History Log

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

There are **5** status/comments. Displaying page: **1** of **1**

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/20/2010 8:28:49 AM	Harper, Kathy	Status changed to 'Consultant Approved'.	S
	8/16/2010 5:07:52 AM	Webb, Wendy	Status changed to 'Authorized Representative Approved'.	S
	8/13/2010 10:20:29 AM	Johnson, William	Status changed to 'Fiscal Representative Approved'.	S
	8/11/2010 9:59:33 AM	Treharn, Alida	Status changed to 'Revision Completed'.	S
	7/1/2010 12:30:08 AM	System	Status changed to 'Revision Started'.	S

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Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - History Log

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Allocations

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Allocations

	(1)	SIGC	Total
Original		1,718,986.00	1,718,986.00
Incoming Carryover		0.00	0.00
Outgoing Carryover		0.00	0.00
Reallocated		0.00	0.00
Additional		0.00	0.00
Released		0.00	0.00
Forfeited		0.00	0.00
FER Released		0.00	0.00
Total		1,718,986.00	1,718,986.00

Budget

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (154)

U.S.A.S. Fund #: 537

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	294,000.00	90,400.00	0.00	328,114.79	42,000.00	0.00	754,514.79
Support Services	296,000.00	104,600.00	208,490.00	5,000.00	0.00	0.00	614,090.00
Prof Development	10,000.00	2,500.00	254,493.00	0.00	0.00	0.00	266,993.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	30,000.00	0.00	0.00	0.00	30,000.00
Indirect Cost						19,638.21	19,638.21
Governance/Admin	25,000.00	8,750.00	0.00	0.00	0.00	0.00	33,750.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	625,000.00	206,250.00	492,983.00	333,114.79	42,000.00	19,638.21	1,718,986.00
						Adjusted Allocation	1,718,986.00
						Remaining	0.00

Application

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (154)

Needs Assessment

4663 Total number of students impacted

Integration into Ohio Improvement Process

How is this grant supported by your LEA(s)? Describe joint planning that occurred. Include OIP alignment information such as how the selected intervention model or school improvement strategy matches the LEA?s needs and examines the root cause for the school?s identification of need for improvement (use of various data to analyze the needs of the LEA must include, but are not limited to student performance data, curriculum standards and assessment, effective teachers and leaders).

The Ohio Improvement Process is a multi-year framework that provides the tools to help districts identify the root causes of their weaknesses, to develop goals and strategies for improvement and to implement and monitor the changes that will help districts increase student achievement. The Youngstown City Schools (YCS) convened the District Ohio Improvement Process (OIP) team in 2008-09; it was comprised of site, district, and community representatives. Simultaneously, the District, with ON TASC, Inc., began to evaluate past Strategic Plan objectives and gather data from school and community sources. This data, along with the academic information that was reviewed and analyzed by the OIP team, was utilized to develop goals and strategies to improve academic achievement. The formal OIP meetings focused on three basic tasks: 1) analysis of all student achievement data including the annual state summative (OAT K-8; OGT 10-12) and formative assessments (benchmark, curriculum embedded, and teacher made), teacher observations and quarterly grading; 2) examination of all intervention programs targeting each performance level : Adv, Accel, Prof, Basic, Ltd; 3) review of Professional Development (PD) offered and the faculty attendance rates during PD days, in combination with evidence on whether or not the PD engendered positive gains in achievement for any and all levels of performance (Transformational Model, Required Activities, 2D). Informal meetings with stakeholder groups were frequently used to dialogue, brainstorm, and determine possible solutions to issues that emerged in process of our inventory and discovery. In addition to the meetings held with District personnel, ON TASC, Inc., facilitators met with varied community agency personnel, parents, and other community stakeholders, including those attending four "school-hall meetings" convened by the Board of Education facilitators. ON TASC, Inc. is the local professional development center, and longest running CBO (Community Based Organization), serving the schools. Also, as administrative leadership held parent meetings to inform parents of their Title I program rights and resources, ideas were solicited on what they saw as barriers to their students' progress, as well as strategies to overcome them. Review and analysis of the data included the school district report cards, OAT K-8 and OGT 10-12 scores, Rigby Benchmarking, SCANTRON assessments, the State Diagnostic Review, disciplinary and attendance data, student climate surveys, and the community feedback data collected by ON TASC. Significant findings from these data sources were utilized in the development of the plan. The work of the OIP team and the ON TASC team was melded to form one comprehensive, systematic plan that incorporates a wide range of processes and data sources to provide a single plan which will guide the District forward to frame a future of high achievement for the children and families of Youngstown City School District. We are currently in the implementation and monitoring process of the OIP. YCS designation is Academic Emergency along with 6 of the eligible schools while another 3 are in Academic Watch; only 2/30 indicators were met by the district and P.I. is 70.2, having dropped the last two years, with AYP not being met the last 3 years. None of the eligible schools met AYP in 09 and only 2 met it in 08. The poverty level of the eligible schools is 91.2%. 57.9% of 3-8 graders are two years or more behind in reading; 44% of the 3-8 graders are 6 months, or more, behind in math based on the grade equivalents of Scantron testing. 68.9% of East H.S.'s 9th graders are 6 months or more behind in math using Scantron scores. 51.5% of the 10th graders are non-proficient in reading (OGT) with numbers dropping to 22.8% by 11th grade; in math, 56% of 10th graders are non-proficient dropping to 41.6% by 11th grade. 46% of East H.S.'s ninth graders are 1, 2, or 3 time repeaters.

