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Adjusted Allocation: 0.00

Remaining: -332,669.00
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Project Achieve

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.

This project promotes improved student achievement by systematically addressing the overall school climate and the social, emotional and academic needs of the child. Program components include Project ACHIEVE, all school assemblies, mentoring, school and community activities, a student advisory program, parent workshops, and a mental health therapist. Desired program outcomes include improved academic performance, reduction in discipline referrals as well as developing self-awareness, confidence, and good decision making skills that allows for a solid vision of career and future life goals.

700 total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, Last Name of contact for lead applicant: Rick Smith
Organizational name of lead applicant: Springfield-Clark Career Technology Center
Unique Identifier (RN/Fed Tax ID): 200011
Address of lead applicant: 1901 Selma Road, Springfield, OH 45505
Phone Number of lead applicant: 937-325-7368 x117
Email Address of lead applicant: ricksmit@scctc.org

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: Richele Shepard
Organizational name of secondary applicant: Wellspring
Unique Identifier (RN/Fed Tax ID): 5564
Address of secondary applicant: 15 E. Pleasant St., Springfield, OH 45506
Phone number of secondary applicant: 937-325-5564
Email address of secondary applicant: richele@wellspringfield.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 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.

Superintendent Rick Smith was named Superintendent of the CTC May 15, 2012. Prior to that time he served as the CTC’s Interim Superintendent for two and a half months and Executive Director since July 2010. He has been in Career Technical Education since 2001 and has served as an administrator at Tri-Rivers Career Center in Marion, Ohio and at Tolles Career and Technical Center in Plain City, Ohio. Mr. Smith grew up in Wyandot County and obtained his Bachelor of Science degree in Social Studies from Mankato (MN) State University. He also holds a Master of Arts degree in Youth Development from Concordia (St. Paul, MN) University. He completed his coursework for principal licensure at the University of Findlay and his superintendent licensure work through Ashland University. He looks forward to working with parents/guardians, business partners, and partner schools to provide a positive educational experience for the students of Springfield-Clark CTC. Wellspring is a not-for-profit agency that was formed in 1955. Wellspring is a community mental health agency that also provides community support services and family programming. Wellspring and Richele Shepard are uniquely qualified with relevant experience for this project. As Program Director, Ms. Shepard supervised the programming at Wellspring (at that time Family Service Agency) provided as a part of the Springfield City Schools Safe Schools Healthy Students Initiative, a five year award, that was a multi-agency collaboration. As Executive Director, Ms. Shepard now supervises programming in collaboration with the Springfield City Schools and Perrin Wood’s Elementary Schools’ 21st Century Grant. Other relevant collaboration includes family programming in the Urbana City Schools, a collaboration with the Clark County Combined Health District to provide a healthy living program, and a parenting program for adolescents that has been in collaboration with the Juvenile Justice System. Ms. Shepard has also presented Promising Practices on Parent Engagement at the Community Alliance for Youth, supported by Wittenberg University. Wellspring is a COA agency that is well positioned for collaboration, providing evidence based services with an emphasis on family engagement, and quality services that are monitored with a comprehensive Performance and Quality Improvement (PQI) emphasis. Kay Schofield is a school counselor at Springfield Clark Career Technology Center. She received her bachelor’s and master’s degree in social work from St. Louis University as well as taking both undergraduate and post graduate course work at The Ohio State University primarily in education. In addition to working in education for over 20 years, she has also worked in hospital settings at a mental health clinic, done private practice work, and taught as an adjunct professor at Rhode Island College, Capitol, OSU and Ashland University. Over the course of her career she has developed and implemented numerous programs in Rhode Island, Virginia, and Ohio and has written over $1 million in successful grants. One program was endorsed by the governor and commissioner of education in Rhode Island. It was featured on an ABC special on dropout prevention.

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 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.

The main basis for the project is implementing the Project Achieve Model which is listed in the SAMHSA National Registry of Evidenced based programs and practices. Project ACHIEVE is an innovative school reform and school effectiveness program. Project ACHIEVE's evidence-based model uses seven interdependent components for all of its school improvement efforts-components that form the foundation of each school's focus on the academic achievement and social-emotional/behavioral development of all of its students. The components of Project Achieve are strategic planning and organizational analysis and development, problem solving, learning, and consultation process, effective school, schoolcrafting, and professional development, academic instruction link to academic assessment, invention and achievement, behavioral instruction link to behavioral assessment, intervention, and self-management, parent and community training, support and outreach, and data management, evaluation and accountability. Using a blueprint, the school would complete a needs assessment to determine current needs, the current approaches that are working, and the gaps that are...
C) SUSTAINABILITY

