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Adjusted Allocation: 0.00
Remaining: -2,519,278.75
The Shaker Heights Schools Innovative Center for Personalized Learning will be designed by a team of school district staff members directly involved in the development, long term implementation and sustainability of the project. Other entities will be consulted as needed to lend expertise and logistical support. The team has a diverse set of titles and roles that add expert knowledge and specialization to support the project. The team is also of a manageable size to allow for highly effective communication and project management. Gregory Hutchings, Superintendent/parent, parent Bernice Stokes, Assistant Superintendent/parent Christine Auginas, Assistant to Superintendent and Executive Director of The Shaker Schools Foundation/community member Erin Herbruck, Dir of Planning &Development Dale Whittington, Dir of Research &Evaluation/community member Peggy Caldwell, Dir of Communications/community member Bryan Christman, Treasurer/parent Fred Shalloup, Operations Supervisor/Interim Business Manager Kathy Fredrick, Dir of Library &Technology Services Danny Young, MS principal/community member Kelly Anderson, MS guidance counselor/community member Ron Grosel, Middle School teacher Joel Rathbone, HS teacher Priyali Roy, HS teacher/parent Lauren Keener, HS teacher Michael Griffith, HS principal/community member David Peterjohn, HS guidance counselor/parent Eza Zigmon, HS student Jacob Kefler, HS student Lee Hsu, HS student Partnering Entities have been involved in the planning. Our Partnering Entities are critical to the development of the project and bring a diverse range of experiences in leading innovative change. Shaker Heights Public Library -Will sub-lease the 2nd floor of the library consisting of approximately 10,000 square feet to the district -building itself upholds the high standard of traditional Shaker Heights architecture and is located in a central area of the city where the schools are focusing on increasing accessibility to technology and District programs -has a long history of innovative programming and has supported the diverse needs of the community. City of Shaker Heights -Will advise on facilities issues in accordance with a concurrent study conducted using Local Government Innovation Grant funds (includes review of feasibility to expand first floor facilities, sustainable energy savings and other facility renovation) - will also be involved in designs for the facility updates, alignment with the high standard for Shaker Heights traditional buildings meet architectural review requirements -has been involved in multiple innovative facilities improvements and has adapted city programs in ways to meet the diverse needs of the community. Educational Service Center (ESC) of Cuyahoga County -Will support the ongoing implementation of anytime anywhere online learning programs, grant documentation & reporting requirements, grant implementation and professional development needs -has a relationship with the District and has provided innovative and responsive professional development opportunities to staff -recent focus on online and blended learning will be invaluable Shaker Heights Teachers Association (SHTA) -Will support the teacher PD opportunities offered at the center and instructional support for student achievement programs taking place at the center has been collaboratively involved in multiple innovative projects for staff and students in the district through teacher grant awards, implementation of a peer evaluation program, and the preparation and start-up of the Teacher Leader Endorsement (TLE) Program with JCU John Carroll University. -Will collaborate to create a School-based teacher education program -will provide 21st century PD opportunities for teachers, and continue the successful TLE program -has implemented innovative PD with schools

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.