Capacity To Implement

Design and implement interventions consistent with the final requirements:

This yr, the district took a step forward instructionally and fiscally by targeting a struggling population and providing the tools to help those teachers deliver specific interventions. In spite of the current reality of gross disruption to funding reductions, the loss of 542 positions since 2008, and unemployment the rate of the national ave,, YCS, a comprehensive local educational agency (LEA), has rallied to respond to the challenge of reform. Three significant systemic intrvntns were implemented during the 2009-10 yr which we believe will result in incr. in achvmnt. The interventions we have implemented follow. 1) The use of Standards Plus, a research based standards "inoculation" which provides mini-lessons for Reading/Language Arts at grade level. We call it an inoculation because every student receives a daily "dose" of intentional, explicit standards instruction. Due to funding we were only able to implement Standards Plus from 5th to 9th grade. 2) Another aspect of our reform pilot has been the implementation of the Simplified Solution (SS) for mathematics. SS provides a direct instruction protocol complemented by the intentional and explicit instruction of the grade level mathematics standards (#2,3Transformational Model, Required Activities, 2A). 3) An external consultant has been utilized to facilitate the reform process, provide the technical writing service necessary to support the strategic plan, the English Learners comprehensive plan, and school profiles. She has been instrumental in providing the technical guidance for the school site leaders and has helped to support our reform process with research-based, science anchored strategies. With this grant, the district plans to move the programs mentioned in #1,2 down to grades 3 and 4. Included with the program contract was extensive and ongoing PD. Consultants return monthly to visit teachers, answer questions, model lessons and provide PD. They provide reports to the Curriculum Director who can then monitor teacher usage. Within the buildings, instructional assistance will be provided to teachers through Literacy and Math Coaches who will model lessons and provide SBR lessons and materials. Several buildings already have coaches but staff will be added for those who do not. For those students, falling behind two or more years in Reading, the district will upgrade its READ 180 prgrm and implement it in add bldngs. System 44 will be install to be used with stdnts reading at or below scnd gr level (Transformational Model, Permissible Activities, 2D). Dedicated tchrs will be requested to implement the READ 180 and System 44 prgrms to ensure fidelity to the program and optimize student success. These programs implement a 90-minute reading block so stdnts will double the time spent in rdng instrctn. School City, a research data co that provides assessment, data analysis and professional development, will be hired to assist in data collection and training of teachers in the use of data to inform instruction. In addition, each building will have a data liaison who will work with the research company, bring back to the building additional information, and be able to work with teachers one-on-one or in small groups to enhance instruction. Teacher training in the use of the Marzano Strategies will move from the elementary schools, where PD has been ongoing this school year, to the middle schools and high schools next year. The development of an Integrated Social Emotional Learning piece will be added through the implementation of the Care Team Collaborative Framework (CTC). This is a uniquely designed initiative carefully balancing effective research-based strategies around community engagement, systemic reform and positive youth development with the individual needs of children and their families. The School

Improvement Grant will provide the funds, support, and impetus to expand our reform pilot programs to additional grade levels.

