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Adjusted Allocation: 0.00

Remaining: -136,540.01
The first goal of the SEL (Social Emotional Learning) Skills for Life Sustainability Project

Lynne Hurdle and The Inner Resilience Tides Program

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: The SEL (Social Emotional Learning) Skills for Life Sustainability Project

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.

The Warren City Schools in collaboration with the Collaborative for Academic Social Emotional Learning (CASEL), Morningside Center for Teaching Social Responsibility, and The Inner Resilience Program is seeking to enhance and extend The SEL (Social Emotional Learning) Skills for Life Sustainability Project in order to build on an innovative program started in 2010 with the ultimate goal of equipping all students in the district with social emotional skills in order to improve pro social behavior and raise student achievement by improving school climate through the explicit teaching of SEL skills for grades PK-9 for both students and staff. The main objectives of this innovative program are to 1. expand the depth and breadth of SEL program implementation to all include all schools in the District, 2. Create two new elective courses in 8th and 9th grade in SEL and Career/College readiness to address a significant 4-year graduation challenge faced in our High School, and to 3. build internal capacity and local leadership to provide ongoing and embedded SEL professional development and support at the school and district levels including systems for accountability, monitoring, and continuous improvement. Extensive evaluations have shown that social emotional learning enhances academic achievement, helps students develop self-management and self-control, improves relationships at all levels of the school community, reduces conflict among students, improves teachers' classroom management, and helps young people to be healthier and more successful in school and in life.

3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Michael Notar
Organizational name of lead applicant: Warren City Schools
Unique Identifier (RRN/Fed Tax ID):
Address of lead applicant: 105 High Street Warren, Ohio 44481
Phone Number of lead applicant: 330 841-2321
Email Address of lead applicant: michael.notar@neomim.org

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

First Name, last Name of contact for secondary applicant: Tom Roderick
Organizational name of secondary applicant: Morningside Center For Teaching Social Responsibility
Unique Identifier (RRN/Fed Tax ID):
Address of secondary applicant: 475 Riverside Drive Suite 550 New York City, New York 10115
Phone number of secondary applicant: 212-870-3318
Email address of secondary applicant: troderick@morningsidecenter.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 (RRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below. Provide additional information below for: Morningside Center for Teaching Social Responsibility, The Collaborative for Academic Social and Emotional Learning (CASEL), The Inner Resilience Tides Program, and The Warren City Schools.

Linda Lantieri, Senior Program Advisor to CASEL, Collaborative of Academic Social and Emotional Learning and The Inner Resilience Tides Program TIN 40 Exchange Place Suite 1205 New York, New York 10005 212-509-0022 ext. 226

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

* 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 partners.

The team players for the SEL (Social Emotional Learning) Skills for Life Sustainability Project include leadership from the Warren City Schools, the Collaborative for Academic Social, and Emotional Learning (CASEL), Morningside Center for Teaching Social Responsibility, and The Inner Resilience Program. All team members have worked together since 2010 as part of a USDOE grant offering teaching and staff development to 250 teachers, 2,765 students, eight administrators, 15 district administrators, and 150 parents. Jill A. Merolla, Supervisor of Community Outreach and Grant Development of the Warren City Schools will coordinate and implement this effort. Ms. Merolla was the District Coordinator for the original Skills for Life Program (2010) and has sustained the program strategic grant writing. She is responsible for all grant writing and management in the Warren City Schools. Jill is a 27 year veteran educator serving as a classroom teacher, building principal, and currently as Supervisor of Community Outreach. Linda Lantieri, Senior Program Advisor to CASEL was the original Project Lead for the USDOE grant for SEL Skills for Life Program. Ms. Lantieri is a founding board member of CASEL along with 40 years of educational experience in a variety of capacities: teacher, principal, and faculty member of Hunter College in NYC. She is a well-known author, speaker, and expert in social emotional learning, conflict resolution, and crisis intervention. Tom Roderick, Executive Director of the Morningside Center for Teaching Social Responsibility, was the original Program Curriculum Developer and Trainer in SEL Skills for Life. His non-profit organization, the Morningside Center for Teaching Social Responsibility has developed evidence based SEL programs that have helped thousands of teachers, and hundreds of thousands of young people learn skills in communication, anger management, negotiation, mediation, collaboration, and critical thinking. Lynne Hurdle-Price is a NYC based education consultant from the Inner Resilience Program who holds a M.Ed concentrating in Creating Peaceable Schools. She was the lead trainer for the Skills for Life Program and continues to work with the Warren and Youngstown City Schools in expanding and extending Social and Emotional Learning implementation. Bruce Willim of Morningside Center has twenty-five years of experience of conducting SEL training and other educational consulting in K-12 settings. He continues his work with the Warren City Schools as the main consultant working with all grades PK-8 teachers including building administration.