The Shaker Heights Schools Innovative Center for Personalized Learning will extend the District’s mission beyond the walls of our schools in order to promote lifelong learning. Funding will be used to develop a comprehensive system of learning opportunities for students who are in need of additional learning environments. The project is truly innovative since many of the opportunities that will be provided do not currently exist in our community. This space will house a comprehensive system of learning supports to extend, personalize, and customize student learning opportunities for all students beyond the traditional school day. Additionally, the center will increase collaborative opportunities for professional development and sharing resources for Shaker Heights School districts. This innovative project is a key component of the plan to ensure high quality education for all students, regardless of their needs. The center will provide academic and social supports, with additional services, supports, curriculum, instructional materials and technology to address the unique needs of students. The center will also be a location for credit recovery to keep students on track for graduation. Student Achievement: By providing all students with new choices and customized learning opportunities for enriched, anytime/anywhere, year-round, alternative and accelerated education programs, with additional services, supports, educational and psychological resources, the center supports increased student achievement for all subgroups. Enhanced curriculum and instructional materials and instructional technology will challenge all students to achieve based on their abilities and interests. Personalized learning and the alternative setting will contribute to student engagement and student agency and options will be included for advanced or accelerated classes, as well as higher education or career-path preparation through internships, shadowing, etc, within the larger community. High effective teachers and staff are critical to student achievement. Providing an alternate setting will provide all students an opportunity for career preparation, parental and community involvement in an alternate setting promotes student achievement through supports not currently available in the traditional high school environment. The center will target and distribute resources sufficiently and deliberately in a centralized and alternative community setting with new multimedia platforms and formats intended to provide the greatest impact to student achievement. Personalized learning opportunities and adaptive instructional technology-based response systems ensure equitable student access to challenging academic content that responds to their personal needs as students move through mastery-based learning in an equitable manner. Spending Reductions: Centralizing student achievement initiatives will have a positive result on the budget; marginal savings may be realized by use of central location; online and distance learning reduces staff meeting costs: consistent and equitable access to technology in and out of the classroom extends teacher capacity; may be repurposed for course sections with fewer students and other school buildings rather than offering small class sections; centralizing online test preparation impacts students’ equitable access to preparation resulting in higher achievement on assessments with fewer interventions. Cost of tuition for students previously sent to out-of-district programs will be reduced because of availability of programs in the district: more productive academies, boot camps, and bridge programs that will keep students engaged in learning and reduce summer regression; online learning course options for advanced students will reduce need for additional courses and teacher time. Reduced / low qualified faculty costs due to in-district professional development, in-kind tutors from IOU programs will reduce number of district employees paid to tutor students. PD savings because teachers & staff will be able to use center & travel expenses will be minimized because of close proximity to center.

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 Short-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.

N/A - Financial Impact Template uploaded

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

2,519,278.75 * Total project cost

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

   * 478,611.00 * 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?

   * 506,887.00 * 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 to offset these costs. Explain in detail how the costs decrease will be made and the benefits of this approach.

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

18. How do you anticipate your costs will be reimbursed? If there are no new/recurring costs, explain why.

   * N/A - no new/recurring costs

19. If there are no new/recurring costs, explain why.

   * N/A - no new/recurring costs

20. If there is a site coordinator salary per year $80,000, benefits including insurance: $31,960 additional hourly staff instructional positions per year salaries totaling $145,963 each year, benefits including insurance $33,188 per year Ohio Online Software cost for 52 students at $2800 each: $145,600 Online Software costs for 20 students per year to take individual online courses at $230/course: maximum of $6900/year Additional instructional staff for evening classes: $2,519,278.75 total project cost

21. 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 to offset these costs. Explain in detail how the costs decrease will be made and the benefits of this approach.

   * narrative explanation/rationale: please provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) increase in revenue from state foundation due to fewer students enrolling in programs outside of district (approximately 12 students per year at $5800 each)=$69,600 - new revenue due to site administration of John Carroll University Online School Based Teacher Education Program (estimating 10 interns per year with 15% of tuition for each coming to district)=$31,445 - decrease in number of class sections as students participate in online courses (estimating 2-3 sections reduced per year at $12,000 per section salary and $3,000 per section benefits)=$31,948 for 2 sections of $4,722 for 3 sections per year - fewer tutoring hours (160 per year) due to instruction provided at center. salary of $18.70 per hour=estimated $3,494 per year including benefits savings - decrease in off-site instructional costs for 40 students-students will receive at the district center at $46 per day/185 days per year=$340,400 per year savings -reduction in professional development costs for staff due to proximity: technology, and availability of center=$30,000 per year (estimated 10% of historical expenditures)

22. 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 to offset these costs. Explain in detail how the costs decrease will be made and the benefits of this approach.
D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/13/2013

