within the district using in-house experts will allow us to reallocate PD funds for other projects. Utilization of a greater share of resources in the classroom: By teaming up traditional school teachers (from SCSD) with STEM school teachers (from GISA), we will create an enriched classroom experience for all students in the Springfield City School District. As an example, we have created an innovative lesson for a Social Studies classroom that can be "Face-Timed" between GISA students and our SCSD students in the 8th grade and the SHS Preparatory Academy students in the traditional classroom. GISA students are working on creating two full-documentary productions (i.e. the Springfield Heritage Center). Each segment will be 5-10 minutes in length and cover specific material assigned to each group. Material is determined by the class based on what it deems important considering the time period and state academic standards. Documentaries will be created through three rounds of class critiques, in which segment groups present their content to the class and are guided toward a seamless final product. Students are using their MacBook Air computers for the research and creation of their documentary segments. Through Garbageheap, they have created period-specific authentic documentaries. The documentary project is multifaceted and multipurpose in nature, in that students are given the opportunity to become more familiar with the lives of those on their MacBook Airs, and have also learned to collaborate in groups of all sizes. The four group roles include Lead Historian, Media Specialist, Movie Engineer, and Lead Segment Producer. Large-group collaboration takes place during the class critique process. Students take on leadership roles by providing detailed feedback to segment groups, and communicating techniques and methods to fuse together six separate documentary segments into one final product. The critique process is an important element for students to learn.

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

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

a. Enter a project budget

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

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

N/A

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

1,531,376.32 * 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, RTI 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 amount of $1,531,376.32 is the cost to equip all 8th grade classrooms (with iPad Carts) in the Springfield City School District, 9th grade classrooms in the Prep Academy of the Springfield HS (with i-Pad Carts) & G STEM Academy with the technology that will support 21st century teaching and learning. According to the STEM Education Coalition our nation must expand the capacity and diversity of the STEM workforce pipeline to prepare more students for the best jobs of the future that will keep the U.S. innovative, secure and competitive. One way this effort can be realized is through the development of PBL opportunities for students in order that they develop robust capacity in the area of problem solving, critical thinking and transfer of understanding. Therefore, it is absolutely vital that the proposed partnership with the Springfield City School District, G1 STEM Academy, Clark State and Wright State with funding from Straight A serve as way to challenge students to courageously confront real world problems that are serious and require technology as a tool. Each school district will receive $22,000.00 Benefits for Tech support; $168,000.00-Stipends for PD $32,000.00 Stipends Benefits for PD $8,750.00 Contracted - Technology services $195,100.00 PD registration, meeting expense, consultant, contracted extended time for GISA staff; $4,500.00 GISA Student transportation to SCSD; $768,812.22 - Technology equipment and software & apps $210,000.00 - Wireless network for MS & HS

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/narrative: 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.

We have outlined a sustainable proposal that has few if any recurring costs. Those costs have been carefully considered and will be accommodated through Springfield City School District or GISA funds. Digital replacements for students, as well as replacement devices and ongoing maintenance costs, will be provided through the general fund of the Springfield City School District and GISA. Professional development has been planned in a manner that will build teacher capacity as teachers become proficient in integrating technology to support PBL to our learners. These staff members will be on hand to train new teachers through modeling and explicit instruction (train the trainer model). We do not expect to need additional monies beyond the ongoing budgeted professional development funding provided by the District and GISA to continue this collaborative effort.

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

0.00 * Specific amount of expected savings (annual cost after project is implemented)

* Narrative explanation/narrative: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The expected savings will be a result of the reallocation of funds that would have been used to support Professional Development in the next several years. Funding for current technology is always part of each year's budget. Reallocation or carrying over these funds would also create savings. We also expect a considerable reduction in textbook purchases.

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.

We believe that the project is self-sustaining because funds will support substantial, ongoing PD and a primary cohort of staff will be "trained" in PBL. Staff in the Springfield City School District middle schools (3), Springfield HS Prep Academy and G1 STEM Academy will continue to provide quality PD throughout the system. The investment can be sustained through shared resources and targeted instructional practices.

