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| Adjusted Allocation | 0.00 |
| Remaining           | -823,033.00 |
Application

Schnee Learning Center (147231) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (424)

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: Looking Forward to Life

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.

Looking Forward to Life is an existing project that is a student-centered model wherein wellness (mental health, “wrap around” and childcare services are available to at-risk youth (who are at greater risk or dropping out of high school) to develop healthy relationships and lifestyles that will become an integral part of the Schnee Learning Center community. This one-of-a-kind on-site licensed childcare center will be the only program in Summit County not only to provide the current 10% teen parent population with child care (and will attract more teen parents throughout the county) but also will provide the remainder of the students and their families with access to quality programs that will enhance academic student achievement by removing barriers common to the at-risk population, improving wellness and citizenship while preparing them for life beyond high school. By expanding current business collaborative partnerships with services through Community Health Center and Child Guidance Family Solutions, program startup costs will be greatly reduced, thus reduce spending but increasing revenue in the five-year forecast.

102. Total Students Impacted:

3. Lead applicant primary contact: - Please provide the following information:

First Name, last Name of contact for lead applicant: Barbara Van Dike
Organizational name of lead applicant: Schnee Learning Center
Unique Identifier (RIN/Fed Tax ID): 147231
Address of lead applicant: 2222 Issaquah Street, Cuyahoga Falls, OH 44221
Phone Number of lead applicant: 330-822-1966, Ext. 502055
Email Address of lead applicant: cf_cardone@cfalls.org

4. Lead applicant primary contact: - Please provide the following information:

First Name, last Name of contact for lead applicant: Dona L. Cardone
Organizational name of lead applicant: Schnee Learning Center
Unique Identifier (RIN/Fed Tax ID): 147231
Address of lead applicant: 2222 Issaquah Street, Cuyahoga Falls, OH 44221
Phone Number of lead applicant: 330-822-1966, Ext. 502055
Email Address of lead applicant: cf_cardone@cfalls.org

5. Secondary applicant contact: - Please 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 (RIN/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: Please 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.

N/A

7. Partnership and consortia agreements and letters of support: - Please provide a brief description of any partnerships and consortia agreements. 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.

N/A

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.

The continuing partnerships with Child Guidance and Family Solutions and the Community Health Center will allow Schnee (SLC) to implement and improve programs for SLC’s at-risk high school students, an underserved population. The team was determined by stakeholders who share the vision of providing richer services to at-risk student population who the traditional schools have failed to meet both their academic and non-academic needs. Ken Diffenbush, LPCC-S, Child Guidance & Family Solutions, dtlk@gocs.org, (330) 762-0591, a licensed professional clinical counselor with supervision designation/credential and Assistant VP of Special Programming at CGFS; Extensive experience in program development, community relations, marketing of programs, providing supervision, managing large program budgets, building partnerships & collaborations, and grant writing. Stacy Greenanmyer, LPCC-S, Child Guidance and Family Solutions, greens@gocs.org, 330-762-2557, has extensive experience in developing school and community based programming including but not limited to: completing diagnostic assessments, universal screenings, improving school climate, bully prevention programming, treatment planning, providing evidence-based group services, individual & family counseling, case management, crisis intervention, public speaking, teacher training, and family outreach & engagement. Janet Wagner, Chief Operating Officer for the Community Health Center (CHC), janet@comhealthcenter.org, 330-434-4114, for over 30 years, has managed the construction of a 21- unit apartment building funded by HUD. Oversaw the remodeling of the CHC’s residential program, the construction of the outpatient wing at the same center, has managed the day-to-day operation of the service delivery system. Richard Bennett, Director of Environmental Services at CHC, Richard.bennett@comhealthcenter.org 330-315-2666, has overseen numerous renovation projects. Manages over 30 facilities for CHC. Has over 40 years experience in construction management, HVAC and electrical engineering, and will be responsible for overseeing the renovations of the child care space at SLC. Barbara Van Dike, Director of Human Resources at CHC, Barb.vandike@comhealthcenter.org, 330-315-3715, has worked at CHC for over 20 years. Will be responsible for hiring all new staff. Betty Thompson, Director of CHC child care program, KidSpace, Betty.thompson@comhealthcenter.org 330-315-2760, is a new member to the CHC team with 13 years of child care experience ranging from a Head Start teacher to a Site Supervisor for Head Start. Will be responsible for maintaining and licensing, developing classroom curriculum, and staff supervision. Trifiane Ferguson, Coordinator of the CHC’s Adolescent Department, Trifiane.ferguson@comhealthcenter.org 330-315-3789, is a LPCC with supervision authority. Has supervised clinical staff for 8 years; will be responsible for the supervision of the case manager & counselor at SLC; supervises a counselor who already provides counseling services at SLC. Dona Cardone, Executive Director, Schnee Learning Center (SLC), cf_cardone@cfalls.org, 330.922.1966, since 2006. Has implemented pedagogical/curriculum changes to improve academic/nonacademic functions of the school for the at-risk population. Has used collaborative partnerships with state, staff, students, parents, community, and community-based organizations to reach "Effective" rating for three consecutive years from 2008-2011 and currently earned the ZAPCS Charter School of the Year for school year 2013-14. Shannah Carlo, dually licensed in professional clinical with supervisor credential and school counseling, SLC, cf_carlo@cfalls.org, 330.922.1966. Extensive experience in developing tailored programming for students including but not limited to: groups, counseling, crisis management, college bound groups, speaker series, statewide assessment test coordinator, case management, and student scheduling.