* Narrative explanation

Hold ongoing meetings/discussions/collaboration with Library, City, ESC, SHTA and JCU - Begin ongoing scheduled and timely meetings of Task Force with Library by 1/1/14 - Sign Memorandum of Understanding and agreements with city, ESC, Library, SHTA, and JCU - Hire Facility Project Manager, program coordinator, and public relations consultant by 1/1/14 - Contracts/PO's with accepted bidders on all facility renovations by 2/1/14 - Sign lease agreement with library/center by 1/1/14 - Begin communications to community regarding center 2/1/14 - Begin renovations on facility by 3/1/14 - Purchase of software, supplies, etc. by center coordinator/tech department by 5/1/14 - Implement John Carroll University Teacher Leader Endorsement Program by 5/1/14 - Complete initial planning program (created by coordinator) for 2013-2014 school year by 5/30/14 - Complete professional development for center coordinator and staff by 6/1/14 - Reallocation of staff for summer 2014 student programs/ interventions at center by 5/15/14 - Sign Teacher Leader Endorsement Program Cohort II by 5/1/14 - Interview and accept applicants for John Carroll University School Based Teacher Education Cohort by 6/1/14 - Complete facility renovations by 6/1/14 - Open facility with collaborative event with library by 6/15/14 - Possible Barrier: timeline in renovations may be detailed by the necessity of being able to fulfill the bolded criteria listed in this timeline. Challenges with existing library finding space for moved services that currently exist on 2nd floor - need temporary facilities for 1st floor renovations. - Possible Barrier: temporary facilities may be derailed with existing library finding space for moved services that currently exist on 2nd floor.

Implement (MM/DD/YYYY): 06/05/2014

* Narrative explanation

Hold ongoing meetings/discussions/collaboration with Library, City, ESC, SHTA and JCU - Begin ongoing scheduled and timely meetings of Task Force with Library by 1/1/14 - Sign Memorandum of Understanding and agreements with city, Library, SHTA, and JCU - Hire Facility Project Manager, program coordinator, and public relations consultant by 1/1/14 - Contracts/PO's with accepted bidders on all facility renovations by 2/1/14 - Sign lease agreement with library/center by 1/1/14 - Begin communications to community regarding center 2/1/14 - Begin renovations on facility by 3/1/14 - Purchase of software, supplies, etc. by center coordinator/tech department by 5/1/14 - Implement John Carroll University Teacher Leader Endorsement Program by 5/1/14 - Complete initial planning program (created by coordinator) for 2013-2014 school year by 5/30/14 - Complete professional development for center coordinator and staff by 6/1/14 - Reallocation of staff for summer 2014 student programs/ interventions at center by 5/15/14 - Sign Teacher Leader Endorsement Program Cohort II by 5/1/14 - Interview and accept applicants for John Carroll University School Based Teacher Education Cohort by 6/1/14 - Complete facility renovations by 6/1/14 - Open facility with collaborative event with library by 6/15/14 - Possible Barrier: timeline in renovations may be detailed by the necessity of being able to fulfill the bolded criteria listed in this timeline. Challenges with existing library finding space for moved services that currently exist on 2nd floor - need temporary facilities for 1st floor renovations. - Possible Barrier: temporary facilities may be derailed with existing library finding space for moved services that currently exist on 2nd floor.

Summative evaluation (MM/DD/YYYY): 06/30/2018

* Narrative explanation

Hanover Research Council will conduct project evaluation in collaboration with district Director of Research and Evaluation - initial facility report complete by 6/30/14, long-term facility use and programming report completed by 6/30/2018 - Possible barrier: additional time of Director of Research and Evaluation needed to adequately prepare and create evaluation - will revise existing district responsibilities to meet needs