Recruit, screen, and select external providers, if applicable, to ensure their quality:

Over the past yr the YCSD has been involved in the Ohio Improvement Process, State of Ohio Diagnostic Review at the M. S. and Elem. levels, and Strategic Planning to span decision making over the next five years. These processes have resulted in a thorough analysis of district data, id. of strengths and weaknesses, goal setting(4), action plan generation and monitoring and eval. plans. Bsd on the requirements of these documents and the structure outlined in the Transformational Model of the School Improvement Grant, it will be beneficial for the District to employ, in a consulting capacity, a data analyst, curriculum specialists in the areas of reading and math, leadership trainer and staff developer in the area of high yield instr. strategies (Transformational Model, Required Activities, 2D). The District has sought recommendations for these positions from districts in similar academic condition that are making progress. Currently employed consultants who have had success in the transformational process are the McRel Group and the Association for Supervision and Curriculum Development. Interviews were conducted with three data analysis firms and bids for service provided to the Director of Instruction. The charge to the data analysis consultant will be to provide the District with targeted and explicit short cycle assessment in reading and math and ongoing analysis, reporting, explanation and use of data to target individual std interventions (Transformational Model, Required Activities, 1B and 2B). The McRel Group will be retained in order to continue progress made in the area of administrative leadership, walk-through processes and analysis of data collected from walk throughs. Additionally, teaching staff will continue with professional development on Marzano's High Yield Strategies begun in school year 2008/2009. McRel trainers in addition to State Support Team Region 5 personnel will continue this work so that it becomes institutionalized practice in all classrooms in all buildings. Since this professional development has been ongoing and has produced satisfactory results, the District intends to continue with our current providers McRel and SST 5. In this way the District is able to meet requirement 1(D) of the Transformational Model. Marzano's work, both in leadership and instructional strategies, is based on an extensive meta-analysis conducted nationally and shown to have positive effects on instruction (School Leadership that Works, From Research to Results and What Works in Schools, Translating Research into Action, Robert Marzano). Additionally, data analysis over several years has highlighted the need for intervention programs in reading and math. The District has selected the following programs of intervention: Standards Plus - mini lessons that address Standards in Language Arts; Simplified Solutions - a direct instruction protocol complemented by the intentional and explicit instruction of the grade level mathematics standards; Read 180 Enterprise Edition and System 44 - a Language Arts Curriculum for students most at-risk. Each of these programs has a strong research base that is available for review. Professional development from content area consultants associated with these curricula will provide ongoing support for teachers and ensure fidelity to implementation as outlined by product producers. The Care Team Collaborative Framework was chosen for the social emotional learning piece because of the variety of choices which can be tailored for each building's needs. PD for teachers will focus around positive behavior supports. Behavior coaches- one per building- will work with administrators, teachers, parents and students in reducing the behaviors assoc. w/suspensions and expulsions. CTC was created by merging the research-based practices from UCLA Center for Mental Health in Schools, Search Institute's 40 Developmental Assets and ODE's Comprehensive System of Learning Supports.

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:

In order to fully and effectively implement interventions that have been outlined in the District OIP, Five Year Strategic Plan, Building School Improvement Plans and Distress Commission Plan, it may be necessary to clarify, modify or change some District Policy. In particular, policies on social promotion contained in sections on retention should be changed to insure that students who are chronically underachieving in many areas, particularly, language arts and math, will not be promoted and will be moved into an academic situation in which they receive explicit, targeted interventions designed to meet their individual needs. Youngstown Education Association agreements with the district will need to be scrutinized to assure that the District can provide adequate assessment to meet individual student needs, participating teachers must use adopted programs with fidelity and that staff providing services to students must meet eligibility requirements outlined in job descriptions. Teachers instructional autonomy as outlined in the YEA agreement must be understood to mean the freedom to present lessons with creativity and individuality with the stipulation that all State required standards and indicators be systematically and explicitly taught, assessed and mastered. The union contract, which is up this year and in the process of being renegotiated, will need to have language to address Transformational Model, Required Activities, 1C. Grade level meetings intended to review data from assessments will focus on student achievement and the development of explicit intervention plans intended to meet student needs. Youngstown City Schools' objective is 90% of the classroom hour will be spent doing activities related to Learning.