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

9. Which of the stated Straight A Fund goals does the proposed aim to achieve? - (Check all that apply)

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<th>Goal</th>
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<td>Student achievement</td>
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<tr>
<td>☑️</td>
<td>Spending reductions in the five-year fiscal forecast</td>
</tr>
<tr>
<td>☑️</td>
<td>Utilization of a greater share of resources in the classroom</td>
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10. Which of the following best describes the proposed project? - (Select one)

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<td>New - never before implemented</td>
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<td>Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments</td>
</tr>
<tr>
<td></td>
<td>Mixed Concept - incorporates new and existing elements</td>
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<tr>
<td></td>
<td>Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership</td>
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</table>
11. Describe the innovative project.

Part I: On-site Substance Abuse Counselor will address substance abuse and mental health issues to enhance a students' success. Having a licensed counselor on-site to promote a healthy life style and provide positive interventions for students to school success. The counselor will work with the students who are depressed, anxious, ADHD, angry, oppositional and defiant. Drug and alcohol abuse would also be addressed but not limited to providing prevention services such as support groups to provide students knowledge of the signs of substance use to how to take steps to reduce risk of transitioning from use to abuse or dependence. On-site Mental Health Therapists will support all students by offering universal screenings and support, through offering targeted interventions. Wellness activities and groups will utilize an interactive health self-monitoring wristband device and tablet technology to integrate health, mental health, and educational objectives. On-site counselor will conduct groups, individual and family counseling sessions, home-visits and outreach. Part II: On-site Case managers will help by providing interventions to students to eliminate crisis. Crisis may include personal problems, pregnancy, unstable home environment and medical concerns. Link to community services will also help the students achieve success because their basic living needs will be met.

Outside referrals to Dept. of Jobs and Family Services may help them financially as they may receive Title XX, cash assistance or food stamps, AMMA can offer housing assistance; Project Learn can provide academic support, clothing and food assistance. Case managers can also coordinate the students' counseling and medical appointments and help insure compliance with their treatment plans. Part III: On-site childcare center will offer parenting classes which will improve the students' parenting skills and provide them an opportunity to develop a healthy relationship with their child. The childcare center will offer an educational program for toddlers/juniors, link to other services, connect to other resources, collect and coordinate crisis intervention and wellness activities that would include the self-monitoring wristband and tablet technology for students to track their movements, sleep patterns, and eating habits to help them make healthier lifestyle choices that positively impacts student learning/achievement. A gain in school attendance should be realized. c. On-Site Substance Abuse and Mental Health counseling will engage students so they feel connected and supported at school, i.e., self-risk students who would have dropped out of traditional school thus increasing enrollment while at the same time increasing the graduation rate. Child guidance partnership will pick up 50% of cost of having a counselor on-site the entire day for the school year. 3. Utilization of a greater share of resources/sustainability: Child Care/Mental Health Counselors/Health-Wellness-Title 20. Offer Cuyahoga Falls teen parents, other Summit County teen parents, and community parent child services but charge a fee. Plan to support future programming through billing of health care insurance. Will investigate the funds from the District Compact and/or the Cuyahoga Falls City School District to incorporate early childhood career tech training opportunities.

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.

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 Total 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 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.

Looking Forward to Life Impact Table was uploaded.

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

823,033.00 * Total project cost

* Provide 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, RTfT 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).