12. Describe how it will meet the goal(s) selected above.

- Time may not be necessary for all staff once the project is up and running.
- The district could be altered to provide small group counseling and more parent and community outreach.
- Twenty weeks of student advisory sessions will address issues regarding developing self-belonging and connectedness giving the student the sense that he or she has caring adults in their life.
- Students who need additional academic help.
- Assemblies will feature key note speakers who will provide "food for thought" on relevant topics while bringing the school together for an update event. Family, staff, and community events will bring stakeholders together to reinforce the sense of academic and personal responsibility giving the student the sense that he or she has caring adults in their life. They develop confidence, the student emply, and develop a clearer vision about their future. Advisory sessions will address issue regarding developing self-awareness, making good decisions, career and college planning as well as other social, emotional, and academic topics. All of these activities and desired outcomes relate back to the goal of student achievement.

13. Financial Documentation - Must enter or upload the following supporting information. Responses should reflect in implementation of the financial documents in which applicable:
   a. Enter a project budget
   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast result from implementing this project. If applying as a consortia or partnership, please include the five-year budget 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 grant will demonstrate sustainability and impact.

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

332,669.00

* A brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and 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.)

15. What are the expected savings?

0.00

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

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

0.00

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

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/recurrent costs detailed above. If there are no new/recurrent costs, explain in detail how this project will sustain itself beyond the life of the grant.

18. What is the total cost for implementing the innovative project?
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 to be altered could include not being able to secure a program administrator and/or time therapist/1 time case manager in a timely manner, not getting enough people to volunteer as mentors, or bringing all of the appropriate people to the table. Conducting a thorough and extensive search for the previously mentioned new staff early in the planning period would hopefully help in securing those positions.

Implement (MM/DD/YYYY): 08/01/2014

* Narrative explanation

Conduct two day all staff training for Project Achieve and one day all staff training regarding implementing Student Advisories and other aspects of the program. Two student, family, staff, community events will take place with one being held before school starts and the other one shortly before school is over. Surveys will be given with the pre test survey being done at the beginning of the program and the post test being given at the end of the first year of the grant. Twenty student advisory sessions will take place. Three all school assemblies will take place that will address various components of the program through the use of keynote speakers in a fun and upbeat atmosphere. These assemblies will take place at the beginning, middle, and end of the school year. Ongoing training of staff will take place along with coaching from the Program Administrator. Mentors will be utilized as role models for apprenticeship programs, serve as tutors and support people for students. Small group counseling sessions, linking students and families to appropriate community agencies, and making home visits will take place to allow for the strengthening home-school-community connection as well as providing direct services to our students. Stakeholders during this phase will be all staff, parents, students, community agencies, and businesses. Barriers could be lack of "buy-in" from staff, parents, community, and students. The importance of the project will be emphasized with staff with specific ongoing discussions and training throughout the project. Encouraging staff to take ownership and listening to and addressing their concerns will assist with their "buy-in." Parents will be given incentives for their participation and the importance of the project and its link to their children's success in school. It will be helpful for parents to try different methods. Also, adding the barriers they may face in being able to participate will be addressed such as the ability to have transportation to attend events and workshops, etc. Students will be given the ability to "earn" rewards based on their participation and improvement throughout the year.

Narrative explanation

Data will have been collected over the course of the planning and implementation phases of this project. The data will be reviewed and studied. The results of this data will be one of the contributing factors in determining how the program will be altered as the program goes forward. The stakeholders consisting of all of staff, parents, students, community agencies, businesses and mentors will each have a representation on a committee to discuss the effectiveness of the various components of the project based on less formal data collection.

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.

