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Adjusted Allocation: 0.00

Remaining: -230,709.16
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Career Tech Program Expansion at Paint Creek Academy

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.

Juveniles placed at Lighthouse Youth Center at Paint Creek by the Ohio Department of Youth Services and several county juvenile courts require significant mitigation of education deficits that are vital to building a positive future as a contributing member of their community. The Paint Creek Academy must improve career-based education on-site by expanding the current Horticulture track and creating an information Technology track, assuring appropriate curricula, activities and equipment that meet state standards and to expand the resources available to youth in the classroom and in the Academy library in support of both academic and career education. The proposal responds to two of ODE’s goals: Goal 1 (increasing student achievement) and Goal 3 (utilizing a greater share of resources in the classroom).

145. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Linda Trimmer
Organizational name of lead applicant: Pickaway-Ross Career and Technology Center
Unique Identifier (RN/Fed Tax ID): 
Address of lead applicant: 895 Crouse Chapel Road, Chillicothe, Ohio 45601
Phone Number of lead applicant: 740-642-1225
Email Address of lead applicant: linda.trimmer@pickawayross.com

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

First Name, Last Name of contact for secondary applicant: Renee Hagan
Organizational name of secondary applicant: Lighthouse Youth Center at Paint Creek
Unique Identifier (RN/Fed Tax ID): 
Address of secondary applicant: 1071 Tong Hollow Road, P.O. Box 586, Bainbridge, Ohio 45612
Phone number of secondary applicant: 740-634-3094
Email address of secondary applicant: rhagan@lys.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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

APPLICANT: Pickaway-Ross Career Technical Planning District #884 is responsible for vocational/technical school services in Pickaway and Ross counties. It routinely administers federal, state, and local funding for vocational education, resulting in the knowledge necessary to facilitate the implementation of state, local, and federally funded grants. This experience, supported by a sound fiscal system, provides a strong positive foundation to manage and administer the proposed grant. CTPD operates the Pickaway-Ross Career & Technology Center, governed by the Pickaway-Ross County Joint Vocational School District. Founded in 1974, Pickaway-Ross offers 20 high school tech-prep programs to students from 10 high schools in Ross and Pickaway counties. High school students attend Pickaway-Ross their junior and senior years, and can earn a Career Passport in addition to a diploma from their home schools. Six hundred students attend Pickaway-Ross’s main campus, and another 2,800 students attend off-campus (or satellite) programs housed in affiliated high schools. Under this proposal, PRCTPD will provide expertise and guidance to Paint Creek Academy in implementing Ohio Department of Education curriculum, Pathways of Study, and Articulation agreements for which the CTPD holds current in Horticulture and Information Technology programming. Further, PRCTPD and Lighthouse have collaborated in education projects since 2000.

IMPLEMENTING PARTNER: Lighthouse Youth Services is a multi-service organization that serves the needs of children, teens, and adults who need support to achieve self-sufficiency. Lighthouse has both relevant experience and expertise with administration, development, implementation, management, and evaluation of programs serving youth, including educational programming. It possesses the organizational capability and effectiveness to fulfill its roles and functions detailed in this application. Established in 1969, Lighthouse’s forty-four years of experience has branded it as a pioneer in the development of programs and services. Under accreditation from national organizations in child welfare and correction, and with the oversight of Ohio’s public agencies, Lighthouse builds success for its clients and itself each day. Lighthouse displays significant organizational maturity, which underscores the likelihood of success for the proposed project. Lighthouse’s organizational identity, mission, and vision are well defined and incorporated into all decisions. The organizational mission broadly aligns with the intent of the RFP: “The mission of Lighthouse is to advance the dignity and well-being of children, youth, and families in need. We encourage good citizenship, responsible behavior, and self-reliance.” Strong infrastructure support the agency’s services. The LYS Administration Department has several components to support programs to accounts. Accounting staff members manage all financial transactions for the agency, develop an annual agency budget, and are responsible for audits. On average there are five to six audits performed on various programs during the year by customers such as HUD, Ohio Department of Youth Services, Department of Jobs, and Family Services, Medicaid, etc.

An independent accounting firm conducts an annual audit and the federally required A-133 audit. To date, the auditors have issued unqualified reports. COO and MIS staff members ensure documentation of data-driven results for the grant applications and contracts. The Special Funds Accounting Manager prepares budgets and financial management for all grants.

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.

