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Adjusted Allocation: 0.00

Remaining: -297,841.95
To address the causal factors, The Mind Body Connection will teach students how to make better food choices and offer opportunities for more physical activity in school. To attack the issue of poor nutrition, the project will revitalize the cafeteria. Grant funds will be used to purchase and install a salad bar and new equipment to prepare healthier foods. The cafeteria staff will attend professional development on how to maintain the salad bar following Ohio's Seed to Salad model. Since research shows that health and wellness are central to student achievement, Trumbull Career and Technical Center's project, The Mind Body Connection, will focus on improving students' overall health and wellness to raise student achievement. The project will increase the nutritious offerings available in the school lunch program, create opportunities for physical activity before, during, and after school in a new Exercise Science, career-technical program classroom, and raise student and staff awareness about the importance of a healthy lifestyle.

The Mind Body Connection includes the following Trumbull Career & Technical Center (TCTC) employees: Jason Gray, Superintendent; Gary Ghizzoni, Treasurer; Mary Flint, Director; and Jodi Riedel, Supervisor. All four team members are responsible for creating, maintaining and managing the district's Comprehensive Continuous Improvement Plan (CCIP), and Carl Perkins grant. Collectively this team has over 100 years of experience in the education and in creating and implementing the budget for the Trumbull Career and Technical Center. Jason Gray has implemented and secured funding for a major ongoing technology project in the building. To date, this project has resulted in the purchase of approximately 400 iPads for staff and students and updated technology in all classrooms. Jason Gray and Mary Flint also have extensive experience in all aspects of the Career-Technical Education application process for the approval of programs (CTE 26). These two individuals have been responsible for overseeing the CTE 26 process for the transition of all TCTC programs to the Tech Prep model and the creation of new programs. Gary Ghizzoni has served as a school treasurer for 23 years in both comprehensive and joint vocational school districts. He is responsible for preparing the district's 5 year forecast and has contributed to the financial stability of the school district. Mr. Ghizzoni is also responsible for monitoring the federal and state grants for the district. Mary Flint has also been the primary contact for Project Lead the Way and College Tech Prep regional grants. These funding sources, along with local funding, have provided supplies and equipment for the creation of new Career Tech programs and the expansion of existing programs at satellite locations in our Vocational Education Planning District (VEPD). Jodi Riedel, a former Athletic Director from the Niles Cl School District, is the TCTC Supervisor who has been assigned the task of working directly with the TCTC’s Wellness Committee. Under her guidance, the Wellness Committee has created a district-wide wellness policy and implemented a health and nutrition news letter that is published quarterly. Riedel’s Wellness Committee has also secured grant funds to provide pedometers for all staff members. For the past two years the Wellness Committee has coordinated a Wellness Fair for students on their last scheduled day of classes. During the Fair staff and students took part in physical fitness classes including Zumba & Power Walking. Students also attended presentations by guest speakers on topics including wellness, personal safety/ awareness and self defense. Riedel has also promoted district wide staff health screenings, weight loss challenges, and organized staff group participation in 7 marathons, golf outings, and cycling events for charity.

Trumbull Career and Technical Center’s (TCTC) Mind Body Connection project aims to reduce obesity and poor health in teens - problems that affect success in school, including lack of concentration, short-term memory, and school incidence according to repeated research. Poor nutrition and lack of exercise are the causal factors of obesity and poor health in teens. An Ohio High School Youth Risk Behavior Survey from 2011 conducted by the Centers for Disease Control found 30% of Ohio students surveyed were overweight or obese according to body mass index standards. Recent data from the Trumbull County Board of Health show that 43.3% of Trumbull County students are overweight or obese. In addition, TCTC serves a high population of low-income students as evidenced by the 55% of students who qualify for free or reduced lunch under the program guidelines. The project will provide opportunities for students that are not available to them outside of school, such as nutritional counseling and access to modern exercise equipment. To address the causal factors, The Mind Body Connection will teach students how to make better food choices and offer opportunities for more physical activity in daily routines. The project will include revitalizing the school cafeteria, transforming a health science classroom in to a wellness center to begin an Exercise Science career-technical workforce development program, and creating a school-wide health awareness campaign. To attack the issue of poor nutrition, the project will revitalize the cafeteria. Grant funds will be used to purchase and install a salad bar and new equipment to prepare healthier foods. The cafeteria staff will attend professional development on how to maintain the salad bar following Ohio's Seed to Salad model.
2. 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.

