

Budget

Shaker Heights City (044750) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (112)

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	140,000.00	0.00	0.00	0.00	140,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		80,000.00	31,960.00	28,438.00	0.00	0.00	0.00	140,398.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	211,800.00	0.00	0.00	0.00	211,800.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		80,000.00	31,960.00	380,238.00	0.00	0.00	0.00	492,198.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-492,198.00

Application

Shaker Heights City (044750) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (112)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

The Shaker Heights Innovative Center for Personalized Learning and Family Engagement

2. Executive summary: 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 at-risk students that also engage the family and community. The partners of the Shaker Heights Schools Innovative Center for Personalized Learning and Family Engagement (The Center) will jointly create an innovative, non-traditional, community-based environment for equitable learning opportunities that incorporate innovative technology tools to personalize and customize learning to increase achievement and retention for at-risk students in order to meet the following goals: student achievement and spending reductions in the five-year fiscal forecast.

*This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

50 3. Total Students Impacted:

*This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. Please indicate which of the following grade levels will be impacted:

- |  |  |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten  |
| <input type="checkbox"/> 1                       | <input type="checkbox"/> 2             |
| <input type="checkbox"/> 3                       | <input type="checkbox"/> 4             |
| <input type="checkbox"/> 5                       | <input type="checkbox"/> 6             |
| <input type="checkbox"/> 7                       | <input type="checkbox"/> 8             |
| <input checked="" type="checkbox"/> 9            | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11           | <input checked="" type="checkbox"/> 12 |

5. 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 Schools

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

Phone Number of lead applicant  
216-295-4323

Email Address of lead applicant  
herbruck\_e@shaker.org

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

- Yes  
 No

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

[Add Consortium Members](#)

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

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

The Shaker Heights Schools Innovative Center for Personalized Learning and Family Engagement will extend the District's mission beyond the walls of our schools in order to promote learning for all students. Funding will be used to transform Shaker Heights Community Center into an innovative, community-based center for learning for Shaker Heights School District, while also maintaining the standards of historic Shaker Heights architecture. This space will house a comprehensive system of learning supports to extend, personalize, and customize learning opportunities for students during and beyond the traditional school day. This project is truly innovative since students do not have access to alternative learning environments that are integrated into both the school district and community center. This unique environment allows for unique opportunities for students to interact with their extended, intergenerational community and fosters increased family engagement in a neutral, familiar environment. 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. Increasing flexibility of school day and school year schedules for students. 4. Providing a non-traditional schedule to provide opportunity for internships, shadowing, or real-world work experiences to enhance career preparation or post-secondary preparation. After this initial phase of development that is targeted for at-risk students, the Center will secure sustainable partnerships to evolve into a larger center of learning where all students can access virtual and extended learning opportunities that may not be available within the district. In addition, staff, families and the community would gain a new resource for professional development and lifelong learning.

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

Specific activities/resources that will become available for students and parents through The Center will include, but are not limited to: For Students A. Access to Ohio Online Learning Network which provides numerous online, blended and hybrid courses aligned to Common Core and Ohio's New Learning Standards. These are available anytime/anywhere to support achievement of all students. B. Opportunities for support for career advisement and participation in career cluster to engage students in coursework consistent with career aspirations C. Information and aid with post-secondary applications, admissions, placement and financial aid applications D. Help with preparation for SAT, ACT, or AP exams for development of portfolios, or demonstrations of alternate learning outcomes For Parents A. Access to Web-based data for parents to keep abreast of district information and their children's data (attendance, assignments, projects, grades, assessment data) to support a decrease in the digital divide B. Availability of center during non-traditional hours in a community setting which provides greater opportunity for parents to interact with school district personnel and students while in a familiar community setting C. Location for additional adult educational opportunities through the district D. Increased opportunities for intergenerational interactions, community discussions, and collaboration with students and staff E. Enhanced access to school-related resources F. Opportunities for parents to serve as collaborators/leaders of learning for their children

