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Adjusted Allocation: 0.00

Remaining: -338,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Pickaway-Ross Pathway to Success

2. Project Tweet: Please limit your responses to 140 characters.
PRCTC Pathway to Success is designed to give middle grade students tools for career exploration & promote college & workforce preparedness

This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

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<thead>
<tr>
<th>Grant Year</th>
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</table>
4. Explanation of any additional students to be impacted throughout the life of the project.  
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

5. Lead applicant primary contact: - Provide the following information:
- First and last name of contact for lead applicant
  Jamie Nash
- Organizational name of lead applicant
  Secondary Director
- Address of lead applicant
  895 Crouse Chapel Road
- Phone Number of lead applicant
  740-642-1223
- Email Address of lead applicant
  jamie.nash@pickawayross.com

6. Are you submitting your application as a consortium? - Select one checkbox below

   - Yes
   - No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

   - Yes
   - No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

   The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

   a. The current state or problem to be solved; and

   Being an area leader in career technical education, we are concerned about the number of at risk students with and without disabilities that are unemployed or under employed when graduating from school or not prepared with post-secondary plans that may include college, apprenticeships or technical training. Through self-assessment, staff thoughtfully and honestly in identifying the following problem areas: lack of organized career planning and postsecondary exploration, the need for more work study services within our district, increase participation in county-wide transition networks for students with disabilities, the need to increase awareness of middle school CTE programming and increase involvement with community business/industry partners to improve skills that are relevant in creating more authentic employment opportunities.

   b. The proposed innovation and how it relates to solving the problem or improving on the current state.

   The career technical education model is built to help all students close the learning gap, achievement gap and the opportunity gap. Pickaway Ross Career & Technology Center (PRCTC) will be taking the lead in our area by guiding the implementation of middle to high school
activities for students in associate schools. In identifying areas that need support, we have focused on areas that can be improved. This innovative initiative will be facilitated by Game Plan, a dedicated experienced staff that will work with students in a small group setting and one on one as needed. The staff will be in the role of mentor to students as they guide them through what can be uncertain times while making future plans. Traditionally, a student often falls into the danger zone, whether it be academically, behaviorally or barriers that can seem insurmountable. To disrupt this cycle, Game Plan works to get ahead of these problems. Redirecting these students through education, mentoring and introduction to options that are introduced at the middle school level can make a difference. Often, it is during this critical time, concerns can turn into problems if intervention and a proactive plan to keep the student engaged is not in place. Our intent to focus on these students one on one, enlisting community resources as needed. This framework will include an inclusive introduction to career-tech education beginning in middle school and will include self-determination coaching, social/soft skill development, independent living skills, career awareness activities, appropriate transition planning, along with authentic community-based work experiences. Readiness for the real world will be the emphasis for this program. Services are based on each student's individual preferences, interests, needs, and strengths (PINS) which are universal and inclusive for all. Using technology for these activities, students can create employment and other post-secondary goals and learn soft skills for the workplace and career assessment and exploration. Using Ohio Means Jobs, Career Connections, and other tools we can provide activities anytime and anywhere there is the internet, a computer or mobile devices! Staff observe students that have academic deficiencies, barriers at home, and lack of goals for education and job readiness.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Many youth today are being raised by social media, electronic devices, and the peer interaction. Youth need positive adult role models encouraging them to believe in their potential to be successful workers, parents, tax payers and citizens. The coordinator and staff of this program will make sure every youth believes in their own potential and has the tools needed for success. Desired outcomes of this program include: increased student success through participation in career exploration and workforce readiness, goal setting and decreased absenteeism which in turn can lead to improved academic achievement with an increased graduation rate among students served.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