If LEA does not apply for one of the Tier I or Tier II schools, describe the lack of sufficient capacity to do so.

Not applicable. We are applying for both of our Tier II schools.

Stakeholder Involvement/Collaboration

Who are your major partners? Consult with various relevant stakeholders regarding the LEA?s application and implementation of school improvement models in its Tier I and Tier II schools school improvement strategies in Tier III schools.

The district collaborates with several outside partners many of which have provided highly successful programs. Youngstown State University offers an Upward Bound program that targets low-income and/or first generation potential college bound students in the Youngstown City High Schools. Their Associate Degree and Prep Tech Program partners with us in an after-school high school program, 21st Century Community Learning Center, that provides students with additional instruction in math and reading, in addition to extra-curricular activities such as field trips, yoga, computer literacy, etc. This grant also provides parent activities two or three times a year. The partnership with YSU and Youngstown City School's Early College program has been highly successful. Its first graduating class had every student receive a diploma; additionally, four students earned an associate degree with all others accumulating several college credits. That tradition is ongoing. YCS also has a very active Young Scholars Program with Ohio State University; their liaison and secretary are housed within our board building. They provide tutors and support to the students in their program. In the past years, they have had ? students go on to attend OSU with ? graduating. Another 21st Century Community Learning Center Grant (21st CCLC) has the district partnering with the D & E (Diagnostic & Evaluation) Clinic. This center is located in two elementary buildings and provides both instructional and enrichment activities in their after-school program. 45% of students attending have shown marked improvement academically, behaviorally or in attendance. High Schools That Work, Making Middle Grades Work and Knowledge Works have provided staff development, ongoing research support and collaborative relationships with other urban middle schools. SST-5 has provided us with an OIP facilitator who continues supporting the district and buildings in this process and is in our district several times a month offering other curricular and instructional support services. The City of Youngstown and Mayor Jay Williams have been supportive of our district's efforts at improvement. They have provided us funds through a Community Development Association Grant (CDA) to pay for high school peer mentor tutors who work with fifth graders as part of The Governor's Initiative to Close the Achievement Gap. The district has a Parent Patrol which acts as the liaison between the school and community. They visit the homes of students new to the district offering parents information and support, they make phone calls reminding parents of important district or building events and, yearly, they put on a conference bringing in nationally known speakers and offering break-out sessions on topics pertinent to raising school-age children, consumer issues and mental health. Wean, a local foundation, has funded several projects in our schools including outfitting fifth grade classrooms with thousands of dollars in equipment including ActivBoards. In classrooms where this technology is present and teachers use it on a regular basis, teachers report greater student engagement and interest in the lesson being taught. Youngstown was one of three

districts awarded a grant through Rep. Tim Ryan to participate in the work of Dr. Linda Lantieri. Three schools will participate. For the remaining schools, the district will bring in the Care Team Collaborative Project through Muskingum Valley ESC expanding staff training in social emotional skills. The district is also working with two partners through ODE- the Fiscal Oversight Commission and the Academic Distress Commission.

Describe joint planning that occurred as well as the level of commitment among all parties (district and building level). Applicants must describe the stakeholder roles and their contributions to the success of the project.