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

* TU<NormalizeSpaceCount="true" Origin="Display">STUDENTS</NormalizeSpaceCount><NormalizeSpaceCount="true" Origin="Display">: increase in customized and personalized learning options that are equitable and higher achievement for all students, whether low-performing, high-performing, or in the middle - increase personalized and customized learning in a centralized, alternative setting within the community library for anytime/anywhere, year-round learning with enhanced online and traditional resources - opportunities for individualized learning based on student needs and interests which will support those who have not been successful previously in traditional middle and high school settings - increased attention to reducing achievement gaps by virtue of the location of the center with a concentration of low-income and at-risk students and families. -availability of summer, weekend, after-school, vacation, and accelerated programs not offered currently in district that will promote self-pacing and reinforce consistency in course offerings - increase in number of students achieving at higher levels and remain in the Shaker Schools as a result of alternate learning options and preparation for careers and higher education - increased flexible credit proposals for high school students as a result of the ability to utilize the K-12 online and technology platform within the center - increased opportunities for students to participate in accelerated courses - additional supports to engage middle-achieving students -opportunities for peer teaching and learning - more students will remain in the district for instruction, as opposed to seeking alternative options outside of the district - improvements in graduation rates because of additional alternative options, individualized pacing, year-round supports, and career and post-secondary options -increased possibilities for partnerships with area fine arts and community agencies to offer new and engaging programming at the center - an alternate setting for additional programs for parents of non-enrolled students to observe benefits of district enrollment - in general, students will have increased opportunities to learn if the project is not implemented -increased professionalism of teaching staff because of professional development offerings in a facility specifically dedicated for such activities, including courses implemented in collaboration with John Carroll University - opportunities for individual or group technology-based or in-person professional development or for graduate education at a central location - implementation of innovative teaching and learning techniques at by teachers and interns learning at and through programs implemented at learning center -increased number of adults in positions of leadership in the form of new role at the School-Based Teacher Education Center in collaboration with John Carroll University - opportunities for collaboration with Shaker Heights library staff, JCU, faculty, community, business and municipal leaders PARENTS AND COMMUNITY - increased collaboration between community, library, and schools -decrease in digital divide opportunities for parents without access to internet service to support learning -increased knowledge about Shaker Schools as a result of visiting the center -increased engagement in center activities, especially the pre-K population and their families may help students come to the district more ready to learn

Yes

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

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

The Ohio Department of Education 2011 Fact Sheet on Ohio Alternative Education indicates that there are 114 programs for alternative education in Ohio serving 86,600+ students resulting in students staying on-track, achieving greater academic success, graduating high school, and with teachers, parents and community agencies becoming partners to ensure students success. Beyond such typical alternative education options commonly used on-risk students, the essential purpose of the Shaker Heights Learning Center as an alternative community-based educational site is to be actively protractive by engaging students at their current levels and enhancing personal success by providing choice and self-paced extended learning opportunities for all of our students. Such opportunities include more flexible learning time, personal tutoring, smaller class sizes, online curriculum, specialized, occasional or bridge courses, project-based learning, a more career-focused environment, etc. Personalized learning approaches via a comprehensive wrap system will result in differentiated, competency-based education supported by academic and support staff and off campus experiences leading to work, college, or service. Districts around the state, including the Delhi Center in a contiguous suburb, have created centers with similar formats that are achieving goals for student success. Recognizing the benefits of such models, the Shaker Heights district proposes a Personalized Learning model in response to where we are now and where we want to be in support of our students, staff, parents, and community as lifelong-learners.

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

Yes

22. If so, how?

This model could work in other districts where the resources, funds, and facility are present. Beyond vendor-provided K-12 online options, most districts are seeking ways to address the needs of students who have not been successful in a traditional setting with a more individualized academic focus, proper social, emotional and community supports. Alternative or extended learning options are also potential responses to changing educational needs of those students who are on track and those who are accelerated achievers to provide them with educational and college-and-career resources to respond to their needs. They move to mastery of knowledge and apply it in authentic meaningful ways. Districts considering this model should conduct a needs assessment based on their strategic plans, current and proposed course offerings, present and future facilities needs, personnel needs, etc. Districts should plan for professional development, financial support, timeline, public health, technology, and resource needs. The Shaker Heights Learning Center offers a centralized alternative education model in a community library setting that is an ideal collaborator to support the educational purposes and resources of the center. Other alternative facilities in their communities may be appropriate to support their district goals, educational needs, and the level of parental and community commitments. Other districts could visit model sites in anticipatory of replicating the project in their own communities. The Shaker Heights Schools is willing to share its plans, planning notes, associated resources and experiences with any such district.

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

While there would be many tangible and meaningful Strategic Plan project, a few of the most valuable are directly connected to Shaker Heights' 2011-2013 Strategic Plan. The development and implementation of the Shaker Heights Learning Center aligns to the following goals of the district's strategic plan: -Leverage resources to support measurable school improvement - Reduce probability of race, socioeconomic status (SES), or disability as a predictor of student achievement - Implement technologies that address a variety of learning styles - Research and evaluate new technologies to support the learning process and business applications - Cultivate partnerships with corporations, universities, medical and cultural organizations, and donors for the benefit of students In addition, the Shaker Heights School District is well on the path to becoming a K-12 International Baccalaureate district, with 6 of 8 schools authorized as IB world schools. The Shaker Heights Learning Center will support and contribute to the following essential goal of IB: The International Baccalaureate program builds on the Shaker schools' mission to nurture students who are civic-minded; who are
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?

