

Needs Assessment

<input type="text" value="1"/>	Number of program sites.	<input type="text" value="400"/>	Total number of students to be served (Annual).
<input type="text" value="1"/>	Number of proposed program sites that are school based.	<input type="text" value="300"/>	Total number of families to be served (Annual).
<input type="text" value="1"/>	Number of proposed program sites that are community based.	<input type="text" value="90"/>	Percentage of participating students to be served receiving free or reduced lunch.
<input type="text" value="80"/>	Percentage of participating students who are below basic or below proficient in Reading/Language Arts.	<input type="text" value="90"/>	Percentage of participating students who are below basic or below proficient in Math.
<input type="text" value="58"/>	Percentage of participating students to be served with either IEPs or 504 plans.	<input type="text" value="0"/>	Percentage of participating students identified as ESL students (English as a Second Language).
<input type="text" value="5"/>	Percentage of participating students suspended or expelled in prior year.	<input type="text" value="315"/>	Anticipated annual instructional time per student (Hrs per day * Number of days per year).
<input type="text" value="100"/>	Percentage of participating students whose school district ODE designation is Academic Emergency.	<input type="text"/>	Percentage of participating students whose school district ODE designation is Academic Watch.
<input type="text"/>	Percentage of participating students whose school district ODE designation is Continuous Improvement.	<input type="text"/>	Percentage of participating students whose school district ODE designation is Effective.
<input type="text"/>	Percentage of participating students whose school district ODE designation is Excellent.		

Needs Assessment (continued)

<input type="checkbox"/>	Location of proposed program sites is Rural.	<input type="checkbox"/>	Location of proposed program sites is Suburban.
<input checked="" type="checkbox"/>	Location of proposed program sites is Urban.	<input type="checkbox"/>	Location of proposed program sites is Appalachian.
<input checked="" type="checkbox"/>	Program activities will be held before school.	<input checked="" type="checkbox"/>	Program activities will be held after school.
<input checked="" type="checkbox"/>	Program activities will be held in the summer.	<input checked="" type="checkbox"/>	The program will serve elementary school students.
<input checked="" type="checkbox"/>	The program will serve middle school students.	<input checked="" type="checkbox"/>	The program will serve high school students.
<input checked="" type="checkbox"/>	Other: <input type="text" value="Families/Parents"/>		

Goals, Strategies and Action Steps

Family Literacy

Safe and Drug-Free Learning Environments

Mathematics

Reading/Language Arts

Arts & Music

Life/Career skills

Healthy Minds and Bodies

Integration into Continuous Improvement Plan

How is this grant supported by your LEA(s)? Describe joint planning that occurred. Include CIP alignment information (or alignment with your organization's strategic plan) and your role in developing the CIP (or strategic plan).

As a single site, large community school LEA, Virtual Schoolhouse has strategically aligned its 21st CCLC proposal with its CIP initiatives to increase student achievement and parent involvement/literacy through targeted programming. VSH's 21st CCLC proposal consisted of 6 main goals. Several goals were merged with existing district goals, with added strategies and action steps to meet targets. Three new goals were added to the plan. VSH serves a unique student population faced with many challenges. Nearly 60% of the school's 819 students are special education students and 67% of students are from low-income families. VSH serves a highly transient population, although school leaders are beginning to see greater stability. VSH therefore, has developed a district-wide plan that includes flexible services to meet student needs and a program basis of individualized instruction. In conjunction with current district plans for school-wide Title I programming, the 21st CCLC math and reading enrichment will extend these efforts to increase skill levels of the school's lowest performing students. VSH has carefully chosen programming options to meet student needs, the selection of which largely rests with IEP considerations. Title I programming at VSH uses Destination Math, "Foundations", A+ Learning and Wilson Reading. 21st CCLC programming at VSH will use a combination of programs that follow the district strategic plan of individualized instruction for varying skill levels. This means that lower achieving students will receive tutorials in "Integrated Math", an adaptive curriculum designed by VSH staff using A+ Learning. Saxon Math will be used for higher performing students. Early elementary students will continue with "Foundations", which VSH leaders view as a better teaching curriculum than the lower elementary reading curriculum included in A+ Learning, which they feel is a better review curriculum. Middle and upper school students will use the A+ Learning curriculum or Wilson Reading depending on skill readiness. Students receiving instruction through 21st CCLC will also use Study Island for OGT preparation in math and reading as well as the Scantron Performance Series diagnostic tools. In congruence with the district's overall academic plan, the 21st CCLC will extend the district's current parenting programs to Parent University and permit the creation of a Parent Resource Room. The current parent liaison at VSH will work on the strategic development of the Parent University program and connect high-need students and families with services and outcomes-based programs. The non-core academic offerings at VSH synchronize with VSH's efforts to access community resources to offer students enrichment. The health, music, art and entrepreneurial programs scheduled through VSH will open a new world of opportunities for VSH students in a safe environment.