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

*Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.*

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

By providing the highest need students with new choices and customized learning opportunities for enriched, anytime/anywhere, year-round, alternative education programs, with additional services, supports, educational and community resources, the center supports increased student achievement for all subgroups. These learning opportunities will increase engagement of students at risk of dropping out of school and will not only differentiate their instruction for scaffolded learning, but enhanced curriculum and instructional materials and instructional technology will challenge all students to achieve based on their abilities and interests. 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. Personalized learning within the alternative setting will contribute to student engagement and student agency and additional learning and planning supports will be included, as well as a priority on establishing opportunities for career-path preparation through internships, shadowing, etc. within the larger community. Parental and community involvement in an alternate setting promotes student achievement through supports not currently available in the traditional school environment. Through technology and extended access to the community center, families will have more flexible opportunities for engagement in their student's learning and progress.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions

you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Cost of tuition for students previously sent to out-of-district programs will be reduced because of availability of programs in the district is the primary spending reduction accounted for in the Financial Impact Table to a savings of \$83,780/year. As The Center is developed, Shaker Heights School District may realize additional opportunities for increased efficiencies and savings in programmatic opportunities for students.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

N/A

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

N/A

10. Which of the following best describes the proposed project? - (Select one)

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

\* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

\* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

\* Upload the Financial Impact Table (by clicking the link below)

\* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.*

*Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.*

*Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.*

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

*Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

492,198.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

Salaries: \$80,000 Site Coordinator: \$80,000 annual salary Benefits: \$31,960 40% of annual Site Coordinator salary = \$31,960 Purchased Services: \$380,238 Grant Administrative Fee: 5% of \$468,760 = \$23,438 Initial annual licensing for Ohio Online Learning Program: 50 students at \$2800/student = \$140,000 External evaluation w/ESC of Cuyahoga County: 100 hours at \$50/hour = \$5000 Wireless

Infrastructure: 4 access points and wiring at \$25,000 each = \$100,000 Facilities Renovation: Electrical Renovations \$5,530 Painting Renovations \$11,390 Flooring Renovations \$25,003 Movable Partitions \$41,085 Acoustical Renovations \$8,958 Demolition \$3,000 Sprinkler Work \$500 Block Work & Concrete \$3,850 Drywall & Soffit Work \$3,650 Permit \$2,359 Cleaning \$2,550 Renovation Supervision \$3,925 The startup costs for the facility renovations are all included in this grant. As evidence of community investment in The Center, additional funding has been secured by the Shaker Schools Foundation to cover the costs for furniture and technology. This includes student and meeting room furniture; Instructional technology - smartboards for interactive instruction and distance learning, laptops, printers ipads to provide enhanced mobility in center. These additional costs are estimated to be about \$200,000.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

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

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

\$341,720/year Salaries Site Coordinator: \$80,000 annual salary/year Benefits 40% of annual Site Coordinator salary = \$31,960/year Purchased Services Initial annual licensing for Ohio Online Learning Program: 50 students at \$2800/student = \$140,000/year Hourly Instructional Support Staff Wages: 80 hours of instructional support time per week at \$18.70 per hour for 50 weeks = \$74,800/year Hourly Instructional Support Staff Benefits: 20% of annual wages \$14,960/year

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

*Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.*

425,500.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Purchased Services Return of 50 students currently attending separate alternative program: 50 students at \$8,510/student = \$425,500/year

15. Provide a brief explanation of how the project is self-sustaining.

*All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.*

*For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.*

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Cost of tuition for students previously sent to out-of-district programs will be reduced because of availability of programs in the district is the primary spending reduction accounted for in the Financial Impact Table to a savings of \$83,780/year. This cost savings includes reintegrating 50 students into the new district facility that currently attend a separate alternative program. The alternative program costs \$8510/student and the ongoing cost of the new Innovative Center for Personalized Learning and Family Engagement in a new district facility for these students is \$6,834.40/student for a savings of \$1,675.60/student, or a total of \$83,780 for 50 students.

#### D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

*This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a*

partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

#### 17. Planning - Activities prior to the grant implementation

\* Date Range 4/21/14-6/30/14

\* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Hold ongoing meetings/discussions/collaboration with School District, City, and ESC Create Memorandum of Understanding and agreements with all partners Create and post Site Coordinator job description (job from 7/1/14-6/30/15) Create and post Hourly Instructional Staff job descriptions (job from 7/1/14-6/30/15) RFP/Bid process for all facility renovations-facilitated by District

\* Anticipated barriers to successful completion of the planning phase

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. Renovations will need to meet city codes in alignment with high level of expectation for integrity of historic buildings in city. District and city will work together to mitigate any issues.

