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A) APPLICATION INFORMATION - General Information, Experience and Capacity

1. Project Title: Ashland City School District Community Career Institute

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.

3. Total Students Impacted: 1150

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, Last Name of contact for secondary applicant: Gina Deppert
   Organizational name of secondary applicant: Ashland City Schools
   Unique Identifier (RN/Fed Tax ID): 043505
   Address of secondary applicant: 416 Arthur St., Ashland, Ohio 44805
   Phone number of secondary applicant: 419-289-1117
   Email Address of secondary applicant: gidepper@ashlandcityschools.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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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

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.

Lead: Douglas Marrah Ed.D is the superintendent of the largest district in the county and wants to partner with one of the smallest districts to share resources and work together rather than be in competition to create opportunities for all of the students. This model will allow one district to be the clearinghouse for all of the programs and training we are proposing for the students in Ashland County. This is his 10th year as a superintendent and he has managed the district's 40 million dollar operating budget, as well as, passed a 42 million dollar bond issue last November. Thus, demonstrating the public belief in our district's ability to manage funds. Dr. Marrah has had multiple organizational meetings with our partners to plan for this grant. The result of each meeting has been the creation of action plans to complete the grant process. We will continue to meet on a regular basis to determine the effectiveness of this grant and our new programs to benefit the children. Our shared vision has been created with input from all partners based on local business operators' need for solid employees. Our commitment to strengthening our Ashland community for all members has led the superintendent to take on the role of point of contact for the grant. Gina Deppert is Ashland City School District Treasurer and will provide support for the tracking and processing of grant funds. She has worked for the district for 5 years and has had clean audits each year. The Treasurer's office includes a fiscal analyst, who is available to assist with management of grant funds.

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

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

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

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

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

11. Describe the innovative project.

Ashland City School District's Community Career Institute will provide home, school and family supports so that students have a comprehensive system to provide adequate levels of educational support and an opportunity to be Empowered to Explore and Experience 21st C. learning with local businesses who are willing to do-on-the-job training for future career opportunities that will prepare students with 21st C. Local businesses will do on-the-job training with students. Teachers will also receive training to sustain programs. Through the coordinated and collaborative efforts of Ashland City School District, Mapleton School District, Ashland County Community Academy, and Ashland City's businesses - Bedstrom Plastics and Transformation Network the Career Institute will offer new skills for 21st century job opportunities. The goals are to: Integrate academics with work-based experiences to increase student achievement; Develop the skills and knowledge necessary to make appropriate and informed decisions in the career development process; Prepare students for lifelong learning in the 21st century; Create a realistic work experience through problem-based learning that will enable students to develop a positive work ethic and values such as honesty, loyalty, and tolerance of diversity; Provide an atmosphere in which students develop a positive self-image; Demonstrate mastery of 21st century skills needed to graduate high school prepared for the workforce, additional training/schooling or the military; Place emphasis on the connection of students from career-instruction pathways to business-based experiences through job shadowing, internships, externships, apprenticeships and work experiences; Students will receive structured training through authentic work and exploratory experiences at work sites under the guidance of business mentors and school district support; Apply academic, technical, and interpersonal skills to a work-based learning experience; Provide a combination of academic STEM course work opportunities Grades 6 -12 accompanied by the collaborative community based business experiences; Engage students in earning high school credit while on the job; Connect job skills between the classroom and work experience; Provide opportunities to earn dual credit for successful completion of the program. Sustainability is the problem that needs to be addressed. To address the problem we will identify and capitalize school-owned and operated and community-owned and operated resources; Identify needs and gaps in school and community offerings, and then planning programs, services, strategies and activities that we will initiate at our institute; Developing the connective mechanisms and people for our partnership, include people and mechanisms for communication, referral, and boundary crossing; and insuring that all of it fits together, i.e., that results are comprehensive, coherent and an integrated system that yields the maximum number of benefits to the greatest
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.

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, include the five-year forecasts of each school district, community school or STEM school member for review.

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

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

9,498,000.00 * Total project cost

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

9,498,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

30,000.00 * Specific amount of expected savings (annual)

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.