Capacity To Implement

What is the applicant's capacity to implement this grant?

Virtual Schoolhouse is in its third year of operation as a community school. During this time school enrollment has increased from several hundred students to 819 students in the current year. VSH has an expert governing board, dedicated staff, agency partners, and a management company that all contribute to VSH's rapid growth and its capacity to implement this grant for at-risk K – 12 students. VSH runs multiple programs in collaboration with multiple agencies - social service referring agencies, children's hospitals, Helping Hands, Tree of Knowledge, Supportive Solutions, Glenville Parks and Rec, Kaplan and ITT - to meet the needs of diverse student populations. Although open to all students, VSH targets students that are highly at-risk – from medically fragile students struggling with chronic or terminal illness, to special needs students with emotional, physical and learning disabilities, to adjudicated youth. VSH also serves general education students who are performing at average levels in most core subjects. Some of these students selected VSH because they are siblings of sick students or simply students who require a flexible learning environment to succeed. VSH is committed to offering its students the best educational environment possible and opening up opportunities for students to succeed and find life paths. Due to the large variation in the student population the school serves, VSH is skilled at administering intensive, individualized services, multiple programming options, and managing large program budgets. The school's Title I program alone exceeds the size and scope (budget-wise) of proposed plans for a 21st CCLC at VSH. Based on tenets of IEP plans, VSH provides students with center-based services, in-home instruction or in-hospital instruction through its partnerships with above agencies in addition to a center-based program for adjudicated youth through its partnership with Supportive Solutions. VSH has already laid the groundwork for its family literacy programming through Parent University. VSH currently staffs a PT Parent Liaison who works with VSH leadership to coordinate parent programming and access local resources and services for school families. This will naturally lead to a more in-depth family literacy program, exactly what VSH is working towards, and needs, under its district plan. The need for outcomes-based before and after-school programming is dire: nearly 60% of VSH students have IEP or 504 plans, a majority of students enroll at VSH with serious learning deficits, and most students come from families with little income for enrichment activities. VSH K – 12 students must have constructive options to increase achievement, hone skills, and discover talents.

Partnership Commitment: Stakeholder Involvement/Collaboration

Please list: (a) Primary applicant, type of organization (LEA, Comm-Based Org, Faith-Based Org, Other), and the name of the contact person and his/her role, address, work/home phone, email and name/phone of alternate contact person. (b) Partner orgs, type of org, contact person with phone. (c) Please list all sites (maximum 3) where program activities will be held- provide name, city, and type of location [LEA site, community organization, university, etc.].