#### 18. Implementation - Process to achieve project goals

\* Date Range 7/1/14-8/26/14

\* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Sign Memorandum of Understanding and agreements between district, city and ESC Begin ongoing scheduled and timely meetings of Task Force with City by 7/1/14 Contracts/PO's with accepted bidders on all facility renovations by 7/15/14 Begin renovations on facility by 7/15/14 Begin communications to families regarding center by 7/15/14 Secure services of ESC for grant reporting by 7/15/14 Hire Site Coordinator and Hourly Instructional Positions by 8/1/14 Complete facility renovations by 8/15/14 School and Learning Center open on 8/26/14

\* Anticipated barriers to successful completion of the implementation phase.

Timeline in renovations may be delayed. A detailed planning process that identifies mandatory bidding timelines and board approval process will mitigate unnecessary delays. The district will work closely with the City and project contractors to resolve any delays due to unforeseen field conditions. Renovations will be prioritized so critical updates are completed first to allow access and learning while other construction is being completed.

#### 19. Summative Evaluation - Plans to analyze the results of the project

\* Date Range 7/1/14 - 6/30/15

\* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

The ESC of Cuyahoga County will conduct project evaluation in collaboration with district Director of Research and Evaluation. Initial facility report completed 60 days after renovations are completed. Mid-year grant report on program, student and fiscal outcomes complete by 1/1/15. Year-end evaluation on program, student and fiscal outcomes complete by 6/30/15.

\* Anticipated barriers to successful completion of the summative evaluation phase.

Challenges in receiving timely data could delay reporting. The ESC of Cuyahoga County will work closely with the District Director of Research and Evaluation to ensure a streamlined and efficient process in developing, disseminating and collecting evaluation data.

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

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

Please enter your response below:

The Shaker Heights Innovative Center for Personalized Learning and Family Engagement is a new concept for the district that supplements existing educational and school improvement processes and is an addition to our existing comprehensive system of learning supports. The creation and implementation of The Center is expected to result in the following changes to instructional and organizational practices in the Shaker schools: STUDENTS: 1. Increase in customized and personalized learning options that are equitable and rigorous for all students 2. Increased personalized and customized learning in a centralized, alternative setting within the Community Center for anytime/anywhere, year-round learning with enhanced online and traditional resources 3. 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 4. 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. 5. Availability of summer, weekend, after-school, intersession, and accelerated programs not offered currently in district that will promote self-pacing and reinforce consistency in course offerings 6. 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 7. Opportunities for peer teaching and learning 8. More students will remain in the district for instruction, as opposed to seeking alternative options outside of the district 9. Improvements in graduation rates because of additional alternative options, individualized pacing, year-round supports, and career and post-secondary options 10. Increased possibilities for partnerships with area fine arts and community agencies to offer new and engaging programming at the center PARENTS AND COMMUNITY: 1. Increased collaboration between schools, parents and community 2. Decrease in digital divide with opportunities for parents without internet access to use online resources to support learning 3. Increased engagement and knowledge about Shaker Schools as a result of visiting The Center ANTIAL IMPACT AND LASTING VALUE

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

*The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.*

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.*

Please enter your response below.

The Ohio DOE 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.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.*

\* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Director of Operations and Development Educational Service Center of Cuyahoga County 6393 Oak Tree Blvd. Independence, Ohio 44131  
Phone: (216) 901-4240 Email: jennifer.dodd@esc-cc.org External review conducted by a partnering entity.

\* 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 project's progress).

Formative evaluation of the center will include a report on the progress of the development of the center, student enrollment and parent engagement. A timeline for the renovation of the center's facilities during the funding period will be developed in collaboration between the district, city and project contractors. This timeline will ensure that all funded activities occur prior to June 30, 2015-however, the district intends to complete the renovation portion of the proposed activities prior to the start of the 2014-2015 school year. The district will collaborate with the City and contractors to ensure that the construction project is completed on time and within budget. Programming to be implemented at the center during the initial phase with the support of grant funds will target those high school students at-risk of dropping out. The Ohio Online Learning Program will be used as an instructional tool in a flexible, hybrid model with the Site Coordinator and Instructional Staff. The primary goal of student achievement will be measured in several ways: attendance, course completion timelines, 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. Additionally, examination of course enrollment trend data would permit us to ascertain changes in class sizes. Involvement and participation in The Center by students and families 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 Center. The center's impact on district funding and sustainability will be monitored via a budget analysis conducted by the district's treasurer's office.

\* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to

meet project objectives.

An ongoing review of the formative evaluation of the center will drive planning for modifications if necessary.

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

*The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.*

Please enter your response below.