Planning for SI in YCSD has been ongoing for both the 2008/2009 and 2009/2010 school years. YCS, with the assistance of Anthony DiRenzo, SST 5 rep, has used the OIP framework to develop plans at the district and building levels. A committee of parents, students, teachers, administrators and central office staff met weekly to review and analyze data so that explicit goals, strategies, action steps and monitoring and evaluation processes were identified and adopted. YCSD needs are based on the 6 basic practices that ODE has selected from research annals as necessary for SI and the findings on the State Diagnostic Review: Environment and Climate, Leadership, Professional Development, Instructional Support, Standards Alignment, Data Driven Culture. OIP resulted in 3 major goals carried over in the Strategic Plan which also added another goal: Goal 1:By 2012, the YCSD will annually increase the % of proficient K-12 stds by reducing the # of basic and limited students by 12% in the content area of reading as measured by the current state-mandated assessments. Goal 2:By 2012, the YCSD will annually increase the % of prof. K-12 students by reducing the # of basic and limited stds by 12% in the content area of math as measured by the current state-mandated assments. Goal 3:By 2012, YCSD will implement a comprehensive process that meets the cognitive, social and emotional needs of all students as measured by a 2% annual increase in attendance and a 10% annual decrease in disciplinary referrals. Goal 4: By 2012, YCSD will improve the perception of the school district as measured by a 5% annual increase on student, staff, parent and community surveys and/or focus groups. For OIP plans, all bldgs. used the district goals and strategies and added their own action steps aligned to bldg needs. Stakeholders and their roles follow: Making Middle Grades Work; High Schools That Work and Knowledge Works. These partners provide staff development, ongoing research support and collaborative relationships with other urban schools. SAELP is a state project to build leadership among Ohio's urban school districts. The goal is to build leadership at all levels and involves all factions of a district. The people involved include union reps, tcher leaders, administrators and district coaches. Another partner is The Governor's Initiative for Closing the Achievement Gap created by the current governor. Youngstown has been on board since its inception and is being held up as a model to other districts for many of its unique components including high school peer mentors, the addition of girls to the cohort, adding a 5th grade population and an active parent piece. Mahoning County Family and Children First Council promotes coordination and collaboration of services for children and families in need of economic, mental health, alcohol and other drug services with the programs at schools. SST5 provides the district with reform and technical assist. to ensure school efficacy and achievment of state learning objectives by grade level. 21st Century Learning Community Center grants support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for chldren and helps students meet state and local student standards in core academic subjects. Youngstown Early College at Yo. State University provides participating students with the opportunity to graduate from h.s. with both a h.s. diploma and an associate degree. YSU also partners with us to provide students with the opportunity to receive college credit for select classes taken at the h.s.. On TASC is the primary prevention and intervention program providing trainings and supports to enhance the quality of student life and are actively engaged in the development of systemic progress monitoring, MDSAT and resiliency building for all students. D& E clinic contracts with YCS to provide onsite professional counseling and suicide prevention services.

Goals, Strategies and Action Steps

G 1) Reading/Language Arts

Description:

By 2012, the YCSD will annually increase the percentage of proficient K-12 students by reducing the number of basic and limited students by 12% in the content area of reading as measured by the current state-mandated assessments.

Performance Measure:

1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).will increase each year.

Fiscal Resources

Grant	Notes	2010	2011	2012
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$00	$2,260,717	$00
School Improvement Competitive 1003 (g) Total:		**$00**	**$2,260,717**	**$00**
Grand Total:		**$00**	**$2,260,717**	**$00**

S 1.1) Prof Develop - Impact Student Achievement Gaps

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

AS 1.1.8) Standards Plus and Scholastic

Description:

Standards Plus and Scholastic will provide high quality PD in the use of their programs. PD will be embedded and rigorous. They will also provide coaches/consultants on a weekly or monthly basis to ensure consistent support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 1.1.6) Standards Plus and Scholastic (Alpha: School of Excellence for Boys)

Description:

Standards Plus and Scholastic will provide high quality PD in the use of their programs. PD will be embedded and rigorous. They will also provide coaches/consultants on a weekly or monthly basis to ensure consistent support.

S 1.2) Prevention/Intervention (Reading & Mathematics)

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics.

S 1.3) Parent Educ Involvement (Reading & Mathematics)

Description:

Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.

S 1.4) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

S 1.5) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size.

S 1.6) Targeted Additional Resources

Description:

Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants,therapists, aides etc.) and network with successful schools about how to improve performance.