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): 01/01/2014-06/30/2014

* Narrative explanation

Our logic model for this project explicitly articulates our plan with specific inputs, outputs, and outcomes-impact, please see uploaded documents). In an effort to dramatically increase the likelihood for our project success, it is absolutely critical that all stakeholders be involved in the initial planning process. Therefore, grant partners, teachers, parents, students and administrators will convene. This will ensure that tenets of the plan will be communicated effectively within the constructs of a two-way symmetrical design. The timeline contained in the implementation phase clearly explains the approach the team will take for the life of the grant and beyond. 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): 01/01/2014-06/30/2015
January: Implementation meeting of district and building leaders: Springfield City Schools Director of Middle School-Hayward Principal-Schaeffer Principal-Roosevelt Principal-Springfield High School Campus Director-HS Prep Academy Principal-Global Impact STEM Academy Director - Technology Director @ Springfield City Schools-Development of assessment criteria for measuring of successful implementation - PBL training/PD with designated Springfield High Middle School instructors - Facilitation with Wright State University and Global Impact / held at Clark State Community College Campus - PBL training/PD with Springfield High School instructors - Facilitation with Wright State University / held at Springfield High The Project Team will meet to conduct a formative evaluation of project in progress via Skype/face-time. Assessment of implementation timeline w/ instructor input will be the focus of this first monthly meeting.
February: Global Impact students and staff to visit each of the following school at various dates and times - Global Impact students will facilitate STEM and PBL related activities to Pre-AP students. Training on new technology by certified apple education consultants and GI staff with Springfield City Staff Monthly team implementation meeting - Assessment of implementation timeline and evaluation of GI visits with Springfield City Schools - PBL team implementation meeting - Assessments of impact of Global Impact to spend time with students and staff, witnessing full implementation of PBL lessons. Participants will be able to engage students and staff, taking with them potential lessons to implement at their school. Monthly team implementation meeting - Assessment of implementation timeline w/ instructor input on Springfield City visits to Global Impact April Students and staff at Springfield City School District will continue to participate with GISA students in implementing PBL. Select staff from both Springfield City Schools and Global Impact will make arrangements to visit schools successfully implementing PBL lessons in a STEM environment. These are all Regional STEM training centers and part of the Ohio STEM Learning Network supported by Battelle. Monthly team implementation meeting-Assessment aspect of school visits and effectiveness of their environment and relevance to this project June: - Instructors from all schools will travel to a certified apple education training to learn about how to most effectively implement this technology to support PBL projects in their schools. This training will assist in the cross-district utilization of resources by allowing students in the Springfield City School District to become part of the lessons and environment at Global Impact and Global Impact City. Instructors in each of the separate schools will spend extended time to train other instructors in their specific buildings. This "train-the-trainer" format was used in the initial teacher training and development of teachers, both in the GI-STEM Academy and GI-Stem Prep. These trainings were led by the PBL tutor and PBL mentor.-Monthly team implementation meeting -Completed upgrade to technology infrastructure and new devices Potential Barriers: During implementation, we may be met with challenges from traditional, non-technological teaching philosophies. The planning and providing implementation phase has been constructed to help alleviate these challenges through providing extensive communications, acceptance and adoption.

Summative evaluation (MM/DD/YYYY): 06/30/2014 and on-going

19. Describe the expected changes to the instructional and/or organizational practices in your institution. This project is expected to do its most significant change efforts to fail to fruition; which is to change culture. We know from organizational change expert Michael Fullan (2005) and Theodore Kowalski (2009) that large-scale modifications of school behaviors, all change starts at the top. By implementing the type of instruction and interactions that we see ourselves from the stage and guide students in the learning process. This will be a significant instructional change effort in many ways for most teachers involved. In the case of Global Impact's methods of instruction; it will be served as an enhancer. This grants us help to student engagement through collaborative efforts, technology use and real-world PBL's. Together, we have established a clear commitment to the development of PBL in order to reach and create more opportunities for district students.

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 forecast or utilization of a greater share of resources in the classroom.