(a) Virtual Schoolhouse, LEA. Brooke Campana, Head of School, is the main contact. She can be reached at: Virtual Schoolhouse, 736 Lakeview Road, Cleveland, OH 44108; e-mail: bcampana@virtualschoolhouse.org, (216) 541-2048 Ext. 202. The alternate contact is Chuck Whitehill, VSH Board Chair. He can be reached at 28101 Cambridge Lane, Pepper Pike, Ohio 44124; Ph: (216) 514-1816. (b) The main partner organizations as service providers are Project Love, an Ohio nonprofit that provides character education programming for middle and high school grades. The contact at Project Love is Mary Alice Casalina, Director of Schools. She can be reached at: 216-593-0020 X 103. Tree of Knowledge, an Ohio nonprofit organization that provides psycho-education services to schools, is another project partner. Mordechai Salfer is the organization contact who can be reached at: 216.541.2048 or info@treeofknowledge.us. (c) Program activities will take place at Virtual Schoolhouse in Cleveland, OH, an LEA community school. There will be some programming for high school students relating to "Believe to Achieve" that occurs outside of the school in year-two. This programming is overseen by Youth Opportunities

and includes job training and student work stipends.

Scientifically Based Research

How will you incorporate SBR? How do you know you are using SBR materials (cite evidence)?

VSH has a central focus on teacher training in researched-based effective instructional methods and curriculum, which will continue through 21st CCLC. Instructional materials used for supplemental reading and math instruction during before and after-school programming will extend from the school day curriculum. Evidence of the research basis and locations of full reports follow. Wilson Reading is based on ten principles of research-based effective reading instruction that were developed by the authors through a history of reading research. The research background for its development is summarized at: www.wilsonacademy.com/academy/resource/Ten_Critical_Points.pdf. Numerous studies have been done looking at the effectiveness of Wilson Reading. One 1995 study found: "220 students in grades 3-12 had an average growth of 4.6 grade levels in Word Attack and 1.9 grade levels in Total Reading on Woodcock Reading Mastery Test after 62 lessons." Another 1998 study expounds on the benefits of Wilson Reading for middle school students with learning disabilities (Moats, Louisa). A summary of effectiveness is at (www.wilsonlanguage.com/w_about.htm). Foundations is the Wilson Language basics that teaches decoding and writing basics; it is used in conjunction with the core language arts curriculum. Foundations is designed to prevent learning failure as a prevention or intervention program. In addition to the research basis provided above, Foundations meets Reading First criteria. "The Florida Center for Reading Research...conducted an independent review of Foundations and its effectiveness. The analysis confirmed the alignment with reading research, that Foundations addresses each of the five components required by Reading First (phonemic awareness, phonics, vocabulary, fluency and comprehension), and noted no weaknesses in the program." Study Island is a web-based state assessment preparation program for ELA and Math. A 2003 Ohio study showed that every one of the 48 schools that using Study Island outperformed Ohio similar schools not using Study Island. Study Island was developed using the research basis of the AAHE Assessment Forum and Advancing Student learning through Outcomes Assessment Project at the University of Arizona. A+Learning System is a comprehensive K – 12 online curriculum aligned with Ohio state standards. The research basis for this curriculum is found at: http://www.amered.com/docs/research_for_reading.pdf or "A+Research Report" (Lovett, Marlene, 2002). The basis for the A+LS software is from a 1995 research synthesis report by the Northwest Regional Education Laboratory (NWREL). Saxon Math, a nationally respected K – 12 math curriculum, has an extensive research basis that is documented in the report: "Scientific Research Base for Saxon Math K – 12: Foundational Research and Program Efficacy Studies". It can be found at: http://saxonpublishers.harcourtachieve.com/HA/correlations/pdf/s/saxon_math_research.pdf.

Professional Development

What is your professional development plan for all individuals connected to this program?

Professional Development (PD) for all staff connected with the 21st CCLC at VSH will occur prior to the start of the school year in a one-week session for Wilson Reading training, integrated math training for math teachers, and varied methodology training by Tree of Knowledge specialists for art, music, dance/movement teachers, and family literacy teachers. All 21st Century staff will be required to participate in year-round professional development on 5 Fridays at VSH. Friday afternoons are reserved for staff development. This proposal includes funds for professional development sessions on Fridays targeted at 21st Century program staff as well as individual workshops. The project coordinators for Parent University and Student programming through the 21st

CCLC will coordinate needed training with the school principal and staff psychologists. All Center staff will be invited to participate in any and all additional staff development provided to school-wide staff. In addition to professional development scheduled at VSH, 21st Century Staff will participate in a selected instructional workshop approved the Project Director. A component of VSH's overall district strategy - in addition to streamlined training for staff in school-wide goals - is to reserve professional development time for each teacher to self-select their own development options. This is to encourage staff enthusiasm for their subject matter and teaching efficacy. 21st Century staff, some of which will be VSH staff or contracted through Tree of Knowledge, will have this same opportunity. Professional development in subsequent years will be coordinated based on annual project evaluation findings that help the Project Directors steer resources in the right content/instructional areas.