The $399,512 is Purchase Services (400) that will cover the wages and fringe benefits of 1=int lead director, 3=childcare teachers, 1=case manager, 1= submarine abuse counselor, 1= mental health/wellness counselor, and the 2 research-based child care training programs, IV-credible Years and TAPIs-Teens and Preschoolers Succeeding, rent and utilities. The $48,894 is Supplies (500) that will cover office/cafeteria supplies, food (meals/snacks), cell phones/service, and self-monitoring interactive wristbands. The $101,210 is Capital Outlay (600) that will cover classroom/office furniture and supplies (e.g. (tablets) for instruction and video monitoring. The $234,065 is Capital Outlay (600) that will support the renovation of the current classrooms that includes interior remodeling that will include but not limited to lighting direction, electrical work, restroom modifications, sinks, fixtures, HVAC modifications, exterior upgrades of playground and playground equipment, courtyard upgrade. The $69,352 is Other (800) that will cover insurance, child care licensure, and indirect costs.

15. What new/recurrent costs of your innovative project will continue once the grant has expired? If there are no new/recurrent costs, please explain why.

360,340.00 * Specific amount of new/recurrent cost (annual cost after project is implemented)

* Narrative explanation/rationale: 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.) If there are no new/recurrent costs, please explain why.

Purchase Services (600) would be reduced to a recurring costs of $267,619 (10% reduction per year for an average of $15,493 through Year 5) since Title 20 and billing of health care insurance will help defray the cost as well as more revenue will be generated, since child care fees will be charged for students who do not attend Schnee. Investigate the elimination of rent/utilities from the school's budget, if possible. The $69,410 after the first year would be realized for Supplies (500) since the office/classroom supplies will be reduced 50%, food (meals/snacks) cost of $6,588 would remain, cell phones/service, and no replacements of the self-monitoring interactive wristbands. Capital Outlay (600) would be reduced to $4,800 since the classroom/office furniture and technology (computers, tablets) for instruction, security, and video monitoring would not have to be purchased again. The $4,800 would be spent on technology. No recurring costs of the $234,065 for Capital Outlay (600) would be spent since the renovations/remodeling would be complete the first year. The $69,352 for Other (800) would recur since insurance, child care licensure, and indirect costs are constant operational costs.

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

462,493.00 * Specific amount of expected savings (annual)

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

An average cost saving of $101,893 for Purchase Services (600) would be realized after the first year a 10% reduction per year for an average of $15,493 through Year 5 would be realized from Title 20 and using the health care insurance. Students will no longer struggle to find reliable childcare, since their children will be cared for in a safe, nurturing environment which will eliminate the students' stress and increase their functionality. The teen parent and his/her child will be in the same facility allowing for the teen parent to be in the child while participating in class but allowing them the assurance the child's needs are being met. Childcare teachers will be equipped with the skills necessary to deal with challenging behavior in toddlers and preschoers, so that the parents can remain in class sessions. Students will build strong attachments with their own children and will feel connected to school. Case management services provided to the students will improve school attendance, performance and overcome barriers to academic success, thus increasing the understanding of the necessity for a high school diploma. 2. Spending reductions: This one-of-a-kind on-site childcare center will be the only program in Summit County that will attract more teen parents and more at risk students who would have dropped out of traditional school thus increasing enrollment while at the same time increasing the graduation rate. Child guidance partnership will pick up 50% of cost of having a counselor on-site the entire day for the school year. 3. Utilization of a greater share of resources/sustainability: Child Care/Mental Health Counselors/Health-Wellness-Title 20. Offer Cuyahoga Falls teen parents, other Summit County teen parents, and community parent child services but charge a fee. Plan to support future programming through billing of health care insurance. Will investigate the funds from the District Compact and/or the Cuyahoga Falls City School District to incorporate early childhood career tech training opportunities.

17. Provide a brief explanation of how the project will self-sustain. 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.

The recurring Purchase Services (400) would be worth a bill of on one grant the year based on the following calculations. 1. For wages and benefits a very conservative reduction of 10% (compared to Title 20, billing of health care insurance) yearly would be realized. More realistically, billing of health care insurance could realize up to a 50% cost reduction, based on the number of clients (parents) enrolled in the program. 2. Year 1 salaries/benefits of $238,662 with a yearly reduction of 10%. Year 2, $214,796; Year 3, $193,316; Year 4 $173,985, Year 5 $156,866 Projected revenues for the first year of $150,006 would be generated based on the following calculations: 1. Projected conservative increase in enrollment of Schnee teen parents from the present 10% of the population to 2% each year for 5 years, totaling a gain of $1,010,160; 2. $150,006 would be derived from the assumption-general student enrollment increase of 10% per year by 2. Child care rates for non- Schnee students that may include teen parents from the Falls High School or surrounding Summit School Counties and the Schnee neighborhood community would be based on: Infant $206 weekly. Toddler 181 weekly (assumption rates are conservative; would raise fees based on fair market value). If 10 children would be enrolled in each age group for the school year, the revenue generated would be Infant $10,260 for 48 weeks $469,160, Toddler 181 @ 181 rate 36 weeks $65,160 Year 1 of Purchase Services for copier, $6,250 and for utilities would be reduced to $0 Year 2 through Year 5 of the grant based on the following assumptions: 1. Child Care Center would have access to copier already located at Schnee that is paid through General Fund that only costs $2,364 per year. 2. Year 1 of Purchase of Services for rent/utilities of $86,400 could be eliminated if Schnee's sponsor would donate the space and utilities Year 2 through Year 5 of the grant. 3. If the sponsor would incorporate Schnee to its school system, other operational fees would be reduced (e.g., Treasurer $18,000, rentals $20,000 average per month for 12 months) totaling $256,000 per year.