The project is self-sustaining due to the reinvestment of our local businesses and our city committing tax abatement revenue to this project. The district will be gaining revenue by keeping our own students at our program as we are currently losing to community schools and other competitors. The Ashland Community Institute will offer student community school's access to internships during their high school years and employment after high school. Additionally, our business partner is offering to pay for students to attend two and four year post-secondary schooling. The Financial Impact Table represents a total of 2,003,000 resulting from students remaining in the district each year beginning with FY 2015. The number would remain the same or grow over time. Additionally, two other local businesses may be involved: the school district and a local business as a manufacturer/researcher. The school district will due students attending at Ashland City Schools versus their current enrollment in alternative schools.

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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 implementation 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) | 01/07/2014 |

* Narrative explanation

Multiple organizational meetings occurred with partners for planning. Results of each meeting each involved creation of action plans. Based on the response to our grant, regular meetings will be scheduled for organizational purposes. Shared vision has been created with input from collaborative partners. Commitment is strengthening our Ashland community. Plan: 01/2014 STK: Entities - Administration, Guidance, Lead Teachers, Transformation Network, Hedstrom 1: The Community Career Institute participate in up-to-date career pathways and local economic developmental needs. Reviews implementation processes quarterly Barriers to the above: Stakeholders may need clarification of the requirements of the program. Pro-Active Measure: During a collaborative session allow for each stakeholder/educator to resolve issues. 2: Require innovative teaching and learning methods that integrate the use of technology, inquiry, and problem-based approaches, and higher order thinking skills. Barrier: Problem-based learning is difficult to do well and effectively. Pro-active measure: Provide significant professional development and support. 3: Provide Articulation agreements to provide transcript credit and advanced standing with post-secondary students. Design an evaluation system to ensure courses represent a sequence of instruction for graduation. Barrier: Lack of alignment Pro-Active Measure: Define course descriptions.

Implement (MM/DD/YYYY): 08/12/2014

* Narrative explanation

Implement: Spring, 2014 - 2016: STK: Entities - Administration, Guidance, Lead Teachers, Transformation Network, Hedstrom 1: The Community Career Institute participates in up-to-date career pathways and local economic development needs. Reviews implementation processes quarterly Barriers to the above: Stakeholders may need clarification of the requirements of the program. Pro-Active Measure: During a collaborative session allow for each stakeholder/educator to resolve issues. 2: Require innovative teaching and learning methods that integrate the use of technology, inquiry, and problem-based approaches, and higher order thinking skills. Barrier: Problem-based learning is difficult to do well and effectively. Pro-active measure: Provide significant professional development and support. 3: Provide Articulation agreements to provide transcript credit and advanced standing with post-secondary students. Design an evaluation system to ensure courses represent a sequence of instruction for graduation. Barrier: Lack of alignment Pro-Active Measure: Define course descriptions.

Summative evaluation (MM/DD/YYYY): 05/31/2016

* Narrative explanation

Summative Evaluation Spring 2016: STK: Entities - Administration, Guidance, Lead Teachers, Parents, Students Workers, Transformation Network, Hedstrom. The Collaborative Team members evaluate the progress of the second and third year. Create a new needs assessment for further development. Barriers: Lack of Foresight and vision Pro-Active Measure: These items will be continuously reviewed.