Program Evaluation

How will you evaluate your progress in achieving your goals and objectives?

21st CCLC program evaluation will account for effectiveness of program implementation in addition to results-oriented student and parent indicators. Joel, Pomerantz will be the lead local evaluator in years one to three. Both Project Directors (PD) and school leaders will play supporting roles. Data collection tools will be developed to collect data on each 21st CCLC activity. All Center staff will be trained in use of data collection tools and aware of reporting timelines. Program implementation will be assessed based on progress towards target benchmarks and data will be collected on a semester basis and analyzed in the annual report. Semester reports will permit 21st CCLC staff to make program changes at regular intervals. All VHS students have personal education plans and 58% of students have IEPs. Frequent assessments and documentation of student instructional plans is an integral component of VSH's overall model. Specifically, student achievement in reading and math will be benchmarked using the Scantron (PST) series adaptive tests in the fall in addition to results from state assessments and DIBELS Benchmark assessments (K-6). The PST diagnostics will be used to regularly assess progress in weak areas. Other assessment data include: CBM measures and the number of Wilson steps and substeps passed by students receiving individual Wilson training. The integrity of implementation will be checked by Wilson trainers through inspection of products (e.g. Wilson notebooks, unit tests) and by random observation of Wilson tutoring sessions. Data analysis from the 3 benchmarks will be entered into a statistical program. Survey instruments will be developed to gauge parent and student satisfaction in addition to student attitudes about programming. A rating scale will permit annual analysis. Basic statistical descriptives will be used for both parent and student indicators: (1) Parent: rates of attendance, participation, volunteer hours, completion of classes or trainings, use of Parent Resource Center, service on committees, etc; (2) Students: daily school attendance, enrollment levels, rates of student discipline, enrollment in 21st CCLC classes, participation in 21st CCLC performances and events, rates of reenrollment in the same or new classes, etc. Student attitudes and academic growth will be measured by the above climate indicators, survey instruments, and interviews. PDs will be responsible for monitoring program partners and staff for accountability and likewise VSH leaders will oversee PD performance. Evaluation findings will be presented to the Board with recommendations for needed changes. The evaluator will also evaluate the utility of year-one measures with the return of reliable data. Suggestions for new or added measures will be made in the report. The evaluator, PDs and school leaders will meet to review findings and design an action plan. The evaluation report will be posted on the 21st CCLC website.

Budget/Allocation of Resources/Costs/Budget Integration

How are you spending these funds? Include an explanation for each expenditure and how each expenditure aligns with your goals in an efficient and effective manner.