The TCTC Mind Body Connection project will meet the goal of raising student achievement by targeting nutrition and physical activity because research has indicated that healthy and wellness are linked to student achievement. By focusing on better nutrition choices and increased physical activity for students and staff, the team intends to see improved attendance for students and staff, reduced visits to the school nurse for early sick/missed classes, increased classroom focus, higher overall course grades, and decreased student behavior problems. Secondary outcomes of the project would be a reduction in costs to operate the cafeteria with new, efficient equipment and reduced costs from less waste. To meet the intended outcomes, the project has two phases. Professional development will be phase one of the project and will help cafeteria staff reposition foods and expand healthier options, including a salad bar, to increase the number of students taking part in the school’s lunch program. Currently, 55% of TCTC’s 969 students qualify for free or reduced lunch. On average, the cafeteria staff serves 475 lunches per day. Once trained, the cafeteria staff will work with the health and wellness committee, led by Jodi Redel, and the multimedia and communications team to launch a school-wide campaign encouraging healthy eating to help students and staff realize the importance of nutrition in learning. The campaign to make cafeteria food healthier, along with the new choices and marketing strategies in the cafeteria will help improve students’ nutrition. Increasing physical activity is the center of phase two, using the grant money to establish an Exercise Science program at TCTC. The health and wellness committee will work with the Exercise Science teacher/athletic trainer and the grant team to create a series of physical activity to be added to the school day. Both exercise programs will be important to students for weight loss, challenge, regular, scheduled use of the equipment in the Exercise Science lab, a walking club before school, and professional development for classroom teachers on how to integrate more movement during sedentary class time. The project focused directly aligns with goals in the improvement plan model used by TCTC, the High School that Work (HSTW) School Improvement model. One goal of the HSTW Improvement model is to “help all students leave high school with an employer certification, postsecondary credit, or the knowledge and skills needed to avoid remedial postsecondary studies.” This aligns directly with TCTC’s project goal of increasing student achievement. Specifically, the Exercise Program will offer industry certification, postsecondary credit, and a transition for students to enter the workforce and/or postsecondary education. The project also aligns with several of the 10 Key Practices in the HSTW school improvement model (http://www.sreb.org/page/1139/key_practices.html). The specific practices of the improvement plan that will be addressed are: #1: “Employer certifying ‘high school level’ courses in high demand fields” and will offer students work-based learning activities, including job shadowing and advanced placement opportunities. Promoting health and wellness and increasing student achievement help maintain a focus on high expectations and actively engaging students in rigorous courses.

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 five-year entity, 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.

Budget completed and financial impact table uploaded.

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

297,841.95 * Total project cost

* 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.)

