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Adjusted Allocation: 0.00

Remaining: -25,000.00
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Bulldog Leadership Academy (BLA)

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. Overall description of project and alignment with Outcomes

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Mr. Christopher DiMauro
   - Organizational name of lead applicant: Stow-Munroe Falls High School
   - Unique Identifier (IRN/Fed Tax ID): 044834
   - Address of lead applicant: 3227 E. Graham Rd. Stow, OH 44224
   - Phone Number of lead applicant: 330-689-5201
   - Email Address of lead applicant: st_dimauro@smfcsd.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: n/a
   - Organizational name of secondary applicant: n/a
   - Unique Identifier (IRN/Fed Tax ID): n/a
   - Address of secondary applicant: n/a
   - Phone number of secondary applicant: n/a
   - Email address of secondary applicant: n/a

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.

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.

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.

The Bulldog Leadership Academy is a multi-purpose project that aims to effect positive culture enhancement across a wide range of select areas. All too often, the world of education relies solely on the expertise of adult professionals to problem solve and create change. In choosing to do so, we forget the largest contingency of change agents available in the school setting - our students. The BLA will serve as a model of student-centered school improvement. Teams of students in grades 9-12 will receive ongoing expert training in the areas of peer-mediation and leadership strategy. They will also acquire enhanced methodology and the skills requisite to serve as peer tutors and academic mentors. Finally, the BLA members will act as student guides to transitioning special education students as a means of deeper and authentic inclusion into the school community. Our vision for the BLA is rooted in the deepest belief that positive interaction between students yields academic, social, and emotional growth. It is the mission of the BLA to help build a community of creative and independent students whose thoughts feed their continued reflection, whose concern for the world supersedes their self-interest, and whose desire to learn will carry them into the future. The project produces innovation in its approach to service-based education. The utilization of student mentors/leaders often goes further than the rudimentary tasks of planning activities and/or surface level interaction with peers who are in need. The focus of our project is to create and establish valuable relationships that will change the lives of those involved in a positive manner.

The administrative team at Stow-Munroe Falls High School includes an educationally diverse and unique group of four highly motivated and student-centered principals. Stow-Munroe Falls High School is a highly decorated secondary institution that values 2013 recognition from U.S. News and World Report, Newsweek Magazine, and the Advanced Placement (AP) Honor Roll. Specific areas of individual expertise include leadership roles in college and career ready grant proposals that currently receive funding (Minding the Gap-Partnership via The University of Akron and Kent State University) and also include positive school culture enhancement initiatives. Above all things, we believe that the continued promotion of persistence, kindness, and motivation will yield students who are ready to meet the challenges of the 21st century.

The Bulldog Leadership Academy will serve the Stow-Munroe Falls City School District as multi-purpose change agent in the areas of peer-mentorship, student academic intervention and enrichment, special education transition service, and school culture enhancement. Students will train to become successful purveyors of leadership strategy while working with fellow students K-12 in a dynamic student-lead atmosphere.
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.

   1. The project budget is estimated at $25,000. This provides an approximate $150 allotment to train each student involved in the BLA and provides $10,000 dollars for additional needs (lunches, travel expenses, teacher stipends, etc.). We do not anticipate the BLA project to impact the current five year forecast of the Stow-Munroe Falls City School District. The project will display sustainability through the "train the trainer" model. We anticipate a large portion of our project meeting its own needs on a yearly basis. For example, as students graduate from our program they will be replaced with others who will receive training from those who remain. The total number of students involved will never exceed 100 students. In this regard, the total impact remains the same despite yearly transition.

14. What is the total cost for implementing the innovative project?
   25,000.00 */ Total project cost

15. What is a new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
   0.00 */ Specific amount of new/recurring cost (annual cost after project is implemented)

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.

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 include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates
   Plan (MM/DD/YYYY): 04/01/2014
   * Narrative explanation
   Spring 2014: student/parent discussion panel and/or information night, finalize curriculum, secure advisers, schedule and finalize seminar/speaker dates, achieve BOE course approval. Barriers include difficulty in securing seminar/speaker dates to correspond with student availability.

   Implement (MM/DD/YYYY): 06/10/2014
   * Narrative explanation
   Summer 2014: students agree to attend summer conferences, speakers, BLA training dates. Barriers include student availability for summer training sessions. Fall 2014: full implementation during 2014-2015 school year, community engagement evening, elementary and middle school campus visits, scheduled course and individual meetings. Barriers include wholesale marketing and the comfort of the student body to seek assistance via BLA team.

   Summative evaluation (MM/DD/YYYY): 03/01/2015
   * Narrative explanation
   Spring 2015: summative year-end review via multiple modalities (student, staff, parent, community survey and feedback, case studies of students receiving assistance, etc.)

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

The BLA will bring positive change to the overall organizational and instructional practices of the Stow-Munroe Falls City School District. The BLA will provide needed flexibility across multiple areas where the current practice of adult only intervention is limited. Instructional changes will occur immediately as teachers and support staff will function with the knowledge that a student support system is trained and ready to assist struggling learners. In a similar sense, school counselor and support staff systems will change. Peer mentors will assist in problem solving and mediation with fellow students. Special education teachers will see a marked change in both instructional practice and organizational practice. As BLA members are teamed with special needs students, wide scale operational improvements and opportunities exist.

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.

   A vast and powerful body of research validates the use of student leadership teams to improve academic achievement and to enhance school culture. A new and exciting body of research suggests the real world, teachable moments of humanness, kindness, character, persistence, and grit are more powerful than any written curriculum. We often see members of student co-curricular groups and members of athletic teams who command a respect among the student body that is sometimes unmatched. Our goal is to harness this energy by sustaining a committed, action based group of student leaders ready to take on challenges for the betterment of their school.

21. Is this project able to be replicated in other districts in Ohio?
    YES   NO
22. If so, how?

The BLA is a simple model of harnessing student leadership for the overall quality of the district. The sequencing of training is easily replicated and schools can also combine resources to create a more cost-effective model.

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

The lasting impact of the BLA is creation of a school culture where students have a positive impact on the success of their peers. The BLA combines leadership, mediation, and achievement by empowering students to make active, hands on changes to their school community. As adult leaders, this is perhaps the most important lesson we can teach our students. We believe that success in the 21st century will require more than Math and English. The qualities of leadership and motivation are invaluable assets that schools need to harness. The BLA will model this change.

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.

Several measurable benchmarks exist to analyze the effectiveness of the BLA. Growth in student achievement will be measured via improvement across varied academic areas. School counselors will chart progress, carefully delineating the growth experienced from the onset of working with a peer mentor. Benchmark indicators will also validate student success while working with peer mentors in determining successful mediation experiences for non-cognitive areas. We will also chart comparison data for academic achievement for those students who receive mediation in non-cognitive areas. It is our hypothesis that those students receiving peer mentoring and mediation for non-academic areas will also show achievement growth as well.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

- Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

- Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

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

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

I Accept
Chris DiMauro
Stow-Munroe Falls High School
10/24/2013