Lighthouse Youth Services and Paint Creek Academy propose to strengthen education for the young men in residential custody of the Lighthouse Youth Center at Paint Creek as a method of preventing recurrence of delinquency. Juvenile arrests can become a major barrier to inclusion and advancement in the workforce. The target youth frequently lack the academic skills and social/emotional
competencies of 21st century learning. The lack of credentials and the stigma of incarceration becomes a major barrier to getting and keeping a job. Despite the educational deficiencies each student may have, developed success on up to 21 hours each year in the classroom. An educational curriculum that is infrastructure to generated revenue, beginning in the 2014/2015 school year and continuing across five years. Implementation will not reduce our expenses, but will generate new revenue that offsets projected expenses. Horticulture's greenhouse production will double annually during the five-year period. Revenue is projected to increase 1.5 times in each of the next five years, with a projected total of $170,000 in new revenue by the end of the five-year period. The new revenue will increase each year, such that the project is sustained at the end of year five. The funds will be earmarked specifically to sustain the career programs, as well as offset staff costs associated with the career tech programs. The cost of the project is $152,535.05.

C) Sustainability - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

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

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

230,709.16 * 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. Are there expected savings that may result from the implementation of the innovative project?

17. Provide a brief explanation of how the project is self-sustaining. If there are new/recurring 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.

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

** Specific amount of expected savings (annual)
Technology component will also be self-sustaining for a five-year period. Although we anticipate some repairs of equipment, that can be done in-house with limited cost. The purchase of quality equipment will help to assure no new expenditures during the next five years. No new staff will be added to implement the project. We acknowledge that purchase of resources for the library could be an on-going expense over the next five years. However, once we have a base of the latest literature, the need for replacement can be evaluated on a piece-by-piece basis. Replacement may not be necessary.

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

Plan (MM/DD/YYYY): 12/18/2013 through 01/15/2014

advertise for (s)- 12/20/13 Meet with applicant to begin plan curriculum, Pathways of Study, and Articulation agreements - 1/10/14 Hire Temporary Contractual Project Manager - 1/15/14

Implement (MM/DD/YYYY): 01/15/2014 through 06/30/2014

* Narrative explanation

IMPLEMENTATION PERIOD: 1/15/14 - 6/30/14 Monthly meeting of partners, incorporating review of communications and engagement plan. Monthly communications with stakeholders. Monthly CDR review of progress. Bi weekly meeting of Project Manager, Youth Center Program Director, Academy Principal, and Division Director. Draft communications and engagement plan - 1/30/14