By June 30, 2014 the following benchmarks will be attained: 1. The construction work for the new facility will be completed. 2. The Development Specialist will be on staff. 3. At least 3 first-phase programs will be designed. Two of these programs will be for students; a third will be designed for either teachers or parents/community members. 4. The equipment for the new programs will be purchased and installed. Annual program-specific benchmarks will be established each year through June 2018 to reflect the Learning Center's overall goals. These objectives will be incorporated into the annual program plan submitted by June 30th of each year for the subsequent school year by the center coordinator. Progress on the program and established benchmarks will be monitored on a quarterly basis. Additionally, there will be an annual summative evaluation report. 1. There will be reduction in district expenses and/or an increase in district resources. 2. The new programs designed for each year will demonstrate a positive effect on participants (students, parents, teachers, community members) in terms of the goals established for each new program. 3. Continuing programs will demonstrate a positive effect on participants (students, parents, teachers, community members) in terms of their original or modified goal as determined by the annual Learning Center plan.

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.

Dr. Dale Whittington, Director of Research and Evaluation will design the formative and summative evaluations of the Learning Center and will manage their implementation. Since the District is a member of Hanover Research, she will consult with them regarding research design and implementation. Formative evaluation of the Learning Center needs to include a report on the progress of the design and development of the Center, as well as the introduction of new offerings. A timeline for the design and renovation of the Center's facilities during the funding period will be developed in collaboration between the district, library and project contractors. This timeline will ensure that all funded activities occur prior to June 30, 2014. The Project Coordinator will be responsible for ensuring that the project is completed on time and within budget. Sustainable programming to be implemented at the Learning Center will be developed in phases and occur beyond the funding period. A Development Specialist will be responsible for the initial and ongoing programming that is offered to students, staff, families and the community. This Development Specialist and the first phase of planning for 2014-2015 will be initially supported by grant funds. This position will be included as a new recurring cost for the district beyond the life of the grant. To evaluate the implementation of the new Learning Center, the Development Specialist will lead a team in developing a timeline of Learning Center programming. By June of each year, this timeline will include initial plans for the fall, spring and summer semester of the subsequent fiscal year. Progress with respect to this timeline will be reported quarterly. The quarterly reports will include an explanation for any deviation from the timeline, any additional programming and a statement of corresponding adjustments in the implementation process. Each year, on a quarterly basis, a formative evaluation will report on the implementation of new projects and refinement of those already implemented. Additionally annual summative evaluation will be conducted in order to determine the attainment of the Learning Center’s goals for that year. The annual goals will be based on the overall goals for the center with adjustments based on the plans developed each June. Each program will be evaluated separately; Dr. Whittington will manage each study with Hanover Research carrying out data analysis and working with Dr. Whittington on report generation. She will develop synthesis of all study results with respect to the program goals for that year. Since the Learning Center will be designed to attain multiple goals related to various groups of people, the summative evaluation of the Learning Center needs to be multifaceted. The Learning Center’s impact on district funding and sustainability will be monitored via a budget analysis conducted by the district’s treasurer’s office. Additionally, examination of course enrollment trend data would permit us to ascertain changes in class sizes. Achievement will be measured in several ways: graduation/dropout rates, grades and test scores. Trends in dropout rates, graduation rates, grades and test scores will be reported and complemented with a comparison of students using the Center with similar students who did not take part in the Center’s programming. Involvement and participation in the Center’s offerings will be monitored via enrollment, attendance and computer usage data. Surveys of participants can reveal the level and type of engagement they have in the Center’s offerings. These surveys will also determine participants’ views of the utility of their experiences with the Learning Center.

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.

Accept Dr. Gregory C. Hutchings, Jr., Superintendent Shaker Heights City Schools 10-25-2013