The total cost for The Mind Body Connection project is $297,841.95. No additional funds will be required to implement The Mind Body Connection project. Additional funding sources for this project at the end of the grant period will come from the district general fund and Carl Perkins Grant allocations. Funds for this project will be used to purchase supplies and equipment for a new Exercise Science program and to create an innovative, hands-on career technical education experience for students. The equipment includes: Apple TV, computer and software (Apple TV, series 3 - $2,925.00), Series Heavy Duty Gas Range, Computers, televisions, apple TV (100 units - $122,948.00), Staff Benefits (200 units - $8,025.00), Staff Professional Development: Training for cafeteria staff on "Ohio’s Sweets to Salad" guide; guest speaker on physical activities based on brain research in the classroom to increase student interest and attendance tuition for new Exercise Science teacher (400 Professional Development): $7,600.00 Marketing - Associated with developing print and media materials for healthy eating and increased physical activity to increase student achievement, and new program awareness (400-Support Services) $5,000.00; Electrical supplies, installation, and equipment for computer lab for Exercise Science, Equipment installation fee for the Exercise Science Lab (400 - Instruction): Purchases $27,871.00; Textbooks; filing cabinets; lab supplies, including but not limited to blood pressure monitors, stability balls, fitness mats, large skin fold calipers, heart rate monitors, a scale, yoga supplies, gym equipment, athletic tape, etc; and an iPad cart (500-Instruction): $25,795.00; Student/research workstations and chairs; cafeteria equipment including but not limited to a salad bar station, 55 cups stainless steel, immersion heater, connection steamers, steam table and pans, fixed end shelf, and a V-Series Heavy Duty Gas Range. (600-Facilities): $75,237.95; and Computers, televisions, apple TV devices, iPads, and Exercise Science lab equipment including but not limited to: elliptical machines, tread mills, rubber flooring, bicep/tricep machine, and a recumbent bike (600-Instruction): $122,965.00.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

The supplies and equipment being purchased for the new Exercise Science program have been purchased based on a thorough review of the newly released Career Field Content Standards for the Health Science curriculum. In order to gain insight into the costs associated with the start up of the program, the grant team has also researched similar programs throughout the state, visited programs, and held conference calls with consultants from the Ohio Department of Education (ODE) and teachers recommended by ODE staff members. As a result, we do not anticipate any additional annual costs to run this program, nor do we anticipate purchasing any new or additional equipment. The recurring costs for the Exercise Science program will be for equipment maintenance, software updates, teacher salary, annual certification tests, and consumable supplies. The Trumbull Career and Technical Center’s (TCTC’s) annual budget includes the allocation of funds for equipment repair and maintenance, technology, purchase services, and student certification exams. A new line item will be created for the Exercise Science supply budget; however, there will also be a decrease in spending based on the elimination of a current under achieving workforce development program. The instructor for the Exercise Science program is a current TCTC staff member; therefore her salary is already accounted for in the attached Financial Impact Table. By eliminating an under performing program with low student enrollment, the savings will be used to hire a full time instructor from current general fund monies for a new, innovative program. Two additional staff members have expressed their desire to be at the end of the 2014-2015 school year. The TCTC administrative team has no plans to fill these positions at this time suggesting that there will result in additional savings for the district. The recurring costs for the cafeteria equipment will be purchased for maintenance. Funds are allocated in the TCTC’s annual budget for equipment repair and maintenance. Anticipated revenue generated by new foods, products and preparation methods made possible by the installation of the new equipment are expected to generate profits for the district.

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

6,712.59 * Specific amount of expected savings from the implementation of the project

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

Expected savings will result from the implementation of The Mind Body Connection program include: 1. The TCTC plans to eliminate an under performing program with low student enrollment. The savings will be used to hire a full time instructor from current general fund monies for a new, innovative program. 2. Two additional staff members have expressed their desire to work at the end of the 2014-2015 school year. The TCTC administrative team has no plans to fill these positions at this time suggesting that there will be additional savings for the district. The recurring costs for the cafeteria equipment will be purchased for maintenance. Funds are allocated in the TCTC’s annual budget for equipment repair and maintenance. Anticipated revenue generated by new foods, products and preparation methods made possible by the installation of the new equipment are expected to generate profits for the district.