SUMMARY EXECUTIVE PLAN: 7/30/14; 8/30/14; 9/30/14; 10/30/14; 11/30/14

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

Implement the proposal will directly affect both instructional practices at the Academy. Instructional opportunities will be strengthened, using the infrastructure provided by the grant. A new curriculum and a revised curriculum that includes formal partnerships with the career education planning body will increase effective career-based education and add an additional track to the current career education. The exact effect of the curriculum, designed to address career-based education standards, will not be possible to quantify until the final version is developed. Instructional practices will be supplemented by the availability of high-quality on-line instructional materials that can be used in the classroom in a variety of ways. The development of new resources for the library could be an on-going expense over the next five years. The purchase of quality equipment will help to assure no new expenditures during the next five years. No new staff will be added to implement the project. We acknowledge that purchase of resources for the library could be an on-going expense over the next five years. However, once we have a base of the latest literature, the need for replacement can be evaluated on a piece-by-piece basis. Replacement may not be necessary.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The project will maximize proven approaches to increase resources to the classroom that meet state standards and expand resources in the classroom for all students. Methods are proven to increase student achievement and are based on increased resources to the classroom. Increase in Student Achievement: Evidence suggests students who incorporate career technology in their education increase their overall achievement. One of the barriers to this behavior in education programs is study improve student achievement? Preliminary results suggest that the evidence does not yet exist, but that individual students can benefit from these interventions. The importance of and difficulty in increasing the resources available to the target youth is again illustrated by Pennsylvania Academic & Career/Technical Training Alliance supports increased career education: "CTE not only gives young people the tools to compete effectively for entry level jobs in family-sustaining careers, but it also re-ignites (or lights for the first time) the youth's desire to master the academics that they had abandoned previously. And since study after study indicates that employment and education are parents anticipate to criminal behavior, the money spent on career preparation is an investment in our future... without the hope that they can find legal and interesting work, there's not that much incentive to give up the fatalities that lead kids to drugs and risk-taking criminal behavior." Our approach maximizes resources to support learning. The Research Center for Educational Technology, Kent State University, shows that use of instructional technology has a positive effect on student achievement: "the use of interactive whiteboards can increase student achievement. Zbie (2004), comparing pre- to post-tests between 53 students whose teachers used interactive whiteboards with 39 students whose teachers did not. He found statistically significant differences between the groups with the interactive white board group obtaining an average gain score of 20.76 and the control group averaging a gain of 11.48. Similarly, Dhindia & Emran (2006) ... found statistically significant gains for students taught using interactive whiteboards, with the interactive whiteboard group achieving a mean effect size of 2.88 and the control group averaging a mean effect size of 2.16." Greater Share of Resources' in classroom: Because the proposed programs would not occur but for this funding opportunity, the proposal will increase significantly the resources that are available in the classroom. The increased resources will provide additional opportunities to engage students in learning, leading to increased academic performance. The importance of and difficulty in increasing the resources available to the target youth is again illustrated by Pennsylvania Academic & Career/Technical Training Alliance: "While everyone is correctly focusing on reducing lengths of out-of-home placements... the money for community-based programs that focus on employment training and support is a dwindling pot. And while the importance of CTE as part of education is increasingly recognized in research and Federal Policy for mainstream youth, the funding for it has a nasty habit of by-passing youth who have fallen off the track."
Youth participating in current Career-Based Intervention program at end of 2014 academic year. Benchmark B: % of youth will demonstrate improved communication skills, relationship skills, and cultural awareness as they pertain to the workplace. Benchmark C: % if youth who increase their work performance. Benchmark D: % of youth who improve their classroom work. Benchmarks B, C and D Measured by: A. Work will be graded on a ten-point grading scale that ranges from 0-100. The grade scale is as follows: (100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-0 F). Each youth will be provided with their class grade on a regular basis through written progress reports. B. Increased grade level performance as documented by the TABE (Test for Adult Basic Education). Benchmarks B, C, and D Baseline: A. Number and percentage of youth demonstrating progress as of end of 2014 academic year. B. Number and percentage of youth who demonstrate an increased grade level performance as documented by the TABE at the end of the 2014 academic year. Benchmark E: % of youth on the advanced level of the PASS program who rate themselves as improved through self-evaluations. Benchmark E Measured by: Youths complete periodic self-evaluations that include their perception of their personal aptitude, of their use of critical thinking, problem solving strategies, healthy relationships, and application of skills learned. This self-evaluation is documented in the treatment plan, class and work assignments, and personal goals. Benchmark E Baseline: Number and percentage of youth in current career-based intervention program who report progress, separated by level of increase. Benchmark F: % of youth who rate the availability of hard copy and online resources available in the library as adding value to their educational achievement. Benchmark F Measured by: Youth will rate this question during a classroom survey, conducted quarterly in the first year of implementation. Benchmark F Baseline: No baseline data. Other Outcomes: Youth will develop skills that allow them to decrease their recidivism upon release. Youth will develop skills that increase their employability. Increased employability and decreased recidivism will support positive reentry into the individual’s community and family.

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.

Lighthouse has a system of continuous quality management. Incorporating review of the program into an existing structure, - the program Continuous Quality Improvement team -assures that the proposed review of progress, performance and quality will be interwoven into organizational practice. LYC-PC holds monthly CQI meetings to examine youth data and outcomes, including TABE scores, GED attainment, and achievement of a diploma. The data examined is based on each student’s individual progress toward completion of goals, which is recorded in a program database. This assures data is complete and accurate. The data review provides a base for recommendations for improvement, details of program progress, and flagging of particular staff or youth emerging issues. If issues are identified and recommendations made, the Applicant staff will consult to assure that state regulations are met and available resources are used to maximize progress. Progress on short- and long-term measures will be analyzed based on the benchmarks, measurements, and baselines shown in section 24. Data to be collected include individual progress on outcome achievement, academic performance, and involvement in one or more CBI programs. If the program progress is measured as insufficient, recommended corrections will be tracked through the CQI meetings.

26. Identify the strategies used to solve any issues.

   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/orrganization and today’s date.

Accept

Linda Trimmer, Supervisor, Off-Campus Programs Pickaway-Ross Joint Vocational School District October 25, 2013