According to Wolfram (2013), it's predicted that 80% of new jobs will require math, science, and engineering. Additionally, 50% of the technical workforce will retire soon, making it more important than ever to increase education in STEM fields. These fields are fast-paced, creative, and challenging. This project will serve as a means for students to engage in these fields and learn about the projects and their impact. The student's goals are to familiarize themselves with the applications of PBL and its potential for the future. The student will conduct open-ended questions that drive students to investigate, do research, or construct their own solutions. For example: How can we reduce our school's carbon footprint? How can we not to protect a special place or species? How do we measure the impact of disasters? Students use technology tools such as professionals do -- to communicate, collaborate, conduct research, analyze, and synthesize. They read, authentically write pieces, blog, and present. PBL's is an authentic model, a project-based learning method, and a student engagement model. A related technology effect stressed by many teachers was enhancement of student self-esteem. The students engaged in small groups to work on projects, which gave ownership and allows for concepts and ideas to materialize and be used in the real world. For example, Global Impact school will host a "technology fair" for students to showcase their projects. The GI team will also work closely with the GI STEM_100 Club team and the GI Science Club to provide training and support.

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

22. If so, how?

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

The Lumina Foundation posts that economic growth will flourish in areas where intellectual capital nears 60% (Merisotis, 2012). According to the Lumina Foundation (2012), nearly 85% of the jobs, by the year 2025, will require post-secondary credentials. The demand for qualified STEM workers will only continue to increase in the future. Employment in non-STEM occupations from 2010 to 2020 (15 percent versus 9.8 percent, relatively) Considering that growth in STEM jobs was three times faster than non-STEM jobs over the past decade, the difference in the number of openings is not surprising. Although this may seem like a contradiction given our current economy, there are many reasons for this rise in STEM opportunities. First, retirements from the "baby boomer" generation are on the rise, pressuring employers to fill replacements for these openings. Secondly, innovations and advancements in STEM fields are growing at an exponential rate. Thirdly, there are not enough new STEM graduates to fill the increasing number of job openings (Data from the Bureau of Labor Statistics). There is a grave need for novel approaches for K-12 education and workforce development. We believe that by equipping our classrooms with 21st century technology and moving into the realms of PBL instructional practices using real-world situations, our students will leave the k-12 environment with a passion for learning and a desire to continue to grow academically. Because they are aggressively engaging problems in our community and in the realms of STEM, they will come to the realization that they have the cognition, power and knowledge to arrive at viable and robust solutions. This is the level of impact we eagerly look forward to bringing to fruition.

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 measurable.

Student achievement is formative i.e., daily, weekly, measure. Mastery projects are designed to showcase student knowledge and attainment of understanding and must be at a 90% or above to receive credit. All students know where they are in terms of mastery, percentage finished...percentage mastered. This is the criteria in the STEM school. We, in the traditional classroom, will need assistance from this "shift in thinking" to translate between the two. The end goal is for students to be continually framed with open-ended questions that drive students to investigate, do research, or construct their own solutions. For example: How can we reduce our school's carbon footprint? How can we protect a special place or species? How do we measure the impact of disasters? Students use technology tools such as professionals do -- to communicate, collaborate, conduct research, analyze, and synthesize. They read, authentically write pieces, blog, and present. PBL's is an authentic model, a project-based learning method, and a student engagement model. A related technology effect stressed by many teachers was enhancement of student self-esteem. The students engaged in small groups to work on projects, which gave ownership and allows for concepts and ideas to materialize and be used in the real world. For example, Global Impact school will host a "technology fair" for students to showcase their projects. The GI team will also work closely with the GI STEM_100 Club team and the GI Science Club to provide training and support.

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 forecast or utilization of a greater share of resources in the classroom.

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

22. If so, how?

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

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 measurable.

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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.

The project success initially will be determined by the team through monthly meetings as indicated in the implementation timeline. Student progress is evaluated in several ways. Mastery projects are designed to showcase student knowledge and attainment of understanding and must be at a 90% or above to receive credit. All students know where they are in terms of mastery, percentage finished...percentage mastered. Because students work in groups, they are often have formative evaluation through the critique process, where, they present their work, receive feedback and then revise, present until they know that this is their best work. This information is kept in an achievement portfolio. Achievement portfolios are routinely discussed in the advisory period with a staff member.

Continued project success will be measured through classroom activity logs, teacher evaluations (tied to PBL teaching and learning practices), and individual student achievement goals, OAA, OGT, ACT scores, and post-secondary choices. Part of our goal in the commitment to PBL is to create an initial cohort and increase the number of PBL classrooms using in-house experts for PD. After the initial funding we will keep track of the increases and the achievement increases in all PBL classrooms.

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