

Budget

Westfall Local (049106) - Pickaway County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (227)

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		150,000.00	35,200.00	230,000.00	480,000.00	285,000.00	0.00	1,180,200.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	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		150,000.00	35,200.00	230,000.00	480,000.00	285,000.00	0.00	1,180,200.00
Adjusted Allocation								0.00
Remaining								-1,180,200.00

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: Pickaway Collaborative Entrepreneurial Leadership 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.

This project targets under served and challenging populations (i.e. gifted, special needs, and/or economically disadvantaged) for academic growth and college/career readiness through the development of entrepreneurial leadership skills. By building partnerships through public and private entities, we are able to bring more business technology and resources to the classroom. These school-based businesses, developed at the district level, would become part of the Pickaway Progress Partnership (P3) network in Pickaway County and the business innovation incubator project at Ohio Christian University.

100 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Cara S. Riddel

Organizational name of lead applicant: Westfall Local Schools

Unique Identifier (IRN/Fed Tax ID): 049106

Address of lead applicant: 19463 Pherson Pike, Williamsport, Ohio 43164

Phone Number of lead applicant: 740-986-8800

Email Address of lead applicant: criddel@westfallschools.com

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

First Name, last Name of contact for secondary applicant: Jeff Sheets

Organizational name of secondary applicant: Teays Valley Local Schools

Unique Identifier (IRN/Fed Tax ID): 049098

Address of secondary applicant: 385 Viking Way, Ashville, Ohio 43103

Phone number of secondary applicant: 740-983-5000

Email address of secondary applicant: jsheets@tvstd.us

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.

Ty Ankom, Pickaway County ESC, IRN 049072, 2050 Stoneridge Drive, Circleville, Ohio 43113, 740-474-7529, ty.ankrom@pickawayesc.org Dennis Franks, Pickaway-Ross CTC, IRN 051433, 895 Crouse Chapel Road, Chillicothe, Ohio 45601-9010, 740-642-1200, dennis.franks@pickawayross.com Hank Kelly, Ohio Christian University, IRN 113761, 1476 Lancaster Pike, P.O. Box 458, Circleville, Ohio 43113-0458, 740-474-8896, hkelly@ohiochristian.edu Ryan Scribner, Pickaway Progress Partnership (P3), 114 W. Franklin Street, P.O. Box 506, Circleville, Ohio 43113, 740-420-6498, rscribner@pickawayprogress.com Christy Mills, Pickaway H.E.L.P.S., [REDACTED], 2050 Stoneridge Drive, Circleville, Ohio 43113, 740-474-5383, highered@pickaway.org

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

* Letters of support are for districts in academic or fiscal distress only. If school 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 Pickaway Collaborative Entrepreneurial Leadership Program has developed an organizational team comprised of Cara Riddel (Westfall Superintendent), Jeff Sheets (Teays Valley Superintendent), Ty Ankom (Pickaway County Educational Service Center Superintendent), Dennis Franks (Pickaway-Ross Career Technology Center Superintendent), Ryan Scribner (Pickaway Progress Partnership Economic Development Director), Hank Kelly (Ohio Christian University Provost), and Christy Mills (Pickaway H.E.L.P.S. Executive Director). This team will be responsible for authorizing the proper implementation of the grant and will serve to study the effectiveness of the program. Leadership Teams have also been developed within each high school. The Leadership Team for the Fresh Foods Corridor Project at Westfall High School will be led by Principal Billy Dennis and implemented by team members Rachel Scior (Pickaway-Ross CTC Agriculture Teacher), Patricia Kranz (Westfall Business Teacher), and Christopher Norris (Westfall Information Technology Teacher). This group will collaborate with Ohio Christian University on the development of the Summer Institute and then implement entrepreneurial strategies throughout the course of the school year. The Leadership Team for the Teays Valley Managed Print Service Business Academy will be led by Communications Director Julie Delisio, Principal John Keel, and will include various members of the special education staff.

