

Budget

Shaker Heights City (044750) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (409)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	183,600.00	5,000.00	178,350.00	0.00	366,950.00
Support Services		7,500.00	1,233.75	30,000.00	0.00	0.00	0.00	38,733.75
Governance/Admin		34,500.00	5,675.00	25,000.00	2,000.00	10,000.00	0.00	77,175.00
Prof Development		10,000.00	1,645.00	91,000.00	5,000.00	72,600.00	0.00	180,245.00
Family/Community		34,500.00	5,675.00	10,500.00	2,000.00	51,000.00	0.00	103,675.00
Safety		0.00	0.00	22,500.00	0.00	190,000.00	0.00	212,500.00
Facilities		0.00	0.00	97,500.00	0.00	1,442,500.00	0.00	1,540,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		86,500.00	14,228.75	460,100.00	14,000.00	1,944,450.00	0.00	2,519,278.75
Adjusted Allocation								0.00
Remaining								-2,519,278.75

Application

Shaker Heights City (044750) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (409)

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: The Shaker Heights Innovative Center for Personalized Learning for Students, Staff, Parents and Community Members

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.

The Shaker Heights School District prides itself on its blend of tradition and innovation to promote excellence within its diverse community. Consistent with its mission, the District has identified the need to increase access to alternative learning opportunities for students, staff, families and community members. The partners of the Shaker Heights Schools Innovative Center for Personalized Learning will jointly create an innovative, non-traditional, community-based environment for equitable, life-long learning opportunities that incorporate technology tools to personalize and customize learning for all in order to meet the following goals: student achievement and spending reductions in the five-year fiscal forecast.

390 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Dr. Gregory C. Hutchings, Jr.

Organizational name of lead applicant: Shaker Heights City School District

Unique Identifier (IRN/Fed Tax ID): 044750

Address of lead applicant: 15600 Parkland Dr. Shaker Heights, Ohio 44120

Phone Number of lead applicant: 216-295-4323

Email Address of lead applicant: Hutchings_g@shaker.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Shaker Heights Public Library Luren Dickinson, Director Fed. Tax ID # [REDACTED] 16500 Van Aken Boulevard Shaker Heights, OH 44120 Phone: 216-367-3007 Email: dickinson@shakerlibrary.org City of Shaker Heights Earl Leiken, Mayor IRN# [REDACTED] 3400 Lee Road Shaker Heights, OH 44120 Phone: 216.491.1432 Email: mayor@shakeronline.com Educational Service Center (ESC) of Cuyahoga County Jennifer Dodd- Director of Operations and Development IRN# 046532 5811 Canal Rd. Valley View, OH 44125 Phone: (216) 901-4240 Email: jennifer.dodd@esc-cc.org Shaker Heights Teachers' Association John Morris, President Tax ID # [REDACTED] PO Box 202312 Shaker Heights, OH 44120 Phone: (216) 295-6033 Email: morris_j@shaker.org John Carroll University Cathy Rosemary, Chair of Dept. of Education IRN# 063776 1 John Carroll University Blvd. University Heights, OH 44118 Phone: (216) 397-4699 Email: carosemary1@sbcglobal.net

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

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 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 Marla Robinson, Assistant Superintendent Secondary Education/parent Bernice Stokes, Assistant Superintendent Elementary Education/community member 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 Shalhoup, 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 Piyali Roy, HS teacher/parent Lauren Keener, HS teacher Michael Griffith, HS principal/community member David Peterjohn, HSI guidance counselor/parent Ezra Zigmon, HS student Jacob Keffer, 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 innovating change. Shaker Heights Public Library: -Will sub-lease the 2nd floor of the library consisting of approximately 13,000 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 board 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 anytimeand anywhere online learning programs, grant documentation & reporting requirements, grant implementation processes, and staff 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 transform the second floor of the Shaker Heights Library into an innovative, community-based center for learning for Shaker Heights School District, while also maintaining the standards of historic Shaker Heights architecture. This 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 learning opportunities for students and staff beyond the traditional school day. Additionally, the center will increase collaborative opportunities for professional development and planning for Shaker Heights staff. This non-traditional learning environment is critical as we work to address the following identified needs of the district: 1. Closing the gap between highest/lowest achieving students in district 2. Decreasing the drop-out rate, and increasing the 4- and 5- year graduation rate 3. Offering opportunities for high-performing students to pursue academic disciplines not available due to scheduling or too few students to run a course 4. Increasing flexibility of school day and school year schedules for high and low performing students. 5. Providing a non-traditional schedule to provide opportunity for internships, shadowing, or real-world work experiences to enhance career preparation or post-secondary preparation. The center will allow the district to create opportunities that we have never been able to offer such as: a) online credit flexibility and credit recovery for students; b) distance learning and technology-enhanced professional development for staff; c) sessions to navigate District technology resources and provide equitable access to learning opportunities for parents and community. These innovations will support student learning in ways that would not be feasible in this timeline if the grant funds were not secured.