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.

The SEL (Social Emotional Learning) Skills for Life Sustainability Project is an extension of an U.S. DOE grant to implement the SEL Skills for Life Program that began in the spring of 2010 with 30 educators trained and ended in fall of 2012 with over 250 teachers receiving the training. The participation of Warren City Schools in SEL Skills for Life while successful, revealed a pressing need to train more staff and students in the development of social and emotional skills and the need to provide continued support for trained staff. In addition in order for the improvement to build in sustainable ways, there is a need to build local expertise in the district, in the short term in order to make this innovative initiative a regular part of the curriculum framework in the district in the long term. The first goal of the SEL Skills for Life Sustainability Project is to build local expertise in the district, in the short term in order to make this innovative initiative a regular part of the curriculum framework in the district in the long term.
The Sustainability Project is to scale up the program to develop a cadre of teacher leaders who can deliver effective SEL professional development, assist other teachers with the SEL curriculum within the classroom, and develop timely and age appropriate SEL curriculum that can be used in PK-9th grade classrooms. With our partnership with CASEL, Morningside Center, and The Inner Resilience Program, we have been on a five-year plan to train 500 SEL professional trainers who will teach our staff facilitation skills, develop a SEL curriculum for adults/students, and employ this cadre with effective coaching techniques that they can use within the district in a variety of ways. Our second goal is to extend the training for our new staff from PK-7. With our sustained grant writing, the District this year has provided introductory but limited SEL training for our new PK-7th grade teachers. With this new grant we plan to provide an additional 2.5 days of training thus equalizing the level of staff training across all grade levels. In the past three years, our newly trained teachers in grades PK-3 in a train the trainer model which in the future will be done entirely by District staff. Our third goal is to create two new SEL courses for 8th and 9th grade to meet the serious transitional challenges faced by the Warren City Schools and to provide training for appropriate staff to teach this new curriculum.

The creation of these courses will be a combination of a District Design Team consisting of six (6) Middle High School Counselors and four (4) Middle/High School Teachers along with our SEL consultants from CASEL, Morningside Center, and The Inner Resilience Program. In this District Design Team we will evaluate the strengths and weaknesses of current programming, research and visit successful evidence based programs, and in the end create an original SEL/Career/College Ready based program that meet the specific needs of Warren adolescents. In the late spring our consultants and District teaching staff will train staff who will teach this new curriculum. To tie our entire SEL Skills for Life Sustainability Project, our fourth goal is to hold a District wide Spring Gathering of all PK-9th grade trained staff. Within this assembly all stakeholders will affirm the district’s commitment to SEL implementation, the scope and sequence of the project and their important role in preparing our students for success in school and beyond.

12. Describe how it will met 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.

The SEL Skills for Life Sustainability Project meets the goal of the Warren City Schools District Improvement Plan, developed through assistance from the Ohio State Support Team 5 and the Ohio Improvement Process, in assessing the improvement of the District’s ability to create systems, structures, and supports aligned to a positive behavior framework. Skills for Life training and implementation in the past three years has created a framework of expected adult and student behavior in grades PK-6th and its curriculum has become a positive force to enhance teacher-student relationships and to each appropriate social skills in order for students to become engaged in learning and reduce peer conflict and thus enhancing student achievement. By scaling up the program to reach more Warren students in the 8th-9th grades, we are extending our capacity to impact more students socially, emotionally and academically, by lengthening that protective safety net created in the lower grades making them more ready to pursue a career or college when they leave our doors. On the financial side through this innovative programming, we are predicting over time to impact the cost of 9th grade retention and remediation which currently is costing the District close to one million dollars a year. This impact on the future four year graduation rate may take a little more time to be revealed, but is our ultimate goal and a definite piece to our Warren City Schools District Plan.

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

136,540.01 * 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, RTT money, local funding, foundation support, etc.), and provide details on the costs of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

**Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) of the project in the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) that are off this project, please explain why.

14. What is the percentage of new requiring of the innovative project that 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 is zero).

15. What are the year(s) that may result from the implementation of the innovative project?


**Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) of the project in the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) that are off this project, please explain why.

16. Are there any project costs that may result from the implementation of the innovative project that will continue once the grant has expired? If there are no new/recurring costs, please explain why.

25,000.00 * Specific amount of expected savings (annual)

**Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) of the project in the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) that are off this project, please explain why.

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.