S 1.7) Promote effective parental involvement

Description:

Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

S 1.8) Address District Improvement (Adequate Yearly Progress) issues

Description:

Address the specific Adequate Yearly Progress issues causing the district to fall into District Improvement status, for example, target disaggregated groups that did not achieve a specific proficiency.

S 1.9) Before/after/summer school activities if appropriate

Description:

Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

S 1.10) State Content Standards

Description:

Ohio's Early Learning Content Standards and Kindergarten Standards.

S 1.11) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

S 1.12) Provide transportation to increase student attendance

Description:

The district will provide transportation for students to attend after school programs and other intervention/prevention programs provided by the district.

S 1.13) Policies to Improve Results

Description:

Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

S 1.14) Preschool Transitions

Description:

To create a timely transition of 3 year olds.

S 1.15) Children with Disabilities Participate in Statewide Assessments

Description:

A. Participation of children with disabilities in statewide assessments/proficiency tests with or without accommodations. B. Students with disabilities will have IEP goals and measures aligned with the academic content standards.

S 1.16) Instruments to Track Student Progress

Description:

Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with highly specific curriculum guides.

S 1.17) Early Childhood Entitlement

Description:

The curriculum for the students will be aligned

S 1.18) Annual Evaluation

Description:

There will be an annual evaluation of the literacy program that used school improvement funds. This evaluation will use data from Scantron testing to evaluate the progress of students, as well as other building data.

S 1.19) Prof Develop - Impact Student Achievement Gaps

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

S 1.20) 1A Ensure consistent utilization of curriculum maps/ pacing guides for Language Arts K-12 Instruction

Description:

100% of language arts teachers will utilize curriculum maps/pacing guides as evidenced in lesson plans and walk throughs. 80% of students will achieve at least 75% on short cycle assessments indicating instruction in a specific area for a specific month.

S 1.21) 1B Develop and utilize common grade level short cycle assessments aligned to the pacing guides

Description:

Develop and utilize common grade level short cycle assessments aligned to the pacing guides

S 1.22) 1C Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

Description:

Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

G 2) Mathematics/ Science

Description:

By 2012, the YCSD will annually increase the percentage of proficient K-12 students by reducing the number of basic and limited students by 12% in the content area of math as measured by the current state-mandated assessments.

Performance Measure:

2.1 The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics and science on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2010	2011	2012
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$00	$2,260,716	$00
School Improvement Competitive 1003 (g) Total:		**$00**	**$2,260,716**	**$00**
Grand Total:		**$00**	**$2,260,716**	**$00**

S 2.1) Parent Educ Involvement (Reading & Mathematics)

Description:

Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.

S 2.2) State Content Standards Alignment

Description:

Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

S 2.3) Prevention/Intervention (Reading & Mathematics)

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics.

S 2.4) Prof Develop - Improve Student Performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

AS 2.4.5) Simplified Solutions

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.4) Simplified Solutions (Alpha: School of Excellence for Boys)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.3) Simplified Solutions (East High School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.4) Simplified Solutions (Harding Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.2) Simplified Solutions (Kirkmere Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.5) Simplified Solutions (P. Ross Berry Middle School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.3) Simplified Solutions (Paul C Bunn Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.2) Simplified Solutions (Taft Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.1) Simplified Solutions (University Project Learning Center)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.5) Simplified Solutions (Volney Rogers Junior High School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.2) Simplified Solutions (William Holmes McGuffey Elementary)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

AS 2.4.2) Simplified Solutions (Williamson Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

S 2.5) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size.

S 2.6) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

S 2.7) Promote effective parental involvement

Description:

Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

S 2.8) Address District Improvement (Adequate Yearly Progress) issues

Description:

Address the specific Adequate Yearly Progress issues causing the district to fall into District Improvement status, for example, target disaggregated groups that did not achieve a specific proficiency.