Based on Project ACHIEVE, educators will use a blueprint for positive behavior support systems implementation that integrates academics, instructions, and achievement with discipline, behavior management, and mental health management. Students are not making good academic progress a functional curriculum-based assessment and intervention approach will be used. This approach includes differentiated instruction and cooperative learning and other evidenced based intervention strategies as determined by the functional assessment. Teachers learn how to identify and analyze the relationship between curricular and instructional variables and student achievement, evaluate student mastery and curriculum-linked performance, and to link task analyses and authentic assessments to passroom-based interventions. The school day will be reorganized to accommodate student advisory every other week and to allow for more time for staff learning and collaboration. Mentors will become a welcome addition to SSCTC as WillSpring and other community agencies and partnerships. Additionally, "Project ACHIEVE addresses the academic needs of students at three levels: Prevention, Strategic Intervention, and Intensive Need. At the Prevention Level, the Instructional Environment is aligned to maximize the academic achievement of all students. Data evaluating student progress are collected and analyzed continually to determine student success, and to help explain situations when success is not evident. When the latter occurs, a functional, curriculum-based assessment and intervention approach is used, involving direct instruction and mastery-focused strategies that include curricular modification, setting-specific accommodations, and academic remediation. This also involves teachers to identify and analyze curricular and instructional variables and their relationship to student achievement, integrate assessment to assess academic skill development, and to complete curriculum task analyses such that assessment is functionally linked to intervention in the classroom. Effective School-based Organizational Structures to Maintain Instructional Integrity and Outcomes At the Strategic Intervention and Intensive Need levels, functional assessments become more comprehensive—using Project ACHIEVE's Data-based Problem Solving and Response-to-Intervention strategies when specific or intensive interventions are identified, they are delineated on an Academic Intervention Plan; they are implemented through a collaborative consultation and clinical supervision process; they are formatted evaluatively through appropriate progress monitoring approaches; and they are taught, as much as possible, in the general education setting." (Source: http://www.projectachieve.info/about-project-achieve/academic-achievement.html)

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 your program.

Project ACHIEVE reports the following outcomes from schools who implement the program: "increases in positive staff and classroom climate, increases in students' academic engagement, increases in students' prosocial and self-management skills, increases in staff consistency and confidence in responding to student discipline problems, increases in students' academic achievement, decreases in discipline referrals to the principal's office, decreases in student suspensions/expulsions from school, decreases in student referrals for early intervention services, decreases in retaining students at the same grade-level." Project ACHIEVE also received the 2003 SAMHSA Administrators Award for School-Based Mental Health Services: U. S. Department of Health & Human Services: Substance Abuse and Mental Health Services Administration and was designated as a Promising Program for inclusion in the Model Programs Guide Database by the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice. Project ACHIEVE is well researched and replicated. Over 1,500 schools have used one or more of its components since 1990. The program has been implemented in every state and school context, ranging from urban to suburban to rural with both low and high performing schools participating. (Source: projectachieveinfo.info.) A study conducted in 1995 and updated in 2000 that examined mentoring reported that students were 46 percent less likely to initiate drug use, were 26 percent less likely to initiate alcohol use, were 33 percent less likely to smoke cigarettes, skipped half as many days of school, had 4 percent fewer tardies, scored 8 percent higher on standardized tests, and 16 percent gained 11.5 percentage points in GPA (4.2 percent gain over control group), and reported improved parent and peer relationships. A separate study that focused solely on mentor relationships within the school reported improvement in overall academic performance and meaningful gains in science and written and oral language. "They also had improved class work, turned in homework more frequently, had fewer school disciplinary infractions. They also reported feeling more competent academically, skipping school less, and indicated that they had a caring non-parent adult in their life who cared about their progress. Those participating in Project ACHIEVE received, from the Project ACHIEVE Program, Mentors, and Student Connectedness activities, The Center for Social Organization of Schools at Johns Hopkins University published relevant research in Solutions for Failing High Schools: Converging Visions and Promising Models Research. This report shows that "one of the most important factors behind student success in high school, especially that of disadvantaged students, is a close connection with a teacher or adult who demonstrates caring and concern for the student's advancement." The report also recommends "advisories and mentoring programs that provide students with consistent and multifaceted adult support through their high school years; and school, family, and community partnerships to create a communicating and cooperating adult support system for every student." to further student achievement. Springfield-Clark CTC is a High School That Works School, an extensively researched model that encourages best practices for student achievement. This program recommends that students participate in Student Advisory Program for improvement student achievement.

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

[ ] Yes [ ] No

22. If so, how? [ ] Yes [ ] No

This project may be replicated. Project ACHIEVE is a evidenced practice that may be purchased and used by any entity. Additionally, if this program were to be funded, one of the Program Administrator's goals would be to create a comprehensive manual of program details that include information about school assemblies, parent engagement, home visits, mentoring programming, student advisory programs, and other relevant materials. The manual would be electronically accessible and replicated by other schools. This project may be unique because, although any high school building could utilize this method, many aspects would be specific to the career and technology high schools.

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

The lasting impact of this project is to change the cultural climate of the school. These changes in the school can be long lasting and a permanent change to the culture of the school. Through the sustainability plan, once staff is trained the new plan should continue through any staff changes. Quantifiable, long term impact would include increased number of students completing their
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<th><strong>PROGRAM ASSURANCES:</strong> 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.</th>
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<td>I Accept  Rick Smith, Superintendent Springfield-Clark CTC October 25, 2013</td>
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