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 Pickaway County schools are in a unique position. Locally, there has been a great deal of collaboration among public and private entities toward the economic development of this highly agricultural area. First, our community benefits from an economic development group called Pickaway Progress Partnership (P3). This group works to deliver a seamless network of economic development services and value-added programs to existing businesses, local government, and prospective companies throughout Pickaway County. Second, the Ohio Christian University is one of the largest PSEO providers in the state of Ohio and was recently awarded a \$2.5 million competitive grant to develop a business incubator. This project enables the two participating high schools to partner in this innovative project by developing a high school level entrepreneurial leadership project. Westfall Local Schools and Teays Valley Local Schools, with support from the Pickaway County Educational Service Center, seek to implement a high school level entrepreneurial leadership program. This is based on a similar curriculum currently being implemented in the Dublin and Hilliard City School Districts. These districts have partnered with Tolles Career and Technical Center to develop student-driven business academies. The Pickaway Collaborative Entrepreneurial Leadership Program would expand upon this successful model. a) The Westfall Entrepreneurial Leadership Project would reinvent the business and technology departments by focusing on the Fresh Foods Corridor project in Pickaway County. Westfall High School would move away from traditional keyboarding classes toward business management and information technology. With the professional guidance of a dietician from Berger Health Systems, students would develop and prepare healthy food products (cookies, soups, snacks) that would then be utilized as part of the Westfall Food Service. During the summer institute, participating students would engage in a work-study program and would be encouraged to initiate their own agribusiness. b) Teays Valley Entrepreneurial Leadership Project would focus on the Managed Print Services business academy serving local schools and small businesses. With the guidance of a business partner, Document Solutions, students would provide printing services to the members of Pickaway Progress

Partnership (P3) at a reduced price. These business academies would serve the purpose of engaging students in rigorous and relevant work while developing entrepreneurial leadership, creativity, and innovation. If awarded, this grant would also help fund participation in a summer internship program in which students can earn high school and/or college credit for participation in the work-study program. Participants would engage in real-world activities in the four primary components of the program: a) Sales, b) Marketing, c) Operations, and d) Production. Our partners at Ohio Christian University and Pickaway-Ross CTC would provide the instructional support for the summer programming opportunity by developing the courses and administering the assessments. Courses would include a Business Planning Seminar, Speech Seminar, Introduction to QuickBooks, a Personal Finance Course, and book studies in related areas of entrepreneurial development and innovation. Pickaway-Ross has committed to assistance with testing for college and career readiness. Pickaway H.E.L.P.S., a local non-profit that targets Higher Education Learning Partners for Students, will provide the coordination services between the two schools.

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.
1) The Pickaway Collaborative Entrepreneurial Leadership Project proposes to increase student achievement by engaging students throughout the summer and into the school year through entrepreneurial work-study. By keeping students engaged in learning all summer, students maintain previously acquired skills and reinforce skills in areas where additional support is needed. 2) Partners such as Pickaway-Ross Career and Technology Center, and Ohio Christian University would support the project through resources such as the administration of measures of college and career readiness (i.e. PLAN, PSAT, ACT, Work Keys, and/or Compass). 3) The success of the programs will be measured by an increase in the levels of Hope and Engagement as measured by the Student Experience Survey (Gallup). It is interesting to note that, according to research by the Global Entrepreneurship Monitor (GEM), that young entrepreneurs in all regions of the world perceive themselves, on average, to be more innovative than adults with respect to the extent to which their product or service is new to some or all customers and where few or no other businesses offer the same product. 4) The success of the program will also be measured by the development and implementation of the student-driven business academies that serves as a viable partner in local economic development. We would expect these business academies to be self-sustaining and add financial value to their schools as well as the P3 Partnership by bringing in more than they dip out of the pot. 5) This program also has the added benefit to provide sheltered work-study for students with special needs. Students from Westfall and Teays Valley would be permitted to work in either business academy, upon approval of the superintendents.

