<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: 82,500.00
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: PROJECT TRUST

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. A focus on TRUST - Teaching Respect, Understanding and Student Teamwork. To learn about the devastating effects of put-downs and how respecting others' differences leads to prevention of teen suicide and school violence.

4. Lead applicant primary contact: - Provide the following information:
   First Name, Last Name of contact for lead applicant: Dustin Eads
   Organizational name of lead applicant: Clinton-Massie Middle School Counselor
   Unique Identifier (RN/Fed Tax ID): IRN-046391
   Address of lead applicant: 2556 Lebanon Road, Clarksville, Ohio 45113
   Phone Number of lead applicant: 937-289-2932 Ext 3403
   Email Address of lead applicant: deads@clinton-massie.k12.oh.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, last Name of contact for secondary applicant: Mike Adams
   Organizational name of secondary applicant: Clinton-Massie Middle School Teacher
   Unique Identifier (RN/Fed Tax ID): IRN-046391
   Address of secondary applicant: 2556 Lebanon Road, Clarksville, Ohio 45113
   Phone number of secondary applicant: 937-289-2932 Ext:3537
   Email address of secondary applicant: madams@clinton-massie.k12.oh.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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Dustin L. Eads Clinton-Massie High School Teacher IRN-046391
   2556 Lebanon Road, Clarksville, Ohio 45113 937-289-2109 Ext:2301 deads@clinton-massie.k12.oh.us

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.

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.

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.
    Each day, in communities across the country, young people about themselves and one another through drugs, alcohol, violence and suicide. Hundreds of organizations from the grassroots to the national level are working to reduce the abuse, but not one group has all the answers. Rather, as ProjectTRUST teaches, each one has a piece of the truth. A focus on TRUST - Teaching Respect, Understanding and Student Teamwork - is the piece of the truth fueling the continues success of ProjectTRUST. Trust leads to empowerment, and empowered people are less likely to abuse themselves and each other. Society has witnessed the fragmentation of our schools, churches, and families, leaving young people isolated and lacking a sense of belonging. ProjectTRUST addresses the basic human need to belong by creating and rebulding communities among young people. ProjectTRUST empowers youth by enabling them to have a voice in shaping their communities. Young people involved in ProjectTRUST establish a community contract, learn to function within the community, and are accountable for living within the community. AS empowered members of a community, they learn to understand each other, to work together as a team, and to make responsible choices. ProjectTRUST leads to progressive social change by addressing the underlying causes of abuse and violence. The major activities in ProjectTRUST are the two camps that take place each school year. Middle school faculty identify group opinion leaders, whether their influence is positive or negative. These opinion leaders attend an intense three-day leadership retreat to build a foundation of trust and respect. This is achieved as students separate from their typical peer groups and begin building relationships with peers outside their normal affiliations. Students, empowered by the opportunity to shape their new community, contract ways that they will communicate with each other and participate in community activities. In order to build trust and respect, students are engaged in activities design to break down the clique barriers.

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.
    Enhancing and expanding this effective program in our district will enable all of our students to be able to attend a camp during their middle school years. Students directly benefit from ProjectTRUST. As a result, the community benefits as these students become more productive and positive members of society. The program is designed to break down devastating cliques and replace them with healthy affiliations by empowering youth to accept and understand each other. It is a collaborative process leading to fundamental changes in the social structure of young people, and ultimately the whole society. Collaboration takes place among a diverse inter-generational group of college faculty and students; middle school faculty and students; and high school students; and volunteers from the community at large.
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 the 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.

14. What is the total cost for implementing the innovative project?
   82,500.00  *  Total project cost

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.
   16,500.00  *  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?
   0.00  *  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.

   For ProjectTRUST there will be an annual cost of 16,500.00. In order to sustain this project ProjectTRUST will rely on parents to contribute to cover the retreat expenses.

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.)

   * Narrative explanation
   - Proposal Timeline Dates
     - Plan (MM/DD/YYYY): 8/21/2014
     - Implement (MM/DD/YYYY): 10/29/2014
   - Summative evaluation (MM/DD/YYYY): 10/29/2014
   - In order to continue this worthwhile we will project we will strive for all students to be able to attend a camp during their 7th and 8th grade years.
   - As students return from camp we will continue to have weekly meetings, monthly activities and service projects to support the positive outcomes of ProjectTRUST.

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

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

   Students directly benefit from ProjectTRUST. As a result, the community benefits as these students become more productive and positive members of society. The program is designed to break down devastating cliques and replace them with affiliations by empowering youth to accept and understand each other. It is a collaborative process leading to fundamental changes in the social structure of young people, and ultimately the whole society. Collaboration takes in the social structure of young people, and ultimately the whole society. Collaboration takes place among a diverse inter-generational group of college faculty and students; middle school faculty and students; and high school students; and volunteers from the community at-large.

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.

   ProjectTRUST leaders return to school and to their cliques inspired with respect, trust, and relationships with peers outside their cliques. As opinion leaders in their cliques, they influence others to be more understanding and respectful of those not included in their peer groups. It is truly a simultaneous renewal of a great majority of the student body - whether they attended the ProjectTRUST retreat or not. The barriers of cliques erode as young people understand what it means to live in a community. The ProjectTRUST process continues throughout the year, positively influencing the school and community environment. Students are involved in weekly meetings, monthly activities, and service projects to support the positive outcomes of ProjectTRUST, including the renewed community.

21. Is this project able to be replicated in other districts in Ohio?
   Yes  No

22. If so, how?
   ProjectTRUST could easily be replicated in other districts in Ohio. In our county and surroundings alone there are now five school districts who have this program in their schools. It has affected over 2000 students in Clinton County. As a school we would be happy to take charge and show other schools how to become involved in such a worthwhile program.

23. Describe the substantial value and lasting impact that the project hopes to achieve.
   As our students grow and move on, they take ProjectTRUST values - Teaching Respect, Understanding, and Student Teamwork - with them out into our communities and our world, affecting more lives with each passing day.

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.

   This has given our staff another resource in their classrooms. We feel that the ProjectTRUST process continues throughout the year positively influencing the school and community environment.
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.

Buy identifying leaders and cliques in a school everyone can work together to incorporate them to work together in a positive way. When you break down devastating cliques and replace them with healthy affiliations by empowering changes in the social structure of young people, the whole society turns positive. These young people return to school and to their cliques invigorated with respect, trust, and relationships with peers outside their normal circles everyone is a winner. Data can be collected quarterly, and yearly with our school by using our teacher referrals along with massie club and looking at our discipline date as well as using counseling referrals.

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.

Margie Eads Guidance Counselor Clinton-Massie Middle School 10/25/2013