Instructional expenses total \$61,474 for purchased services (contracted instructors) and \$21,181 for supplies and materials. Instructional expenses contribute to meeting student social, health, awareness and academic achievement goals. All class teachers are budgeted at \$32 per hour with an estimated 3% increase per year. Student programming instructional costs are \$51,264 and include teaching commitments for 42 weeks/year with classes divided by K – 4, 5 – 8 and 9-12 unless noted. Classes/teachers include: 3 math teachers for 6 hours/wk each in grades K – 12; 3 Reading/ELA teachers for 6 hours/week each in grades K – 12; 1 pottery instructor for 6 hours/week in grades K – 12; 1 music/choir teacher in grades K – 6 for 2 hours/week; one music/choir teacher for grades 7 – 12 @ 2/hours week; 1 dance/movement teacher for 6 hours/week for to grades K – 12; 1 SAT/ACT prep teacher for two 6-Saturday sessions/semester for grades 9-12; and 1 Social entrepreneurship teachers for 3 hours/week for grades 9-12. "Believe to Achieve" contracted instructional costs = \$2310 (\$35/hour for 66 hours) for program facilitators, \$1800 for guest speakers, and \$500 for teacher stipends. Supply costs include: Social Entrepreneurship class: \$5,500 or \$550 for materials, \$2000 for legal fees, \$2000 for product development and \$1000 for Speakers; dance/movement costs = \$275 for 3, 9 ft. barres, 3, 4X8 gym mats for \$145 each, 20 yoga mats at \$17.95 each, 200 sq. ft. of cushion tile for \$598 to pad floor for SPED students; Music stands = \$14.95 each for 30; Pottery supplies = \$260 for 1000 pounds of clay, 6 wheels at \$750 each, slab roller at \$850, a kiln for \$2500, glazes for \$400, shelving for \$500, table for \$400, stools, tools and bats for \$760; SAT/ACT prep materials are \$620; Math materials = flash Cards, cash registers, counters, measuring tools, math fact games (\$3,375); Reading/ELA materials = scholastic workbooks, leveled readers, basal readers, dolch word lists, phonic games, poetry, nonfiction, fiction (\$3,375); and lastly "Believe to Achieve" materials are \$3,050. Administrative costs = \$79,560 for contracted services (\$36,750 for both the Student Service Director and Parent University Director) and \$5400 for the Parent Liaison (\$12/hour for 15 hours/week). Materials are set @ \$500 per 21st CCLC staff member plus a laptop for each (\$1500). Project love costs are \$1386. Administrative costs are necessary for project management, communications and successful achievement of all goals. Parent University costs target family literacy goals at \$41,400. This includes: \$5300 for 6 desktop computers, printer and software; \$3500 for Polyvision Board and Projector, \$1800 for RC room furniture, \$16,800 for all PU program nights (\$7/parent for 300 parents); \$4500 for guest speakers, \$6400 for adult ed instructor costs and materials; \$1600 for parent trainings; and \$1500 for staff training in Strengthening Families. Project evaluation is \$9000 and \$6,810 is for 3% admin fee.

Timeline

What is your program implementation timeline for the fiscal year?

July – Aug. 2007: 1) Post and fill staff positions (train Parent University (PU) staff using Tool Kit; 2) Order materials and equipment; 3) Schedule programming for first year; 4) Distribute information to parents/community for enrollment; 4) Convene PU Committee, develop parent/teacher surveys; 5) Develop data collection instruments; 6) Orientation/PD in August; 7) VSH classroom teachers recommend students for ELA and math enrichment; and 8) orient VSH staff to purpose and goals of 21st CCLC. Sept.: 1) Equip Parent Resource Center, open by mid-Sept.; 2) Set-up classrooms with materials; 3) Finalize student enrollment in before and after-school programming; 4) IEP teams meet for necessary changes/additions with new 21st Century programming and notifying class instructors of necessary accommodations; 5) Parent/teacher surveys back for PU; 6) Begin scheduled student classes by mid Sept.; 7) Establish PU nights and class schedule for year; 8) Line-up PU speakers and volunteer training sessions; and 9) student pre-assessments administered; 10) Begin data tracking for all programming; and

11) Continued communications with partners. Oct.: 1) 21st Century Open House – community and businesses invited to meet staff (including Project Love and Tree of Knowledge) and families, observe class demonstrations; 2) PU business partner identification; 3) Train PU staff in “Strengthening Families”, an abuse and neglect prevention program. Nov.: 1) mid-term student reports due to families and changes in student instruction plans made to accommodate progress or continued weak areas; 2) Specific PU night on math and reading with presentation by participating students; 3) Ongoing recruitment of students for participation and contact by Parent Liaison and Project Director to recruit families. Dec.: 1) PU programming highlights Project Love and Social activism class; 2) First semester data tallied by end of December and first satisfaction survey instrument distributed in mid-December; 3) PU / 21st CCLC Family night showcasing student work and performances. Jan. 2008: 1) Changes to second semester programming or needed professional development by 21st CCLC staff determined by early Jan; 2) 2nd semester programming in full swing with parent training sessions scheduled and new volunteer opportunities scheduled. Feb. – April: 1) Ongoing programming; 2) Spring performances scheduled; 3) Student and teacher surveys administered in late April; 4) PU schedules “community appreciation” night; and 5) Ohio assessments given. May – June: 1) Surveys received in May. Data analysis for year-one local evaluation; 2) Changes for year-two commended based on findings and submitted to 21st CCLC Director; 3) Budget request for year-two developed and presented to VSH Board; 4) Summer programming finalized; 5) Staffing needs for year-two identified and posted; 5) PU surveys administered and tentative schedule in place; 6) Post assessments in May; and 7) Evaluation submitted.