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, Applying as Consortia

14. What is the total cost for implementing the innovative project?
1,180,200.00 * 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.)
This budget represents the instruction, purchased services, materials and capital outlay necessary to start student-driven business academies at two Pickaway County high schools (Teays Valley High School and Westfall High School) in collaboration with the Business Incubator at Ohio Christian University. Pickaway County has been awarded a \$2.5 million grant from the US Department of Economic Development. We believe that this larger grant offers a benefit to Ohio Christian University to develop courses for adolescent to young adult learners in the area of entrepreneurship as well as agribusiness. There are two major components. The first is the six week summer institute which will be held on the Ohio Christian University instructors so we envision the greater portion of the instructional salaries, purchased services, supplies, curricular materials, and software to be encumbered for this purpose. The second portion of the program is the student-driven business academies which will also require supplies, software, curricular materials, but will also require capital outlay such as computers and equipment related to the individual businesses. Teays Valley Local Schools - Wages (3.01): Includes a portion of the wages for the Communication Director and a portion of the salary for two special education staff members; also includes the wages for student workers assisting in the start up of the TV Managed Print Services Business (\$115,000) -Fringe Benefits (3.02): Includes the related benefits for the current employees and student workers (\$29,600) -Purchased Services (3.03): Includes the cost of an external evaluator from the Pickaway Count Educational Service Center, testing service/guidance and implementation from the Pickaway-Ross CTC; consultant from Document Solutions to be on-site for support and training during start up phase, facilities and/electrical upgrades to support additional electronic equipment such as computers and copying machines. (\$115,000) -Materials (3.04): Includes instructional and business supplies, software, curricular materials, furniture (\$265,000) -Capital Outlay (3.05): Includes the purchase of print service equipment as well as a combination of laptop, desktop, and/or iPad computer devices. (\$175,000) Westfall Wages (3.01): Includes the salaries for student workers (\$35,000) Fringe Benefits (3.02): Includes the benefits for student workers (\$5,600) Purchased Services (3.03): Includes the cost of an external evaluator from the Pickaway Count Educational Service Center, testing service/guidance and implementation from the Pickaway-Ross CTC; food service certification; consultant from Berger Health Systems, facilities and/electrical upgrades to support additional electronic equipment such as computers and food service machinery (\$115,000) Materials (3.04): Includes instructional and business supplies, software, curricular materials, furniture (\$215,000) Capital Outlay (3.05): Includes the purchase of food service equipment as well as a combination of laptop, desktop, and/or iPad computer devices. (\$110,000)

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.
100,000.00 * 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.
We anticipate that supplies will be a recurring cost and so we have budgeted \$50,000 for the student-driven businesses at each site. If the Summer Institute on the Ohio Christian University is beneficial to the participants, then we will direct some of our profits from the businesses to the continuation of the Summer Institute. Data from the external evaluator will assist us in making this decision. At this time, we are not assuming that it will be a recurring expense, however, it is our hope that we would continue to fund a summer experience at the Business Incubator at Ohio Christian University.

16. Are there expected savings that may result from the implementation of the innovative project?
105,134.00 * 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.)
We expect to save in two ways: 1) Both Westfall and Teays Valley intend to utilize the Teays Valley Managed Print Service Business Academy to reduce purchased services in the area of printing and copying. This student-driven business would also be available to all members of the Pickaway Progress Partnership as well as local schools. This would save in the area of purchased service. We are hoping to realize a savings of approximately 2% on purchased services. (Westfall saves \$35,295) (Teays Valley saves \$69,839) 2) The Food Service Business Academy intends to provide healthy food choices for local schools and nursing homes. These products would be packaged for easy mass production for facilities with "warming kitchens". For Westfall, the savings would be found in the food services budget rather than the general operating budget.