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**

**Narrative explanation**

On receiving notification our grant funding on December 17, 2013 Warren City Schools will immediately notify all partners, CASEL, Morningside Center for Teaching Social Responsibility and The Inner Resilience Program to create a plan that is doable for the short time period. We have signed up for training, and weather could be barriers for implementation. District training could be rescheduled and fortunately several of our consultants will be in Warren for another District professional development. Perhaps we will be able to add days to those dates to lower travel costs.

The Morningside Center for Teaching Social Responsibility and The Inner Resilience Program will deliver Part 2 of the Skills for Life Training for newly hired PK-5 and 6th grade Social Studies Teachers and will visit their classrooms for curricular support. There will be two trainers and it will be conducted on a Thursday and Friday evening and a full day on Saturday with full coaching visits on Wednesday, Thursday, and Friday. Starting in February facilitation training and technical support to fifteen (15) staff members by CASEL consultant who will be delivering future SEL professional development and currently delivering 1/2 SEL Friday sessions in their individual classrooms will be scheduled for a two day workshop to develop facilitation skills for professional development delivery and creating content for a District manual to be used for our weekly SEL Fridays. This work will be followed up by a working group advised by Jill Merolla and a CASEL consultant to de sift and continue to document these sessions so they can be finalized in a manual. There will be further technical assistance by CASEL consultant who will coach and assist through bi-weekly phone calls. In March (4 days) and in April (4 days) a working team of ten (10) Warren school staff will meet to select, design, and create a 8th and 9th grade SEL intervention program for this transitional year to be delivered to students at the middle/high school in September 2014. These meetings will involve assistance from a CASEL consultant to assist the group in critiquing and exploring SEL middle and high school curricula and possibly visiting or asking SEL providers to visit Warren to give presentations. During the final months of the 2013-2014 school year delivery of Part 1 of 2 SEL for Life including the new 8th-9th grade newly created curriculum for 7th, 8th, and 9th grade selected teachers (total of 12 teachers). The training will be done on two separate visits with two consultants on a Thursday and Friday evening, and a full day Saturday design. The year end SEL culmination will be held in late May at a District site with formal invitations to all school and community leaders including The Inner Resilience Program to create a plan that is doable for the short time period. We have worked together for 3.5 years and have met the challenge of time before. Of course, the most important evaluation will be done years after the grant program has been implemented.

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

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

The changes expected from The SEL Skills for Life Sustainability Project are incremental and will connect with the gains from the original grant in 2010. During the first three year of the original SEL initiative our suspension rates fell by 20% in those grades that were implementing Skills for Life. We anticipate a similar results as we extend up into the higher grades since our students will have more exposure to the curriculum and skills, while the SEL curriculum will require the training to reinforce the work. With our work in the 8th and 9th grades Warren City Schools intends to replace an elective with the 8th grade SEL/Career and College Readiness Course. Current staff will take over the new elective not requiring the expense of hiring new staff. At the high school a change in the Master Schedule for staff will open up time periods for the new grade course. This change will in fact take current teachers out of administrative assignments and into courses with students thus adding more staff into classrooms. Also with increased staff strength we will be able to replicate our current plan that is doable for the short time period.

20. Describe the rationale, research or past support that informs the innovational 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 institution.

The SEL Skills for Life Sustainability Project is based on the past and current success of Social Emotional Programming in the Warren City Schools. WCS began their commitment to SEL for their students in 2010 with a U.S. DOE grant that funded two years of teacher/leadership/family training. Because the District within four months noticed a significant difference in the social behavior of the students of staff trained, the District engaged other Districts and community leaders to begin the process of replicating programs with the following goals: to reduce disciplinary problems, to increase anti-bullying and social awareness, and to prevent substance abuse. A survey of 4200 students indicated that 49% of students were being bullied and 18% feared it would happen to them.

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

Yes  No

22. If so, how?

The SEL Skills for Life Sustainability Project is its entirely would be difficult to replicate since the Warren City Schools had a head start on training and materials. There are parts of the grant that can be very replicated especially the part of building facilitation and knowledge skills to District SEL staff so built in training can provide professional development to staff. Our goal with this grant was to extend the reach of an ongoing successful program thus maximizing funds already expended during the past three years.