Continuation

How will your initiative sustain itself if/when funding is reduced or ended?

The programs developed and carried out over the 5-year period will continue after the grant's end through several sources. First and foremost VSH anticipates a steady growth in enrollment that will provide needed revenues to continue excellent programming, including after-school programs. Therefore, VSH expects that the general budget will support approximately 40% of fund requirements with new enrollment during years 4 and 5 and after the grant's end. Second, VSH will offer after-school care through the state's voucher system next year. VSH leadership expects this to bring more working families to the district with the availability of aftercare and will allow the school to continue programming at the grant's end. Third, VSH anticipates a reduction in some program costs, such as staffing and materials in the later years of the project. Once the project is established VSH can share some staffing positions with other site staff. Fourth, Parent University is a program designed to sustain itself through local partnerships and outside fundraising. These efforts are begun from the initiative's outset, not at the grant's end. Lastly, the implementation of the social activism/entrepreneurship class is also designed as a self-sustaining option. The student-led nonprofit should be functional by year-two and ready to conduct its own fundraising for organizational viability and target services. Strategic fiscal plans to sustain programming will be in place by year-three with outside funding commitments, if necessary by year four.

21st Century Requirements

PROJECT ABSTRACT: Provide a brief description of your intended 21st Century program including: (a) Purpose and services to students, Parents, families (b) Strategies for achieving project goals (c) Recruitment strategies (d) Expected project outcomes (e) Indicators of program success. This abstract will be published.

(a) The purpose of the 21st CCLC at VSH is to increase overall student academic and social achievement with a focus on math and reading with additional music, art, technology and social living classes to enrich student lives, skills and work. The Center will be open for 3.5 hours/day, M – F and two Saturdays and during winter and summer holidays to provide before and after-school programs to 400 low performing K – 12 students in math, reading, ELA, technology, the visual and performing arts, music, social activism, and character development. 300 Parent and families will be engaged through Parent University, a family-centered literacy program offering educational classes, trainings and workshops targeted at parents with the goal of increasing involvement in student education and bettering family lives. (b) Strategies for achieving project outcomes include tailored instruction for varying skill levels and learning needs; intensive teacher development with a true focus on teacher support; parent programs that meet parent needs and access community resources; appropriate staffing initiatives; and following outcome-based strategies with the necessary tracking tools. (c) VSH will recruit staff from area education sources and businesses and will work with Tree of Knowledge. Student and parent recruitment will occur through open houses, incentive programs, dinners and picnics, student showcase events and constant invitations to participate through paper and web invites (all VSH students have laptops and parents regularly video conference at the school.) 90% of VSH's student body is targeted for this programming. Project Directors will largely handle recruitment on all fronts and will work with Project Love staff and others. Retention will focus on meeting demand and site efforts to reinforce participation and "hook" participants through events and showcases of work and the power of success. (d) 1. 45% of participating students will increase performance in math and reading; 2. 75% of participating students will demonstrate improved homework completion and class participation; 3. 75% of participating students will demonstrate improved behavior; 4. 65% of the student population will participate in a minimum of one 21st Century before or after-school activity; 5. 75% of participating students will increase regular school day student attendance; 6. 50% of participating students will reenroll in the same or different classes in subsequent offerings; and 7. PU will service 400 families annually and result in a 50% increase in parent volunteer hours. (e) Indicators of success: Increased student achievement in math, reading and other core subjects; increased student attendance; full class enrollment for both parent and student classes; improvements in student behavior; increases in parent volunteer hours and numbers of parents trained as tutors; and high levels of parent, teacher and student satisfaction with offered programs.