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.
As outlined in the Assumption Notes, we anticipate the reduction of aides by employing student workers at both high schools. In addition, we anticipate a reduction of 5% to the purchased services budget by providing shared managed print services. The Pickaway Collaborative Entrepreneurial Leadership project is unique in that we are anticipating the creation of a revenue stream from these businesses as they become self-sustaining and begin marketing outside of the school setting. This vision has been realized in other business academies in the central Ohio area. For example, the Dublin Business Academy housed at Dublin Jerome High School currently runs a student-driven business academy where screen printing is the business. During the month of September 2012, this business had a net profit of approximately \$6,000. During the month of September 2013, they had grown their revenue stream and had a net profit of approximately \$25,000 for the same month, one year later. We believe that we have an opportunity to develop businesses that support and enhance the economic development of the area while providing a benefit to the students enrolled in our programs. If we follow the model used by the Future Farmers of America program, we also have the opportunity to create a profit sharing (60/40) model in the second year of the program. We intend to test this idea during the Pickaway County Farmers Market during the summer of 2014. We believe that students will engage at a higher level when they participate in profit sharing.

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): 01/06/2014 to 05/23/2014
* Narrative explanation
The planning stage will be coordinated through the services of the Pickaway County ESC. Courses must be approved by the respective boards for inclusion in the course catalogs. Leadership

Teams will meet monthly to communicate regarding material selection, Summer Entrepreneurial Leadership Institute, student recruitment and selection. Progress reports will be exchanged and next steps will be outlined at these monthly meetings to ensure that all partners are fully informed. The school year ends prior to Memorial Day so it will be important to maintain focus in completing this organizational phase before the window closes for encumbering funds. We will also need this time to develop new and expand upon existing partnerships among those entities who are a part of the Pickaway Progress Partnership (P3).

Implement (MM/DD/YYYY): 06/23/2014 to 07/31/2014

* Narrative explanation

The implementation phase begins with the six-week Summer Entrepreneurial Leadership Institute on the campus of the Ohio Christian University. We have set the first week to follow the Pickaway County Fair which is scheduled for the third week in June as a number of students participate in FFA and 4-H projects in this highly agricultural area in Ohio. We anticipate that the Pickaway County Farmers Market, held on Saturday mornings will be a sales outlet for the summer businesses. We will use this Summer Entrepreneurial Leadership Institute as a work study opportunity for student participants. Fall sports begin on August 1st so we have scheduled the summer program to end on July 31st in order to include student athletes as possible participants. The school year for the Teays Valley and Westfall will begin during the third week in August. Students will then have the choice of a PSEO or a business block option that would be scheduled for each semester.

Summative evaluation (MM/DD/YYYY): 07/31/2014 to 06/30/2015

* Narrative explanation

Formative assessments will be conducted throughout the summer and school year programs. This information will be submitted for summative evaluations by consultants from the Pickaway County ESC. The Pickaway County ESC consultants would then provide each school with an Executive Summary of the program. It is important to note that at this point we expect to have developed at least one viable business within each of the two high schools. The Pickaway Collaborative Entrepreneurship Project has the potential to not only enhance student learning opportunities, but also utilize student driven businesses to the benefit of the school.

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

It is our intention to build on the existing models and programs, but allow flexibility to make instructional and organizational decisions at the district level. For example, Teays Valley High School has an existing instructional program that includes senior projects. Westfall intends to replicate that program so this would be a change for Westfall, but not necessarily for Teays Valley. Westfall intends to create a business block of three hours for students participating in the Fresh Foods Corridor Project that replicates the model used in the Dublin Business Academy. This is an example of how we might see organizational changes in one district, but not in both districts. We also anticipate the opportunity for students from Westfall High School to participate in the Managed Print Service Business Academy at Teays Valley. In exchange, students from Teays Valley will be permitted to participate in the Food Service and Commercial Kitchen opportunities at Westfall High 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.