The following assumptions must be true: Students that have adult support through a mentoring program have an increased probability of being successful. Career exploration help students understand the importance of work and keep students in engaged in learning, regular attendance increases academic performance.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The Game Plan program has been a success in select local schools for over 10 years. Data supports increase in graduation rates when caring adults become mentors in the lives of local schools. Attendance rises when students are engaged and a growing a growing body of research-including a study last year by America’s Promise Alliance, found that students with social support are more likely to re-engage with school in the face of adversity. Through support in the form of written recommendations (attached) from local school administrators, efforts from this staff have saved students from dropping out, helped bring goals and career exploration to the forefront and increased student's academic success. The importance of career advising is realized by the state of Ohio as it launched the career advising policy and student success model. By using initiatives such as Ohio Means Jobs K-12 and Career Connections, we feel confident that by using these ideas and tools the program will produce positive results. When utilized in a delivery model such as Game Plan, results have been positive.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Students will be required to create an Ohio Means Job backpack and populate it with weekly activities. Attendance will be tracked through the school's data system to be monitored by program staff. Classroom feedback will be collected from school personnel. Game Plan staff will interview students that show at risk behavior, creating assessments to compare behavior at designated intervals.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Staff are fully trained and certified to administer, score, and interpret a wide variety of testing instruments in a professional and educationally sound manner. These assessments will capture academics skill levels, interests/aptitudes, supportive service needs and developmental needs.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We feel confident in the flexibility of the Pickaway-Ross Pathway to Success plan to be to change course as needed and adapt to individual circumstances whether it be a school climate issue or needs of students. Due to the experience of the Game Plan staff that will be facilitating this program, the need for change or the ability to modify as needed in certain situations to insure success has been demonstrated time and time again.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project. Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. These should be measurable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
13. Provide a brief narrative explanation of the overall budget. Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

Purchased Service (Instruction): $225,000.00 Hiring 10 game plan staff members to coordinate career counseling and explorations for middle school students, including students with disabilities. Purchase Services (Support) $46,000.00 Game Plan Coordinator, this position will work with each game plan staff and their assigned school district. Purchased Services: transportation $10,000.00 Game plan transportation throughout multiple counties in Southern Ohio. Supplies (Instruction):$25,000.00 1 year of supplies for game plan staff and their assigned school district. This cost will decline after year one and be provided by the CTPD membership. Supplies (Support): $1,000.00 basic supplies for game plan coordinator. Capital Outlay (Instruction): $30,000.00 Game plan equipment for each assigned school district. This cost will decline after year one and be provided by the CTPD membership. Capital Outlay (Support): $1,000.00 Game plan equipment for coordinator. This cost will decline after year one and be provided by the CTPD.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

PRCTC along with all CTPD members within our planning district will absorb all cost for game plan staff after year one. This grant will allow our districts to get a jump start on implementing career counseling and exploration, with a focus on at risk students and students with disabilities. The intentions is to identify students with behavior, attendance and academic barriers prior to them entering into high school. The goal is to put
every student on a career and college pathway. The expansion of CTE middle grade programming and CTE funds coming off the state formula will provide additional funds to associate schools. These funds are required to be reinvested back into CTE programming, hence the need for career counseling and career exploration.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

PRCTC along with all CTPD members within our planning district will absorb all cost for game plan staff after year one. This grant will allow our districts to get a jump start on implementing career counseling and exploration, with a focus on at risk students and students with disabilities. The intend is to identify students with behavior, attendance and academic barriers prior to them entering into high school. The goal is to put every student on a career and college pathway. PRCTC and CTPD members will evaluate and assess all additional funds available through ODE. This includes federal and state special education funds allocated for students with disabilities and CTE funds for career counseling and exploration. The expansion of CTE middle grade programming and CTE funds coming off the state formula will provide additional funds to associate schools. These funds are required to be reinvested back into CTE programming, hence the need for career counseling and career exploration.

D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Add Implementation Team

Enter Implementation Team Key Personnel information by clicking the link below:

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range 1/2016 2/1/2017

b. Scope of activities - include all specific completion benchmarks.