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.

Student Achievement and School Improvement: Currently two schools, Shaker Middle and Lomond Elementary, receive school improvement funds/support. This project will advance the improvement plans in both buildings in that students at both schools will have the opportunity to use the center as an alternative location for use of instructional and assessment programs. The center will offer extended access to the technology needed to use the programs during non-school hours, including summer. Students leaving the middle school who have academic deficits will have the opportunity to use the resources in the center to prepare them for success in high school. In addition, the center will offer 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 community 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 studies, as well as higher education or career-path preparation through internships, shadowing, etc. within the larger community. Highly effective teachers and staff are critical to student achievement, and innovative and local professional development is a key component of the plan to ensure high quality education. Likewise, parental and community involvement in an alternate setting promotes student achievement through supports not currently available in the traditional 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 to impact 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; teachers may be repurposed for course sections with fuller loads of students 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 summer academics, 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 hourly costs for educational consultants/ learning coaches due to increased in-district professional development; in-kind tutors from JCU 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.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A- Financial Impact Tabel uploaded

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

2,519,278.75 * 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, RttT 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.).

Instruction: resources and technology to support student instruction at the center Purchase Services: \$183,600 (Ohio online learning software, additional software licenses, ie. success maker, aimsweb, cognitive tutor) Supplies: \$5,000 (start up supplies e.g. printers, paper, flashdrives) Capital Outlay: \$178,350 (student desks, tables, chairs, smartboards for interactive instruction, laptops, ipads to provide enhanced mobility in center, simulated classroom technology for interactive instruction, smartboards for projected learning and distance learning, additional bandwidth for increased access, flatscreen monitors to display announcements and share information, server and software to accommodate programs to be used, CIPA filter to increase ability to run certain software programs) Support Services: preparation and evaluation of instructional services and facility Salary and Benefits: \$8,733.75 (secretarial support for site coordinator and maintenance of records) Purchase Services: \$30,000 (Hanover Research services for program evaluation) Governance/Admin: preparation of leadership for instructional programs to begin June 2014 Salary and Benefits: \$40,175 (site coordinator to oversee all programs and facility) Purchase Services: \$25,000 (communications and marketing) Supplies: \$2,000 (communication resources/start up supplies including clerical materials) Capital Outlay: \$10,000 (conference room tables and chairs, office items) Prof Development: preparation, resources and professional learning for staff who will work at the center and for staff who will attend professional development at the center Salary/Benefits: \$11,645 (initial training for staff- work units payment for training and collaborative staff planning during development of programs) Purchase Service: \$91,000 (site coordinator training-registration on oversight, management, program skills and facilitate collaborative planning with staff- registration and related at workshops, tuition scholarships for teachers to participate in John Carroll University Teacher Leader Endorsement Program to strengthen skills working with teachers and administrators)Supplies: \$5,000 (start up supplies such as printers, paper, flashdrives, etc.) Capital Outlay: \$72,600 (adult furniture including desks, tables, chairs, simulated classroom technology, smart boards, projected learning, wireless devices, additional bandwidth, flatscreen monitors for electronic displays) Family/Community: preparation of information to market the center and opportunities for learning to family and community Salaries/Benefits: \$40,175 (site coordinator salary and benefits) Purchase Services: \$10,500 (ongoing outreach to families, communication resources) Supplies:\$2,000 (supplies and resources for family outreach services) Capital Outlay: \$51,000 (resources for learning for community members including desks, tables, chairs, simulated classroom technology, smart boards, projected learning, wireless devices, additional bandwidth, flatscreen monitors for electronic displays) Safety: designs and improvements to create a formal entry into the center and make it safe for all to enter and learn-entrance design and improvements Purchase Services: \$22,500 (consultant services for safety andsecurity upgrades which include entrance redesign) Capital Outlay: \$190,000 (outdoor lighting near entrance, security upgrades) Facilities: renovation of existing space in a community library building to suit educational activities & address existing maintenance problems in the building Purchase Services :\$97,500 (parking design, painting and facility project coordinator) Capital Outlay: \$1,442,500 (carpeting, roof, upgrade of elevator, restrooms, & HVAC, waterproofing for mold prevention, wireless upgrade to accommodate technology, additional parking spaces) The startup costs for this project are all included in this grant, no other funding sources will be used during the window of this grant

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

478,611.00 * Specific amount of new/recurring 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/recurring costs, please explain why.

1 site coordinator salary per year \$80,000, benefits including insurance: \$31,960 additional hourly staff instructional positions per year salaries totaling \$140,963 each year, benefits including insurance \$33,188 per year Ohio Online Software cost for 52 students at \$2800 each: \$145,600 Online costs for 20-30 students per year to take individual online courses at \$230/course: maximum of \$6900/year Additional insurance for equipment housed at new site: \$3,000/year Additional cost for share of operational/ maintenance at new site: \$37,000/year

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

506,887.00 * 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.)