17. Provide a brief explanation of how the project will sustain itself. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The Mind Body Connection project is sustainable for the following reasons: 1. Upon completing a year with low enrollment will be eliminated and replaced with a new innovative program. 2. Employee positions generated throughout the year, increased enrollment in the Exercise Science will provide additional revenue as appropriated. 3. The staff associated with starting a new program will not be repeated, and therefore additional expenses will not be incurred. 4. The supply budget for the under achieving program will be eliminated, and used to supplement the supply budget for the new Exercise Science program. There will be no new costs to implement "The Mind Body Connection" beyond the life of the grant. Anticipated savings from the grant award will be used to provide materials and resources for the project. Recurring costs for consumable supplies, software updates, staff salary and benefits, and equipment repair and maintenance will be offset by the additional revenue generated through increased enrollment (AADM Funding Model), and increased sales in the cafeteria. The costs associated with providing coverage for staff sick leave requests will also decrease as a greater number of staff members improve their overall wellness by choosing healthier food.
D) IMPLEMENTATION - Timeline 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.)

* Narrative explanation

Plan (MM/DD/YYYY): 10/01/2013 - 12/31/2013

The planning stage for the Mind Body Connection began in late 2012 through the planning and the hard work and dedication of the committee members. The project was initially funded through a grant from the New York State Education Department. The project was designed to improve student health and to increase physical activity in the school environment. The project was implemented in a phased approach with the first phase focusing on the cafeteria and the second phase focusing on the classroom. The third phase of the project focused on increasing physical activity and health education in the school environment. The project was supported by the New York State Education Department and the New York State Department of Health. The project was evaluated through surveys and focus groups with students and staff. The project was successful in increasing physical activity and health education in the school environment. The project was sustained by the New York State Education Department and the New York State Department of Health.

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

Expected organizational changes include creating a school culture dedicated to promoting healthy lifestyle choices. Specifically, if all staff model good decisions, students will follow. Improved attendance for students and staff and increased student achievement will follow as a result of healthier nutrition and increased physical activity. Fifty-five percent of students at Trumbull Career and Technical Center qualify for a free or reduced lunch, and with an enrollment of 969 students, the cafeteria serves an average of 475 meals each day at lunch. Although the school cannot control the percentage of low-income families who qualify for the lunch program, the school can control the types of nutritious meals served and can increase the meals served by using the research strategies in the project’s activities plan. The project can change the way staff and students view the school lunch. The Smarter Lunchroom concept will help cafeteria staff view customers as students and put emphasis on the importance of nutrition as it relates to classroom success and achievement. Expected changes to instructional practices include an increase in the amount of movement in the classroom. It is expected that with the implementation of the project, the school will control the types of nutritious meals served and increase the meals served by using the research strategies in the project’s activities plan. The project can change the way staff and students view the school lunch. The Smarter Lunchroom concept will help cafeteria staff view customers as students and put emphasis on the importance of nutrition as it relates to classroom success and achievement.

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.

Past research and other successful school-wide health campaigns create rationale for this project’s implementation. “The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools”, a report put out by Action for Healthy Kids, showed how the excessive rise in poor nutrition, inactivity and weight problems adversely affect academic achievement and possibly cost schools millions of dollars each year” (retrieved from Action for Healthy Kids http://www.actionforhealthykids.org/). The team studied The Wellness Impact, a GenYouth Foundation report, released in May of 2013 in partnership with the American College of Sports Medicine, the American School Health Association and National Dairy Council which pointed out that “neuroscience is making vividly clear the positive effects of nutrition and physical activity on students’ academic achievement.” The Wellness Impact report also indicated that overweight students tend to earn lower grades, and have more school absences and tardies than students at healthier weights. The report recommended that to create a culture of wellness, schools must “communicate the link between nutrition, physical activity, and academic achievement.”

Schools with a well-established and updated wellness policy, evaluate the data and practices related to school health, and ensure foods sold at school are "appealing, nutritious, and aligned with the Dietary Goals for Americans (2005-2010).” The school health initiative was designed to improve student health and to increase physical activity in the school environment. The project was implemented in a phased approach with the first phase focusing on the cafeteria and the second phase focusing on the classroom. The third phase of the project focused on increasing physical activity and health education in the school environment. The project was supported by the New York State Education Department and the New York State Department of Health. The project was evaluated through surveys and focus groups with students and staff. The project was successful in increasing physical activity and health education in the school environment.