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: A. Funds will be saved by not sending students to outside-of-district programs B. The project will result in increased on-time graduation rates because of additional year-round supports for students and the alternative options for earning credit C. Decreased drop-out rate because of alternative options for learning

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

*The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.*

\* Student Achievement

By August 15th, 2014 the following benchmarks will be attained: The construction work for the new facility will be completed; the Site Coordinator and Blended Learning Instructors will be on staff; 50 students will be enrolled in the Shaker Heights Innovative Center for Personalized Learning and Family Engagement. Annual program-specific benchmarks will be established each year through June 2020 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 Site Coordinator. Progress on the program and established benchmarks will be monitored on a quarterly basis. Additionally there will be an annual summative evaluation report.

\* Spending Reduction in the five-year fiscal forecast

1. There will be reduction in district expenses for alternative learning by a minimum of \$83,780/year. 2. 10th grade performance on OGT will increase by at least 2% each year. 3. 4-year graduation rates, currently at 83%, will increase by at least 2% each year. 4. The district will retain an additional at least .5% of students each year that currently leave the district for other options. 5. On an annual survey, parents of students enrolled at The Center will identify at least 2 of 5 ways in which they engage with their student's learning. 6. The district will identify other cost saving opportunities in the use of The Center for extended learning for all students.

\* Utilization of a greater share of resources in the classroom

N/A

\* Implementation of a shared services delivery model

N/A

\* Other Anticipated Outcomes

N/A

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

Yes

No

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

\* Explain your response

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 building 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.

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

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

Gregory C. Hutchings, Jr. Superintendent Shaker Heights City Schools

Consortium

Shaker Heights City (044750) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Consortium Contacts**

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

Partnerships

Shaker Heights City (044750) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Earl	Leiken	216-491-1432	mayor@shakeronline.com	City of Shaker Heights		3400 Lee Road, , Shaker Heights, OH, 44120	
Jennifer	Dodd	216-901-4240	jennifer.dodd@esc-cc.org	ESC of Cuyahoga County	046532	6393 Oak Tree Blvd Ste 300, Independence, OH, 44131-6964	

Implementation Team

Shaker Heights City (044750) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Bernice	Stokes	Assistant Superintendent	Involvement in curriculum design (in collaboration with Director of Curriculum to be hired July 2014)	over 30 years in education	Oversight of multiple district projects and initiatives including school reorganization and program implementation of International Baccalaureate	
Bryan	Christman	Treasurer	Financial oversight, including support by Asst. Treasurer Karen Andrei	20 years experience as district treasurer	Involvement in multiple program sustainability reviews and related processes.	
Marla	Robinson	Assistant Superintendent	Oversee curriculum initiatives and student participation in learning center	Oversees district initiatives and programming at all levels, works closely with principals and other key administrators in central office.	Experience in new programs and aspects of human resources issues, as well as general oversight of program implementation.	
Gregory	Hutchings	Superintendent	General Oversight	Primary role- support district continuous improvement, oversee financial sustainability, lead student achievement initiatives	Experience in K-12 initiatives in previous roles and project oversight.	
Erin	Herbruck	Director of Planning and Development	Oversight regarding logistics and point person on grant coordination.	15 years as teacher5 years as central office administrator	Program implementation experience in multiple facets of school district processes including professional learning and strategic planning.	
Chris	Auginas	Assistant to the Superintendent/Executive Director of Shaker Schools Foundation	Ongoing organization in collaboration with private funders through Shaker Schools Foundation	over 40 years in public education at all levels, and over 10 years as Executive Director of Shaker Schools Foundation	Previous experience in Shaker Schools on major projects including new planetarium and athletic field.	
Fred	Shalhoup	Director of Operations	Facility renovation oversight	25+ years in district operations management	involvement in multiple district facility projects, including ones in collaboration with the City of Shaker Heights	
Mike	Griffith	Principal, Shaker Heights High School	Involvement in aspects of student achievement for students attending the learning center	Principal of Shaker Heights High School for 15 years.	Involvement in multiple district projects for high school students including grant processes and creation of initial parent resource center at the high school.	
Kathy	Fredrick	Director of Library and Media Services	Support of technology needs of the center	Director for over 10 years, multiple years of experience in technology supports/processes.	Involved in implementation of multiple programs involving increased use of technology by students including AIMSWeb, projected learning, and	

					toher web-based instructional programs.	
Dale	Whittington	Director of Research and Evaluation	Data and research oversight- submitting relevant content and information to the Cuyahoga County ESC for program reviews.	Over 10 years as Director of Research and Evaluation Previous experience at university level	Extensive experience in program evaluation	