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
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.)

**Proposal Timeline Dates**

Plan (MM/DD/YYYY): 12/17/2013-12/19/2013

**Narrative explanation**

Grant letter received on 12/17/2013. Notify the following stakeholders: students, staff, parents, Community Health Center (CHC) Team, Child Guidance & Family Solutions (CGFS) Team, Schnee Implement Director, local boards, and other community members. Schnee announces the project and gets stakeholder buy-in. Schedule of meetings to coordinate implementation dates (construction/remodeling-first priority). CHC-construction/refurbishing the identified space at the school will begin in Jan. 2014. Their contractors will be selected in January. CHC has worked with numerous contractors and will be open for the ideas to renovate the construction in January. 1/10/14 Looking for Life celebration is the first order of business. CHC constructive work has worked with numerous contractors. CHC construction work will begin in January. 1/17/14 Prepare the agenda for Schnee Board of Directors approve the purchase orders 1/22/2014 Schnee Board of Directors approves the purchase orders at its organizational meetings—order the classroom furniture, educational equipment, and other necessary items for delivery. The teacher for the children’s lunches will be notified and arrangements for staff. The entire team will be advertised. The childcare service will be at the Schnee Learning Center (SLC) and will attract more parents to Schnee. The project will be completed and delivered through 12/14/2014 OAPCSircollaborative partnerships’ services, OAPCS resources, and networking are the key to replicate this proposed project. Best practices of this project could be shared through Dissemination Grants to other charter/community schools, networking through OAPCS, presenting Schnee’s program at various state and national conferences. Again, shared resources of business collaborative partnerships’ services, OAPCS resources, and networking are the key to replicate this proposed project.

### E) SUBSTANTIAL IMPACT AND LASTING VALUE

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

Creating a one-stop community learning center that incorporates child care services and expands on-site mental health/wellness licensed counselors, case managers, health and wellness programs, as well as an individualized personalized educational plan will contribute to reduce barriers such as: social disadvantages, family stress, academic difficulties, drug and mental illness, thus increasing school attendance, focus on their academics, school connection, and mental health/financial supports to prevent student/school from dropping out of school and obtaining their high school diploma. With the inclusion of the self-monitoring interactive wristbands, students will learn health/wellness practices—diet, sleep, exercise, etc., thus allowing them to build a healthy personal life. Also building resilience that will increase critical and analytical thinking. The wristbands incorporate tablet technology, which many at-risk students would not have access to. In addition, the tablet technology can be used in all academic classes on-site and off-site increasing their technology training while building 21st century skills.

#### 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.

Rationale: Schnee Learning Center (SLC) attracts primarily an at-risk student population to academic, emotional, social, and learning/behavioral disabilities that have resulted in failure in the traditional public education setting. There is a higher probability of school failure for those who are identified with learning disabilities and at-risk youth, and as a result, are at greater risk for dropping out of high school. By changing this population who can problem solve and overcome challenges and obstacles. Students at Schnee are labeled at-risk and can identify with at least one of the following: (1) living in poverty, (2) social disadvantages, (3) familial stress, (4) academic difficulties (5) drug and illness. Students living in duress or with an identified mental health disorder are in constant “survival mode” and operate in the reflexive recessive of the brain. As a result, there is little room for critical and analytical thinking. By expanding Schnee’s Learning Center’s already successful program that offers a personalized individual education that includes, personal, social, professional, and academic growth in smaller class sizes, with “Success for All” motto to offering expanded on-site health and wellness support and case management services and child care services to enable many barriers to enable the at-risk student to become a viable community member by graduating with a high school diploma. To prevent dropout, personal and social supports can be in partnership by the potential stakeholders to provide support and resources in the education environment by attracting teen parents not only from Schnee but also from Cuyahoga Falls and the surrounding schools as well as community members who need access to a licensed child care center. The proposed child care center costs can be sustained from enrollment alone that generates revenue from child care fees, Title 20 monies, and back to health insurance plans. The uniqueness of the center would draw many teen parents to Schnee.