PRCTC plans to engage over 750 middle school students with disabilities and the remainder of their peers in our associate districts. The focus will be on CTE, career readiness, and post-secondary planning activities, including academics and career training. Career Assessment & Exploration: Provide middle grade CTE career field courses in full inclusion. Including exploring Career Connections, OMJ, Ohio in demand job pathways. Planning completed 2/1/2017 Career Counseling: Provide career counseling beginning in the 7th grade continuing through graduation. Planning completed 2/1/2017 Post-Secondary Transition planning partner: PRCTC will assist school districts in developing, and implementing post-secondary transition services. Planning completed 2/1/2017 CTE Exploratory: Middle school programming. Planning completed 6/1/2015 and implemented for 2017-2018 school year Living Skills Simulator: Students will have the opportunity to learn living skills leading to independent living. The simulator will be built with donated materials and housed in a local setting. It will be outfitted with equipment the school owns. No grant monies will be expended in construction. Planning completed 2/1/2017 CTE introductory courses: Programming as a precursor to pathway courses to continued exploration into CTE programming. Planning completed 2/1/2017 CTE pathway courses: Provide grade specific CTE pathway courses, including industry credentials that align with Ohio in demand jobs, WorkKeys and articulated college credit. This will provide multiple pathways to meet the new graduation requirements. Planning completed 2/1/2017. Explore Post-secondary education: apprenticeship Adult education, college visits, FAFSA, ACT WorkKeys, College Credit
22. Implementation (grant funded start-up activities)

a. Date Range 8/15/2016 to 6/1/2017

b. Scope of activities - include all specific completion benchmarks


23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range 10/1/2016-6/15/2017

b. Scope of activities - include all specific completion benchmarks

? PRCTC will direct the training of associate school’s teachers and staff. ? Creating additional CTE courses as is feasible. ? Continue to guide middle school guidance staff and administration in career awareness and exploration. ? PRCTC will use this time to set the stage for training and education of intervention specialists and critical IEP staff on proper post secondary planning. ? Any student run businesses- the coffee shop and cleaning service will act as actual business and will be self-sustaining from outside revenue. ? The 9-12th grade CTE programming is already in place and will require no additional funding after the new strategies are embedded.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

We anticipate a new way of thinking when it comes to education and employment of our students with disabilities ages 14-21. No longer will they be waiting for an opportunity to come along; they will be equipped to go out into the workforce and seek employment due to being prepared with experience gained through career technical education and actual workplace settings. With unique and comprehensive transition plans beginning in middle school that genuinely addresses each student's needs, this will allow for a greater chance of success in school, in growing toward independence and finding authentic employment. It is our sincere desire to see young adults be ready for the world, utilizing the well rounded preparation of career technical education and life skills training they have received from Pickaway-Ross Career and Technology Center.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Jamie Nash Secondary Director PRCTC 895 Crouse Chapel Road Chillicothe, Ohio 45601 740-642-1200 jamie.nash@pickawayross.com

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Measurement will be done formally as required by the grant and internally on a semi-yearly basis through information and data gathered at our campuses and associate school partners. As illustrated in the preceding chart on pages 8-9, we intend to use data derived from different levels, ranging from staff observations, IEP generated data to building level data, information and conclusions from associate school buildings and more formal evidence such as CPTD data and EMIS. Measurement will include: ? Quarterly evaluations ? Professional Development Requirement ? Clarifications and corrections process ? Any additional procedures within the scope of the grant.
27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

Following the completion of the first year of the program, it should take limited time and effort to implement in other districts. Completed lesson plans, surveys, activity and project description will be kept and can be shared with other districts drastically reducing the overall time to set-up and plan for the events from six months down to one or two months thus increasing implementation time.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Jamie Nash, Secondary Director 05/06/2016 Dennis Franks, Superintendent 05/06/2016
Consortium Contacts

| No consortium contacts added yet. Please add a new consortium contact using the form below. |
## Partnerships

