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Adjusted Allocation: 0.00
Remaining: -150,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Increasing Student Achievement Through Greater Access to Resources

2. Project Tweet: Please limit your responses to 140 characters.
Through the Straight A Grant, Western School District will provide greater access to computers to elementary and middle school students.

3. Estimate of total students at each grade level to be directly impacted each year.

This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

If the project is replicated in other grade levels or the scope of the project extends to include the 7th-12th grades, then the number of students impacted by this project will be doubled.

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

| First and last name of contact for lead applicant | Erin Mustard |
| Organizational name of lead applicant            | Western Local School District |
| Address of lead applicant                        | 7959 State Route 124 Latham, Ohio 45646 |
| Phone Number of lead applicant                  | 740-493-3113 |
| Email Address of lead applicant                 | emustard@westernlocalschools.com |

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

- [ ] Yes
- [ ] No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- [ ] Yes
- [ ] No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Western Primary and Western Elementary have just one computer lab per building. The amount of computers available is insufficient to meet the demand for current testing requirements, let alone the instructional benefit that could be available. In addition, the computers are outdated and lack the necessary memory and accessibility required to run the diagnostic, instructional, and assessment software. Both buildings are in desperate need of computer upgrades, and the addition of enough computers to furnish a second lab for each building.

b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Through the Straight A Grant, Western will purchase 100 new computers. This would provide 50 new computers for each building (replacing 25 outdated and adding 25 additional). This would allow us to meet the state demands for computer based assessments, as well as the means to provide computer-based instruction and the use of technology to support and measure learning. The district will use i-Ready diagnostic and Instructional Programs, ALEKS Math Programs, and Study Island Online Benchmarking to track every student's growth in Reading and Math.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to
demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc.), or how these are well-supported by the literature.

Western will invest in computer-based programs that support the diagnostic, instructional, intervention, and assessment systems in place, i-Ready, ALEKS Math, and Study Island, used in conjunction, have proven to be effective in identifying, providing practice, measuring, and recording student growth. We have seen measurable improvements with this approach, but lack the technology necessary to replicate it for all students effectively. Each of these programs provide the Scientific-Based Research that supports their implementation. i-Ready was informed by best practices in assessment development, including ongoing item development, calibration, and testing supported by a large, diverse sample population. It has successfully predicted individual student proficiency on the Common Core State Standards (CCSS). - Developed and reviewed by well-known experts in Educational Measurement, Computer Adaptive Testing, Mathematics, English Language Arts and the Common Core - Adheres to the Standards of Psychological and Educational Testing (AERA, 1999) and was independently audited for adherence to the Standards by researchers from the University of Massachusetts at Amherst - Extensive stand-alone and embedded field testing with over 2 million students - Approved by high profile review committees for New York, Ohio, Virginia, Chicago, Dallas, and many more - Strong test metrics: Low SEMs; good item discrimination among students of different abilities - Linked to National Measures recognized by Common Core: Lexiles measures, Quantile measures - Strongly correlated to Common Core assessments based on third-party research from the Educational Research Institute of America (ERIA) ALEKS is the practical realization of Knowledge Space Theory. The outcome of an ALEKS assessment consists in (i) the precise and comprehensive delineation of an individual's competence in a subject in the form of his or her knowledge state describing all the types of problems mastered by that individual, and (ii) a comprehensive list of the topics the individual is ready to learn (referred to in Knowledge Space Theory as the outer fringe of that individual's knowledge state). The design of Study Island builds on the following critical instructional elements evidenced in the literature: - content that is developed from specific state standards - diagnostic, formative, and summative results - assessment feedback loops - ongoing and distributed skill practice - motivational components - a variety of instructional formats - dynamic and generative content - online learning - parental involvement

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Each Grade Level (K-6) will show more than one year's cumulative growth in Reading and Math scores annually (September - May) as measured by achievement/growth reports in i-Ready, Study Island, and/or ALEKS math.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Fall, Winter and Spring Benchmarks will be reported to the District Leadership Team and Implementation Team at the corresponding time, annually.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The DLT and IT will review and analyze the progress reports and make necessary adjustments to the implementation, instruction, and intervention as determined necessary based upon the program guidelines and educational research. The purpose of the review is to ensure program fidelity and the ultimate success of the project. All of the reports and any changes in implementation will be documented and reported, so that we will amass a complete history of programming success and shortcoming to be shared with other educational providers and researchers.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.
iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
   Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
   Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
   Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
   These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.
   Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
   Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
   These should be measurable changes, not the accomplishment of tasks.
   Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
   Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