#### 21. Is this project able to be replicated in other districts in Ohio?

**Yes**

#### 22. If so, how?

Best practices of this project could be shared through Dissemination Grants to other charter/community schools, networking through OAPCS, presenting Schnee’s program at various state and national conferences. Again, shared resources of business collaborative partnerships’ services, OAPCS resources, and networking are the key to replicate this proposed project. With many school districts abandoning building special needs, building could be re-invented by creating on-site mental health/wellness service and child care centers to service the students in the surrounding schools on campuses. Elementary buildings are made for small people; renovations would be more economically feasible that new building construction.

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

Better equip the non-at-risk at-risk student with more support resources/services to stay in school to obtain a high school diploma. The research-based parenting programs and on-site mental health and wellness resources offered to the at-risk teen parent and the at-risk student is effective at reducing child abuse as well as building solid parenting skills; focused on building residency, protective factors and overall strong social-emotional skills in young children that will positively impact the teen parent and hopefully the teen parent's family; - known to build strong attachment with the teen parent's own children and will feel more connected to Schnee; -known to increase attendance of teen parents of young children due to the additional supports at school that will enable them to attend school more regularly; -known to empower students so they feel connected and supported at school; -designed for on-site counselors to conduct groups, individual and family counseling sessions, home-visits and outreach, thus focusing on improving the mental health and wellness in order for academic achievement to become a reality.

#### 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.

Increase student achievement with on-site substance abuse/mental health/wellness counseling and programs that will - improve attendance and increasing more time on task to improve academic performance; - help at-risk students make healthier lifestyle choices that positively impacts student learning/achievement eventually leading to a high school diploma; - assist the at-risk students to self-monitor their movements, sleep patterns, and eating habits to improve wellness; - engage the at-risk student so he/she feels connected and supported at school; - help build residency of at-risk students as self-efficacy is valued with school success and mental health supports; Increase student achievement with on-site childcare center/case manager that will; - remove childcare barrier in order for teen parents to be able to take classes and become resourceful; -help build relationships between the potential stakeholders by the potential stakeholders to provide support and resources in the education environment.

- 80% of students will be improved attendance, performance and overcome barriers to academic success, thus increasing the understanding of the necessity for a high school diploma Spending reductions: This one-of-a-kind on-site childcare center will be the only program in Summit County that will attract more teen parents and more at-risk students who would have dropped out of traditional school thus increasing enrollment; - be realized by Child Guidance partnership that pick up 50% of cost of having a counselor on-site the entire day for the school year; Utilization of a greater share of resources/sustainability will be realized by - reducing staffing costs by charging child care fees to teen parents in addition Schnee from Summit County and community parents who live in the Schnee neighborhood; - reducing staffing costs by charging back child care counseling/costs to health insurance companies and using Title 20 monies - investigating funds from the Six District Compact and the Cuyahoga Falls City School District to.
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.

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<thead>
<tr>
<th>Pre/post-assessment for student achievement evaluation measurements: Attendance measured quarterly FY14 compared to quarterly FY15 after programs are in place</th>
<th>Academic achievement measured (credits earned per student) quarterly FY14 compared to (credits earned per student) quarterly FY15 after programs are in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate measured annually FY14 compared to annually FY15 after programs are in place</td>
<td>Reduction of suspensions as measured by Public School Works data measured quarterly FY14 compared to quarterly FY15 after programs are in place</td>
</tr>
<tr>
<td>Positive classroom behavior as measured by Public School Works data measured quarterly FY14 compared to quarterly FY15 after programs are in place</td>
<td>Spending reductions evaluation measurements: 5-year forecast from Years 1-5 of the grant period will be compared twice per year-October FY14 and May FY14 to October FY15 and May FY15</td>
</tr>
</tbody>
</table>

Spending trends measured quarterly from Years 1-5 of the grant period

Sustainability evaluation measurements: School-wide enrollment measured quarterly FY14 compared to quarterly FY15 after programs are in place |

Enrollment increase of Schnee teen parents measured quarterly FY14 compared to quarterly FY15 after programs are in place

Child-care enrollment measured at inception and every quarter thereafter measuring Schnee enrolled and non-Schnee teen parents separately

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 Dona L. Cantone, Executive Director, Schnee Learning Center, October 24, 2013