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<th>First Name</th>
<th>Last Name</th>
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<th>Email Address</th>
<th>Organization Name</th>
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<tbody>
<tr>
<td>Craig</td>
<td>Kerns</td>
<td>740-998-2313</td>
<td><a href="mailto:Craig.kerns@adenalocalschools.com">Craig.kerns@adenalocalschools.com</a></td>
<td>Adena Local</td>
<td>049494</td>
<td>3367 County Road 550, Frankfort, OH, 45628-9503</td>
</tr>
<tr>
<td>Jeff</td>
<td>Fisher</td>
<td>740-702-2287</td>
<td><a href="mailto:Jeff.fisher@ccsd.us">Jeff.fisher@ccsd.us</a></td>
<td>Chillicothe City</td>
<td>043745</td>
<td>425 Yoctangee Pkwy, Chillicothe, OH, 45601-1663</td>
</tr>
<tr>
<td>Chris</td>
<td>Thornsley</td>
<td>740-474-4846</td>
<td><a href="mailto:Chris.thornsley@cvcasd.com">Chris.thornsley@cvcasd.com</a></td>
<td>Circleville City</td>
<td>043760</td>
<td>388 Clark Dr, Circleville, OH, 43113-1517</td>
</tr>
<tr>
<td>Nathan</td>
<td>Caplinger</td>
<td>740-663-2230</td>
<td><a href="mailto:Nathan.caplinger@huntsmen.org">Nathan.caplinger@huntsmen.org</a></td>
<td>Huntington Local</td>
<td>049502</td>
<td>188 Huntsman Rd, Chillicothe, OH, 45601-9378</td>
</tr>
<tr>
<td>Nate</td>
<td>Smith</td>
<td>740-474-7503</td>
<td><a href="mailto:Nate.smith@loganelm.org">Nate.smith@loganelm.org</a></td>
<td>Logan Elm Local</td>
<td>049080</td>
<td>9579 Tarlton Rd, Circleville, OH, 43113-9448</td>
</tr>
<tr>
<td>Lewis</td>
<td>Ewry</td>
<td>740-634-3582</td>
<td><a href="mailto:Lewis.ewry@pvlisd.org">Lewis.ewry@pvlisd.org</a></td>
<td>Paint Valley Local</td>
<td>049510</td>
<td>7454 Us Highway 50 W, Bainbridge, OH, 45612-9708</td>
</tr>
<tr>
<td>Leonard</td>
<td>Steyer</td>
<td>740-774-2003</td>
<td><a href="mailto:lsteyer@mail.gsn.k12.oh.us">lsteyer@mail.gsn.k12.oh.us</a></td>
<td>Southeastern Local</td>
<td>049528</td>
<td>2003 Lancaster Rd, Chillicothe, OH, 45601-8213</td>
</tr>
<tr>
<td>Jim</td>
<td>Osborne</td>
<td>740-773-4105</td>
<td><a href="mailto:josborne@unioto.net">josborne@unioto.net</a></td>
<td>Union-Scioto Local</td>
<td>049536</td>
<td>1565 Egypt Pike, Chillicothe, OH, 45601-3974</td>
</tr>
<tr>
<td>Billy</td>
<td>Dennis</td>
<td>740-986-2911</td>
<td><a href="mailto:billyd@westfallschools.com">billyd@westfallschools.com</a></td>
<td>Westfall Local</td>
<td>049106</td>
<td>19463 Pherson Pike, Williamsport, OH, 43164-9745</td>
</tr>
<tr>
<td>Todd</td>
<td>Holdren</td>
<td>740-775-1809</td>
<td><a href="mailto:tholdren@ztlsd.org">tholdren@ztlsd.org</a></td>
<td>Zane Trace Local</td>
<td>049544</td>
<td>946 State Route 180, Chillicothe, OH, 45601-8141</td>
</tr>
<tr>
<td>John</td>
<td>Keal</td>
<td>740-983-5054</td>
<td><a href="mailto:jkeel@tvlsd.us">jkeel@tvlsd.us</a></td>
<td>Teays Valley Local</td>
<td>049098</td>
<td>385 Viking Way, Ashville, OH, 43103-9638</td>
</tr>
<tr>
<td>Ty</td>
<td>Ankrom</td>
<td>40-702-3120</td>
<td><a href="mailto:Ty.ankrom@pickawayesc.org">Ty.ankrom@pickawayesc.org</a></td>
<td>Pickaway-Ross County JVSD</td>
<td>051433</td>
<td>895 Crouse Chapel Rd, Chillicothe, OH, 45601-9009</td>
</tr>
<tr>
<td>Steve</td>
<td>Martin</td>
<td>740-7023120</td>
<td><a href="mailto:smartin@rpesd.org">smartin@rpesd.org</a></td>
<td>Ross-Pike ESC</td>
<td>138222</td>
<td>475 Western Ave Ste E, Chillicothe, OH, 45601-2288</td>