16. Describe the expected changes to the instructional and organizational practices in your institution.

Engaging learners means all students are engaged and involved in active cognitive processes such as creating, problem solving, reasoning, decision-making and evaluation. Students must be intrinsically motivated to learn due to the meaningful nature of the learning experience and support. As a result, instructional practices and delivery must change if students are to become part of 21st century learning. An internal system of checks and balances must be in place and opportunities for teachers to participate in professional development activities will foster the following attributes of 21st century learning must be put in place. Changes in instructional practice may include: 1. Find and place - students early. Identify Middle School students who may not attend college or pursue a career have the academic system and place them in STEM programs to begin with them in varied opportunities in careers. 2. Rigor and Relevance - includes an academically rigorous curriculum that is coherent across grade levels, meets state and district and post-secondary institution graduation requirements; teach analytical thinking, learning, comprehension and writing skills aligned to the CCSS in Reading and Writing, and Integration of knowledge and skills needed for students post-secondary course work. 3. Vary instructional strategies and employ contextualized work, project, and problem-based learning approaches along with multiple assessments. 4. Use technology as a natural extension of content. This is an essential 21st century instructional component for all individuals pursuing post-secondary options and for entering the military or workforce. Students will apply various innovative digital modes to complete homework assignments, wiki, blogs, digital stories, web page discoveries, to replace traditional oral, written and electronic means for group or individual learning. 5. Corporate team-building, critical thinking, and communication skills through career and technical students' organizations "CTOs." Activities beyond the classroom environment will bridge the gap between formal and informal learning. 7. Attract, prepare, and support students with varied abilities and diversified achievement to ensure equitable outcomes for different student groups. A system will be in place to identify and engage students who are falling behind or at risk of falling behind and provide academic interventions that support successful student outcomes. Moving forward to expected changes and challenges of the 21st century classroom will include: 1. Facilitating education, business, and civic leaders to envision and conceptualize what 21st century educational experiences look like. 2. Creating a new classroom environment for a "culture of Students at Work." 3. Defining the school learner's outcomes that students believe they need to know and be able to do - embed them in all projects, and provide students with feedback that is timely and effective. 4. Needing to align provisions for ongoing systematic and systemic professional development. It will pansion from training to coaching and true professional learning communities.

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 future.

Recent research has been helpful in exposing the significant power that school culture wields in the functioning of schools and community. The American Sociological Association found that a school's level of efficacy and its collectively held expectations for student success may be the leading indicator in whether students attend career/postsecondary education (Jones, 2008). Through the direction of the superintendent of ACSD, discussions with school leaders, municipalities, community stakeholders, and community businesses began. Discussions identified the need for an improved cohesive collaboration within the district. The 2014 renewal of 21st century Learning Agenda called for a systemic change in the classroom environment. As a result, instructional practices and delivery must change if students are to become part of 21st century learning. The key questions centered on what will make up the collaborative movement? How will the collaborative form and function? How will the strategic plan and program be evaluated? The resource "Ohio's Community Collaboration Model," provided a guide to begin our process. The key to our model is getting out and doing the footwork within the community. The Superintendent's, central office personnel, and educational staff engagement in community programs and activities prove key to creating the bridge between family, community and schools. Literally "footwork" is needed. Collaboration with community leaders proves critical to understanding the community view what needs to be supported. It effectively leverages the family and community resources (information replication and fragmentation) that include economic benefits, social benefits (mobilizing support networks), political gains (support networks help gain approval for school levies) Research documents this. Surveys need to be initiated to discover community needs, condition, gaps, and untapped opportunities. Student, the valuable stakeholders express clearly to counselors they do not see how career education is feasible in the present circumstances. Focusing on utilizing the untapped avenues of the business sector provides open doors for businesses and schools to prepare students for 21st century opportunities.

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

|   | YES | NO |

22. If so, how?

The size and culture of the district needs to be considered as well as the cooperative efforts of each member of the collaborative team to determine time frames. Secondly, Ashland City School District's purpose and focus was based on the 5 core components of systemic change imperative to creating change. The first and primary focus - Academic Instruction & Learning; the 4 other focus points include Community Partnerships, Health & Social Services, Parent/Family Engagement & Support, & Youth Development. Each component is inseparable for a school improvement model. We then focused on the necessary drivers of learning - continuous improvement, and accountability that include prioritizing needs and resource assessments, collaborative leadership, management and sustainability. Key questions centered on what will make up the collaborative movement? How will the collaborative form and function? How will the strategic plan and program be evaluated? The resource "Ohio's Community Collaboration Model," provided a guide to begin our process. The key to our model is getting out and doing the footwork within the community. The Superintendent's, central office personnel, and educational staff engagement in community programs and activities prove key to creating the bridge between family, community and schools. Literally "footwork" is needed. Collaboration with community leaders proves critical to understanding the community view what needs to be supported. It effectively leverages the family and community resources (information replication and fragmentation) that include economic benefits, social benefits (mobilizing support networks), political gains (support networks help gain approval for school levies) Research documents this. Surveys need to be initiated to discover community needs, condition, gaps, and untapped opportunities. Student, the valuable stakeholders express clearly to counselors they do not see how career education is feasible in the present circumstances. Focusing on utilizing the untapped avenues of the business sector provides open doors for businesses and schools to prepare students for 21st century opportunities.