11. Financial Information: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)
   **Enter Budget**

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)
   **Upload Documents**

   The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

   150,000.00

12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
   Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

   The budget includes funds for 100 computers along with a 5 year license for computer-based programs i-Ready, ALEKS Math, and Study Island. This would allow us to meet the state demands for computer based assessments, as well as the means to provide computer-based instruction and the use of technology to support and measure learning for the next 5 years.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

   0.00 a. Sustainability Year 1
   0.00 b. Sustainability Year 2
   0.00 c. Sustainability Year 3
   0.00 d. Sustainability Year 4
   0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
   Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

   By purchasing the 5 year license for the computer based programs, this grant will provide a lasting benefit of instructional technology with no additional costs for the next five years. The district will maintain the annual license agreements for Study Island, i-Ready, and ALEKS math after the 5 year subscription expires. The estimated annual cost of these services is $35,000.00 per year. We will operate the programs through existing computer-based intervention times allocated in the students' daily/weekly schedules, so that no additional salaries or benefits are required.

   100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

   Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
   Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

   The cost savings will be derived from monies saved by purchasing the 5 year licenses for Study Island, i-Ready, and ALEKS math at a substantial discounted rate (approximate cost savings of $25,000.00). Also the one-time cost of the computer purchases in bulk (100) will also
provide a cost-saving if purchased separately (approximately $5000.00 in cost savings). This is a combined cost savings of $30,000.00 ($150,000.00 Grant Amount - $180,000.00 Financial Impact Amount).

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

Not Applicable because 100% of the cost is achieved through savings in the implementation of the program.

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team Key Personnel information by clicking the link below:
Add Implementation Team

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning
a. Date Range March 2016 through July 2016
b. Scope of activities - include all specific completion benchmarks.
Leadership Team Meetings - Monthly and Ongoing Decision Framework and Needs Assessment - Completed April 2016 Straight A Planning and Direction as tied to Needs Assessment - Completed April 2016 Contact with Computer and Software Suppliers (IT Savvy and Coast to Coast Computers for equipment; Study Island, i-Ready, and ALEKS math for software license) - Completed May 2016 Cost Analysis and Saving Projections - Completed May 2016

22. Implementation (grant funded start-up activities)
a. Date Range August 2016 - May 2017
b. Scope of activities - include all specific completion benchmarks

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
a. Date Range June 2017 - June 2022
b. Scope of activities - include all specific completion benchmarks
Revisions to Scheduling and Implementation of Computer-based Interventions incorporating new equipment and software - Annually Semi-Annual Review of I Progress and Evaluation/Feedback/Recommended changes - Semi Annually First Year Review of I Progress and Evaluation/Feedback/Recommended changes - Annually

E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice,
**25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.**

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Heather Thompson, Western Primary/Elementary Principal, Western Local Schools, 7959 State Route 124, Latham, Ohio 45646, 740-493-2881, hthompson@westernlocalschools.com

**26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.**

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The Increase in Student Achievement will be measured through the Benchmark and Progress monitoring embedded in the instructional programs. Each grade level’s progress will be recorded and reported at each of the benchmarking testing cycles (Fall, Winter, Spring), as well as the overall building progress. The Building Leadership Teams will present the grade-level growth and cumulative building growth to the District Leadership Team (DLT) and Implementation Team (IT) following the quarterly benchmark assessments. The DLT and IT will review and analyze the progress reports and make necessary adjustments to the implementation, instruction, and intervention as determined necessary based upon the program guidelines and educational research. The purpose of the review is to ensure program fidelity and the ultimate success of the project. All of the reports and any changes in implementation will be documented and reported, so that we will amass a complete history of programming success and shortcoming to be shared with other educational providers and researchers.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

The instructional programs are available for grade levels beyond the scope of the specific project. If successful, this project can be replicated in other buildings as well in other grade levels. The complete history of instruction progress at 6 grade levels for 5 years, including all of the implementation changes, will provide sufficient information for others to implement and adapt to their specific demographics.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Brock Brewster Erin Mustard Peter Dunn Heather Thompson
Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
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