-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 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 \$3,974 per section benefits)= \$31,948 for 2 sections or \$47,922 for 3 sections savings per year -fewer tutoring hours (160 hours 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)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Through consolidating of educational efforts currently provided by out-of-district programs, the district will realize net savings from its current level of expenditures. Additionally, by centralizing professional development efforts for its teachers, the district will realize savings in travel and meeting costs. Because of being able to offer university courses at the center, the district will also realize increased revenue as a result of an expanded partnership with John Carroll University. As a result of these savings, it is projected that we will be able to sustain the recurring costs (facility maintenance, staffing, online instructional costs) associated with the operation of center.

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 - Create Memorandum of Understanding and agreements with city and library -Create and post Facility Renovation Project Manager Job description (job from 12/17/13-6/30/14) -Create and post job description for program coordinator (job from 12/17/13-6/30/14) -Research regarding public relations consultant to handle communication plan -RFP/Bid process for all facility renovations-facilitated by District - Possible Barrier: RFP process and bids will take place prior to grant, may be challenges with vendors expressing interest when grant funding not official- District will work with vendors to clarify process and clearly communicate in all areas -Possible Barrier: renovations will need to meet city codes in alignment with high level of expectation for integrity of historic buildings in city- District, library, and city will work together to mitigate any issues

Implement (MM/DD/YYYY): 06/60/2014

*** 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 and library -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/city by 1/1/14-Begin communications to community regarding center 2/1/14 -Secure services of ESC for grant reporting by 3/1/14 -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 programming plan (created by coordinator) for 2013-2014 school year by 5/30/14 -Complete professional development for center coordinator and staff by 6/1/14 -Reallocate staff for summer 2014 student programs/ interventions at center by 5/15/14 -begin Teacher Leader Endorsement Program Cohort II 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 derailed- ongoing discussions facilitated by Facility Renovation Project Manager will take place to resolve in an expedient manner in collaboration with contractors -Possible Barrier: Challenges with existing library finding space for moved services that currently exist on 2nd floor- help find temporary locations for library and/or share rooms as they adjust their plans for 1st floor renovations. - Possible Barrier: library does not receive their funding for 1st floor facility review and/or renovation and needs to continue to use/share 2nd floor space- district will work with library to accommodate/share and/or help with temporary location until such time as plans are finalized- Facility Renovation Project Manager will facilitate transition. -Possible Barrier: Library is unable to house center- district has created other options for locations in collaboration with mayor

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.

STUDENTS -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 -increased 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 media and technology platforms 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 than if the project is not implemented STAFF: -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 -options for individual or group technology-based or in-person professional development or for graduate education at central location -implementation of innovative teaching and learning lab techniques by teachers and interns learning at and through programs implemented at learning center -increased number of adults in classroom as a result of addition of school-based teacher education program in collaboration with John Carroll University -opportunities for collaboration with Shaker Heights library staff, JCU faculty, and community, business and municipal leaders PARENTS AND COMMUNITY: -increased collaboration between community, library, and schools-decrease in digital divide- opportunities for parents without internet access to use online resources to support learning -increased knowledge about Shaker Schools as a result of visiting the center -increased engagement in center activities, especially by the pre-K population and their families may help students come to the district more ready to learn -benefit to GED students through preparation, test-taking, potentially increasing enrollment, pace of program completion -increased number of community members earning HS diploma because of GED or taking workshops or other courses

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 outcomes usually focused on at-risk students, the essential purpose of the Shaker Heights Learning Center as an alternative community-based educational site is to be educationally proactive 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-around 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 Delisle 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

No

22. If so, how?

This model could work in other districts where all of 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 individual needs as 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 relations, technical requirements, staff and resources to support alternative education options in their community. The center offers a centralized non-school facility in a community library setting that is an ideal collaborator to support the educational purposes and resources of the center. Other alternate 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 anticipation of replicating the project in their own communities. The Shaker Heights Schools is willing to share its ideas, 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 measurable outcomes of a successful Straight A 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

confident, competent communicators, skillful in problem solving and capable of creative thinking; and who are knowledgeable of our global and multicultural society. Finally, the project-specific value and lasting impact of the center include: A. Funds will be saved by not sending students to outside-of-district programs. B. There will be a reduction in small sections in existing schools when blended/online learning courses can be used with support of Learning Center instructors and advocates. C. The project will result in increased on-time graduation rates because of additional year-round supports for students and the alternative options for earning credits. D. Decreased drop-out rate because of alternative options for learning E. Multiple opportunities exist for this project's new activities to successfully engage both enrolled and non-enrolled resident families and students.

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.

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