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

Outcome accountability refers to how the people you serve have benefited. Quantifiable measures of the grant outcomes will include improved academic student achievement; productive learning during the school day; improved school culture; increased student learning; healthy practices, job and life skills among providers; job and life skills among students; improved school climate; higher youth development, Communication among providers, Family centered and driven practices, improved and better utilization of resource management, service integration and delivery, access and faster delivery to services. The Systemic Growth Plan will apply Michael Fullen's four stages of the change process - initiation, implementation, continuation, and outcomes. (Fullen, 1991).

24. If so, how?

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26. If so, how?
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.

Specific Benchmarks related to the fund goals include: Convening the partnership regularly to facilitate communication, planning and accountability; Maximizing student learning supports, health and social services by braiding and blending school and community services; Targeting attention to achievement gaps; Establishing and prioritize clear and coherent learning achievement targets (short and long term); Evaluating students through problem-based assessments that include diagnostic, Mid-year and End-of-the-year assessments; provide accommodations for individual students based on student needs; Providing comprehensive services to students and staff through school and community partnerships; Maximizing the potential for effective instruction and student achievement through parent engagement; Engaging students in learning activities that involve real world issues, concerns, examples, problems (i.e. students are given experience in the business world).

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 evaluation plan will include data obtained from multiple measures. The data considered in the accountability and evaluation design will be regular, systematic data collection so that decisions and improvements can be made. Formal data collection systems in which data elements are currently collected will be integrated into the accountability system for the Institute's implementation. Examples of state-level data systems to be considered when creating an evaluation design include: career tech indicators; local school district data; Ashland Community Career Institute's student's skills checklist created from Ohio's Career Field Technical Standards Document; AC Career Institute's student evaluation checklist of Employability Skills based on the 2011 Technical Content Standards. Steps to be taken: 1. Construct a good program model - The logic model will describe the pathway between an important condition faced by students (and/or their families) and the outcomes we hope to achieve by our program and services. It will identify needed data to be collected, analyzed and linked to continuous improvement. 2. Identify key accountabilities - Outcome Accountabilities will address potential positive changes or gains in knowledge, attitudes, intentions and behaviors that students and families experience as a result of our work. Effort Accountabilities - refer to how AC Career Institute's programs and services have been implemented. This is measured by: 1. Student and family demographic characteristics-location, race, socio-economic status. 2. Student and family service use - attendance, types of services used, amount of services used. 3. Referral sources: 4. Student and family satisfaction with services - access, availability, professionalism, appropriateness, & safety. 5. Staff characteristics -credentials, demographics, & experience: 6. Service financial data (for cost/benefit analysis). The design and accountability system will require the consortium to identify and design an accountability and evaluation system that meets the needs of federal and state regulation as well as provide timely evaluation information to all stakeholders. Our evaluation system will answer the questions: What are the course completion and graduation rates for students? What are the rates of remediation as the post-secondary level? Information from business and industry regarding whether the employees are coming to them fully prepared with the skills for the occupation will be included. Data within the employer follow-up surveys will be included. Student achievement information from standardized achievement tests, graduation rates, drop out rates, course pass/fail, GPA, and any data elements collected at state and local level that is pertinent to students and the Career Institute. At the local level, data concerning students beyond graduation will also be included. Collect local and state data to evaluate implementation. A plan will be developed to collect the data identification of the type of data needed and the source of the data will guide reporting and decision making. We will value feedback and commit resources to the development of responsive information “guidance” systems; seek to identify sources of error-mismatches between intention and results--and they have in place mechanisms to correct and prevent errors; have the ability to change, revise and refocus (i.e., change is expected and greeted enthusiastically); and think strategically, look for opportunities and build capacity to be strategic. Data requirements for the final analysis will include the project's data sources & school records; Surveys, student, parent, teacher, school staff, community partner, visits and observation. Data is collected and processed in a natural context; collected information encourages communication and dialogue. Process timelines need to occur quarterly so that appropriate documentation and yearly trends can be noted.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today’s date.

Accept - Douglas J. Marrah, E.D.D., Superintendent