The Pickaway Collaborative Entrepreneurial Leadership Project targets increases in student achievement and utilizes a greater share of the local resources for the classroom. Through local partnerships, we are able to provide a highly individualized project-based learning experience. Research on project-based learning tells us that when teachers create interactive and engaging classroom environments typical of inquiry-based learning, students are more successful over the long term (Darling-Hammond, 1996; Zimmerman, 2002). The research of Barron and Darling-Hammond recommends providing students with several opportunities to review and revise their project work. The business incubator is the optimal learning environment to initiate the implementation of this project by providing real world experiences and continued opportunities for review and revision. The Pickaway County Farmers Market offers the opportunity to pilot test ideas at a relatively low risk. For example, if a student group produces a dog biscuit or a healthy cookie, the group could then do market research on the product on Saturday morning. They could then, in turn, use that research to improve their product in order to increase sales. These business practices are transferable to a wide range of innovation in the production of goods and services. The Pickaway Collaborative Entrepreneurial Leadership Project also provides for the creation of business academies that not only will be sustainable, but would be a profitable enterprise for the participating schools. Each school would provide goods and services to be shared between the two entities by lowering costs. In addition, the schools are also marketing goods and services for local businesses as a part of the Pickaway Progress Partnership (P3). A recent visit by several of the organizational leadership team to the Dublin Business Academy revealed that the screen printing business on the Dublin Jerome Campus has become a self-sustaining and profitable business. It is also important to note that both Teays Valley High School and Westfall High School have successful Future Farmers of America programs that serve as a model for profit sharing opportunities. Between these two models, we believe that we can strike a balance that benefits the schools as well as the young entrepreneurs participating in the project.

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

Yes No

22. If so, how?

The establishment of a business academy has already been tested in Dublin and Hilliard. The unique of the Pickaway Collaborative Entrepreneurial Leadership Project aspect is that it is capitalizing on our Pickaway Progress Partnership (P3) and the Innovation Incubator located at Ohio Christian University. The business academy model is attractive as a way of expanding student instructional opportunities and updating business programs to include real-world experiences. Just as our schools have looked at Dublin and Hilliard for models of practice, we looked to our own communities to anticipate the needs for goods and services in helping us to select businesses for our business academies.

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

The Pickaway Collaborative Entrepreneurial Leadership Project provides substantial value by using a project-based learning model to increase student achievement by engaging student through an entrepreneurial work-study. By keeping students engaged in learning all summer, we maintain previously acquired skills and reinforce skills in areas where students need additional support. The Pickaway Collaborative Entrepreneurial Leadership Project provides substantial value by increasing levels of Hope as measured by the Student Experience Survey (Gallup). It should be noted that Hope scores are more robust predictors of college success than are high school GPA, SAT, and ACT scores (Longitudinal Academic Research). In addition, we believe that the Pickaway Collaborative Entrepreneurial Leadership Project adds substantial value to the community by developing, implementing, and sustaining a student-driven business academy that serves as a viable partner in local economic development. We would expect that to be sustainable and that this group is adding financial value to their schools as well as the P3 Partnership.

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.

Each school will benchmark student achievement for students in the following subgroups: 1) Gifted 2) Economically Disadvantaged 3) Special Needs

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.

We are specifically benchmarking student achievement for students identified as gifted and students identified with special needs. Based on the current data from the 2012-2013 school year, Teays Valley would have scored an "F" on the new district report card while Westfall would have had a score of "D" for the subgroup for gifted students. For students with special needs, Teays Valley would have scored a "C" on the new district report card while Westfall would have scored an "F". The value-added growth measures for these subgroups are targeted for increase. The latest value-added gain scores for Teays Valley is .7145 and the latest value-added gain score for Westfall is -.1173. These are clear areas for improvement. The second benchmark area is the Prepared for Success portion of the report card that measures six areas. These measures include college admission tests, dual enrollment credit, industry credentials, honors diplomas awarded, advanced placement, and international baccalaureate. It is important to note that we will not be using the international baccalaureate as a measure for college and career readiness as it would increase expenditures rather than reduce expenditures. Each school will analyze five of the six measures over the course of five year.

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.