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

The SEL Skills for Life Sustainability Project will provide substantial value and impact the District by advancing the work of an ongoing successful SEL initiative, expanding its scope to reach more staff and at-risk students and at the same time building leadership capacity in staff to continue the work after funding has ceased. This development of staff capacity and their involvement in the creation of SEL weekly adult curriculum and 8th and 9th grade courses will especially support a foundation of continuity. While the Warren City Schools has found funding for continued consultant based SEL training, it is 8th grade staff development and coordination, and the District will continue to provide coordination for stature and Supt. Districts is negative and socially aware. District's students are building skills in positive self-awareness, school connectedness, and resilience to social stressors. These skills are associated with academic achievement, psychosocial functioning, and increased likelihood of positive life outcomes for young people's academic success, health, well-being, and prevention of a variety of problems such as alcohol and drug use, violence, truancy, and bullying. The SEL is associated with significant improvements in students' academic performance and attitudes toward school. A landmark review (Greenberg 2009) found that students who receive SEL instruction had more positive attitudes about schools and improved an average of 11 percent points on standardized achievement tests compared to students who did not receive such instruction.

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 measured.

- In years 5 The SEL Skills for Life Sustainability Project will achieve the following benchmarks: 1. District will provide on-going yearly SEL-focused professional development for 100% of teachers and school leaders. 2. 100% of New Staff will receive introductory training as part of District new teacher induction. 3. 100% of Staff needing coaching (as per Teacher Improvement Plan Data) on approaches to reduce discipline referrals and to implement SEL programming. Staff will receive training on using Social-Emotional Learning program materials prior to implementing SEL PK-5. Student suspension rates will decrease by 20% District wide 6. Retention in 9th grade will be reduced by 15%. (Presently (2013) 9th grade retention is at 25% of the total population) because of improved practices made by PK-5 SEL courses and 8th and 9th grade transitions courses. 7. Most importantly, with reduced suspensions, less retentions, and more comprehensive SEL course work the District anticipates higher achievement of students with a value added score of “Net” or “Above”. The SEL Skills for Life Sustainability Project will create a benchmark instrument that will measure the following goals on a yearly basis and will be collected by Jill Merolla, supervisor of Community Outreach and District SEL Director and the WCS Teaching and Learning Department. SEL Coaching documentation will be collected on a monthly basis as done similarly with literacy and math staff intervention. Monitoring of implementation of SEL programming will continue as it is already part of our District program monitoring protocol. Yearly collection and examination of suspension, retention, and academic achievement scores will continue and will take on a more focused approach with this grant.

*"Net" and "Above" mean that the program is demonstrating positive results above and beyond the number of students titling negative behaviors"
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 SEL Skills for Life Sustainability Project plans to use a mixed measures approach to measure the fidelity of implementation, the perceived effectiveness of programming from stakeholders (teachers and students), and the actual data collection of the benchmarks listed above. The data gathered will provide descriptive information that will facilitate continuous quality improvement over the next couple of years and will create a foundation for further investigations of the program's expected long-term outcomes. This evaluation will be guided by the following objectives: SHORT TERM: 1. 95% of PK-7 staff will partake in Part 2 of Skills for Life Introductory Training. 2. Fifteen (15) Teacher Leaders will be trained to do current SEL Friday training and 100% assist in facilitation in new teacher training January-June 2014. 3. 85% of targeted teachers for New SEL 8th-9th grade course will participate in 4 training dates. 4. Ten staff members and CASEL consultant will research and design a new 8 week SEL course for 8th-9th grade at-risk students. 5. Twenty five percent (25%) of District eligible PK-9 staff (100 teachers) will attend an end of the year convening of school staff involved in Skills for Life. All of these evaluative data will be measured by collection of training sign in sheets and the creation of the 8th-9th grade SEL Course. LONG TERM OBJECTIVES: 1. 8th and 9th grade Course will be implemented by trained staff by the Fall 2014. (as measured by the course being added to High School course guide) 2. Suspension data will show a decrease of 4% by the end of the 2014-2015 school year in grades PK-9 and decreases by 20% by year 5. (as measured by suspension data) 3. New teachers will receive introductory SEL training and all PK-9 teachers will receive ongoing training in SEL by District trained staff. (sign in sheets of training collected through Teaching and Learning Department) 3. District has established a formal assessment process to assess students’ SEL skill development (measured by the actual creation of assessment instrument on the report card). The District goal is to implement the plan as written and achieve the stated goals. To insure fidelity to the plan the Warren City Schools along with its partners, CASEL, Morningside Center, and the Inner Resilience Program, will conference bi-monthly to update on progress or lack of and develop a strategy to mitigate. With the ongoing objectives that may take years to measure, the plan will be part of the monthly meetings of our District Leadership Team and our weekly meetings of our District Support Team which may include evaluation of the fidelity SEL program implementation and the quality of SEL professional development and coaching.

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.

Jill Merolla, Supervisor of Community Outreach and Grant Development Warren City Schools October 18, 2013