</tr>
</tbody>
</table>
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE on Project</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dana</td>
<td>Anderson</td>
<td>Academic Specialist</td>
<td>Coordinate the implementation of research-based practices that lead to effective postsecondary transition services and outcomes at the middle school level.</td>
<td>Licensed: 5 Year Professional License - Principal Culinary Arts and Food Service Management T.T.W. Opt 4 Coor</td>
<td>Administration of career tech programs and special education.</td>
<td>Masters</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Susan</td>
<td>Schwalbauch</td>
<td>Career Assessment Specialist</td>
<td>Provide student data to the student, parents, and IEP team members involved in the transition planning process. Career counseling will be provided in the classroom and in small groups. CTE introductory and pathway courses are provided in an integrated environment with typically developing peers.</td>
<td>AWE experience. Career Assessment Academic and career specialist for PRCTC</td>
<td>Currently employed at PRCTC as Academic and Career specialist</td>
<td>Bachelors</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Katt</td>
<td>Marriott</td>
<td>Career Specialist</td>
<td>Introduces CTE to middle school students in the form of presentations and interactive activities in the associate school setting on a yearly basis.</td>
<td>5 Year Professional License - Career Technical (4-12) - Cosmetology</td>
<td>Classroom teaching</td>
<td>Bachelors</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td>Graves</td>
<td>Transition to Work Coordinator</td>
<td>Assisting in the coordination of referrals from school to youth and adult service systems, including OOD, DODD, and other state and local agencies as needed.</td>
<td>Permanent Permanent Certificate - Vocational Education Status Teaching Fields: Owe Social Studies* (179803) Issue Date: 06/21/2001 Owa-Social Studies* (049812) Issue Date: 06/21/2001 Owa-English * * * * (049801) Issue Date: 06/25/2001 Owe-English * * * * (179801) Issue Date: 06/25/2001 Owa-Reading * * * * (049802) Issue Date: 06/25/2001 Owe-Reading * * * * (179804) Issue Date: 06/25/2001 Occupn Work Ad (049998) Issue Date: 06/25/2001 Vocational BOE Comprehensive (149000)</td>
<td>Current Apprenticeship Coordinator for Pickaway Ross. Experienced administrator and trainer with Work Keys</td>
<td>Masters</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Allen</td>
<td>Koker</td>
<td>Transition to Work Coordinator</td>
<td>Assisting in the coordination of referrals from school to 5 Year Professional License - High School (7-12) - Health 5 Year</td>
<td>Job placement with students in CBI program.</td>
<td>Bachelors</td>
<td>10</td>
<td></td>
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<tr>
<td>Youth and adult service systems, including OOD, DODD, and other state and local agencies as needed.</td>
<td>Professional License - High School (7-12) - PE 5 Year Professional License - Vocational Education Status Occupational Work Exper (179999) Owa-Social Studies* (049812) Occupntl Work Ad (049998) Owe Social Studies* (179803) Previous CBI teacher for high school.</td>
<td>Working with special needs students</td>
<td></td>
<td></td>
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</tbody>
</table>