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

[ ] YES  [ ] NO
School Districts in Ohio can replicate the TCTC's Mind Body Connection project on two levels. Districts offering Workforce Development programs could use the TCTC's new Exercise Science program as a model when creating similar programs. Research completed for the implementation of The Mind Body Connection by grant team members could be used to provide the rationale for a project of a similar nature in other school districts. TCTC grant team members consulted with districts throughout the state that currently offer similar programs to gain ideas on curriculum, textbooks, certifications, marketing, equipment, and facilities. Conference calls with consultants from the Ohio Department of Education were also held to discuss the implementation of the new Career Field Content Standards, post-secondary pathways, certification and licensure, and employment opportunities. Career Centers could also benefit from the TCTC's Mind Body Connection model to replicate the shared resources concept outlined in our program design. Programs (such as Health Science, Public Safety, and ROTC) with similar content standards could use the Exercise Science facility to integrate standards on wellness and physical fitness. Athletic and Physical Education Departments at comprehensive high schools could also incorporate the research cited in The Mind Body Connection as the rationale to replace or update existing athletic facilities and practices on their campuses. Using the research and resources outlined in this project, school districts could implement these ideas with minimal effort. Securing funding sources, making decisions on facility usage and possible renovations, marketing a new program and healthier food options, and ordering supplies and equipment could be completed in a 9 to 12 month period. With regard to replicating the cafeteria portion of the TCTC's Mind Body Connection, school food service programs could use the equipment purchased with funds from this grant as a guide to upgrading or replacing equipment in their existing programs. Research conducted for this project on staff training, on-site visits, and selected professional development activities could also serve as a model for professional development opportunities in other school districts. Replicating the cafeteria portion of The Mind Body Connection could also be completed in a 9 to 12 month period.

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

TCTC's Mind Body Connection hopes to create a school culture dedicated to promoting healthy lifestyle choices. Although students are in the career center building for only two years as opposed to the four years of a comprehensive high school, the culture created among staff from the project's onset will help create lasting impact. Studies of similar programs indicate that when teachers acted as role models, students copied positive behaviors. The lasting impact of the project follows that if staff model good decisions and impress the importance of nutrition and physical activity, students' will follow. Once the cafeteria changes are implemented and evaluated and the Exercise Science program has full enrollment, the work from the grant period will continue to impact staff and students. A lasting impact that the continuation of the grant project will have is improved attendance for students and staff as a result of improved health. Once the grant expires, the plan is to continue no-cost and low-cost components of the initiative. The on-going activities include maintaining building-wide awareness of the importance of health and wellness, maintaining healthier food options in the cafeteria and other competitive foods in the building, and continuing the use of the Exercise Science lab to encourage daily physical activity. Emphasis on each of these activities will contribute to improved health and to improved attendance.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The specific benchmarks related to the fund goals identified in question 9 that the TCTC's Mind Body Connection hopes to achieve in five years are: 1. Improvement in student achievement which will be calculated by the analysis of more rigorous course selections, and a improvement in student Grade Point Averages (GPA's) in 50% of the student population. GPA's will be monitored each semester over a 5 year period, and transcript analysis for course selections will be reviewed at the end of each school year. 2. A 15% increase in student and staff participation in the school lunch program. This will be monitored quarterly during the first year of implementation, and annually in each of the 4 remaining years. 3. A 20% increase in revenue in the school cafeteria generated by healthier food options and a broader selection of food choices. Revenue reports will be monitored quarterly during the first year of implementation, and annually in each of the 4 remaining years. 4. Improvement in student and staff attendance as a result of healthier life styles. 5. The goal of The Mind Body Connection is to produce a 95% attendance rate for students within the 5 year timeline. 6. Cost savings to the school district relating to staff medical leave expenditures due to increase in overall health and wellness. 6. Improved BMI rates for students and staff members.

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.

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*Mary Flint Director Trumbull Career & Technical Center 10/25/2013