PARTNER AGENCY/ORGANIZATION: Indicate the degree and nature of program involvement and responsibility of each of your partner agencies/organizations. Site licensure must be obtained by ODE or ODJFS, list license number and agency. Sites must provide adequate nutrition in the after school hours. Include the Name and contact information for your program sponsor for the USDA ODE Child and Family Adult Care food or After school Snack care program or the name of your food sponsor/agency.

Partner organizations will provide services to 21st CCLC at the licensed school site. All participating organizations are responsible for helping to achieve project outcomes. Project Love is responsible for administering a two-year program for VSH high school students called "Believe to Achieve". This is a 3-unit program, with the first two units delivered over the course of year-one. Year-two will begin job training. Project Love staff will be responsible for implementing its full curriculum, monitoring students, tracking data and reporting to the Project Coordinator. Tree of Knowledge, another nonprofit, will help VSH with teacher staffing, consulting and Professional development needs. Tree of Knowledge staff will report to the Project Coordinator as well. Both organizations will cooperate with the project evaluator in supplying data needs and organizational staff will participate in coordinating meetings at the Center. VSH has a site license: # 000564.000564 issued by the Ohio Department of Education. VSH is a strong believer in improving the dietary and health needs of its students and families. More than adequate nutrition will be provided through Center programming. The Virtual Schoolhouse sponsor is Chanie Solomon, Food Service Coordinator, 216-541-2048x208, csolomon@virtualschoolhouse.org.

PROGRAM COMMUNICATION AND MANAGEMENT: Please address how the program will effectively communicate with partners, stakeholders, the community, and relevant others to ensure ongoing program progress/viability and how the program will be managed and organized so as to ensure program success and aligned with the Continuous Improvement Plan.

The Project Director(s), in conjunction with VSH leadership, will oversee the Center and report to the VSH Board on a monthly basis. The two Project Directors will be responsible for communication with partner agencies and the dissemination of all information regarding Center programs. A website, linked with VSH, will be created for the Center that will be updated daily with program descriptions, announcements, schedules, and contact information. The site will serve to warehouse information in a "library" section for all speaker series, workshops and classes held through the Center. VSH is characterized by a high degree of interactive technology due to varying education service locations. All of VSH's programs are linked through technology so that even hospitalized students can be a part of the classroom. Therefore, parents at VSH are acclimated quickly to the level of technology and respond well to this environment. The Parent Resource Center will be equipped with 6 computers in year-one and laptops will be available for parent check-out in year two. In addition to technology communications, information will be disseminated through written communication and face-to-face open house formats, smaller informational sessions, IEP meetings, school announcements through the PA system, etc. Project Directors will be tasked with ensuring information is obtained by families through multiple avenues and must document these efforts. The PU Director and Liaison will largely be responsible for communications with area businesses and organizations. The Project Directors will make a monthly report to the VSH Board. This report will allow VSH to monitor progress and ensure constant alignment with the district plan. Project Directors and the VSH Head of School will maintain responsibility for all timely grant reporting and communication with the state.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and all identified partners to abide by all assurances relevant to the 21st Century Community Learning Center Application Guidelines Document. In box below, please enter "I Accept" and indicate your name, title, and agency/organization. Please indicate the individuals name, organization, address & phone, email who will serve as a grant reader/rater representing this application (one is required).

I accept. Brooke Campana, Head of School, Virtual Schoolhouse. The grant reader will be: Cherie Richards, Virtual Schoolhouse, 736 Lakeview Road, Cleveland, OH 44108 cell: 216-256-3666; e-mail: crichards@virtualschoolhouse.org

21ST CENTURY APPLICATIONS:

21C00001 - 21st Century - \$233,813.00