S 2.9) Before/after/summer school activities if appropriate

Description:

PPO 3.1. For program year October -May 85% of students attending 65 or more of program days will report increased positive response of 10% from pre/post Life Skills Survey in areas of improved competency, leadership, and decision-making skills distributed and collected by the project director and data assistant in October 2010 and May 2011. Description Skilled staff and/or community partners will offer 1.5 hours of developmentally-appropriate activities x 105 days to meet cognitive, social and emotional needs of targeted students and 16 additional days in summer starting year two. Professional development opportunity for staff and CBO's will be offered yearly, resulting in an increase in knowledge and use of scientifically-based instructional strategies to increase positive youth development. A partnership with Youngstown State University Counseling Department will be explored to provide students with additional support. PPO 3.2 For program year October -May 85% of students attending 65 or more of program days will report a high level of satisfaction with positive youth activities as measured by post survey and focus groups administered/held by project director and data assistant in May 2011 Description Each child will receive a nutritious meal daily from Mahoning Youngstown Community Action Partnership (MYCAP) ODE/CACFP sponsor. CBO's will provide daily enrichment such as health related activities, drug/violence prevention, mentoring, art, music, dance, sports, technology, STEM, and character education. PPO 3.3 During the 2010-2011 school year students attending 75% of program days will report a 50% increase in knowledge of community service opportunities, community based arts, cultural enrichment and other activities as measured by pre/post surveys distributed and collected by the site coordinators after each event. Description Field trip excusions will be finalized w/ input of students, staff, family and targeted sites. Service Learning will be provided on a rotating basis so that each student participates twice during the program. We will explore a future parntership with Eastern Gateway Community Partnership to increase student awareness of career options. PPO 3.4 During the program year 85 % of the students who have attended 75% of program days will report that the program helped them in non academic areas as measured by Life Skill Survey administered by data assistant.

S 2.10) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

S 2.11) Provide transportation for intervention/prevention

Description:

The district will provide transportation for students to attend after school programs and other intervention/prevention programs provided by the district.

S 2.12) Early Childhood Education (Entitlement)

Description:

Curriculum will be aligned for all core content areas.

S 2.13) ARRA Professional Development

Description:

Teachers will participate in online training for 45 hours utilizing 21 century skills.

S 2.14) Before and After School 21st Century

Description:

Skilled staff and/or community partners will offer 1.5 hours of developmentally-appropriate activities x 105 days to meet cognitive, social and emotional needs of targeted students and 16 additional days in summer starting year two. Professional development opportunity for staff and CBO's will be offered yearly, resulting in an increase in knowledge and use of scientifically-based instructional strategies to increase positive youth development. A partnership with Youngstown State University Counseling Department will be explored to provide students with additional support. PPO 3.2 For program year October - May 85% of students attending 65 or more of program days will report a high level of satisfaction with positive youth activities as measured by post survey and focus groups administered/held by project director and data assistant in May 2011 Description Each child will receive a nutritious meal daily from Mahoning Youngstown Community Action Partnership (MYCAP) ODE/CACFP sponsor. CBO's will provide daily enrichment such as health related activities, drug/violence prevention, mentoring, art, music, dance, sports, technology, STEM, and character education. PPO 3.3 During the 2010-2011 school year students attending 75% of program days will report a 50% increase in knowledge of community service opportunities, community based arts, cultural enrichment and other activities as measured by

pre/post surveys distributed and collected by the site coordinators after each event. Description Field trip excusions will be finalized w/ input of students, staff, family and targeted sites. Service Learning will be provided on a rotating basis so that each student participates twice during the program. We will explore a future parntership with Eastern Gateway Community Partnership to increase student awareness of career options. PPO 3.4 During the program year 85 % of the students who have attended 75% of program days will report that the program helped them in non academic areas as measured by Life Skill Survey administered by data assistant. PPO 3.5 During the program year 70% of the students who have attended 75% of program days will report having opportunity for designing/leading activities. Collected by program director.

S 2.15) 2A Ensure consistent utilization of curriculum maps/pacing guides for Mathematics K-12 instruction

Description:

Ensure consistent utilization of curriculum maps/pacing guides for Mathematics K-12 instruction

S 2.16) 2B Develop and utilize common grade level short cycle assessments aligned to the pacing guides

Description:

Develop and utilize common grade level short cycle assessments aligned to the pacing guides

S 2.17) 2C Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

Description:

Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

G 6) Safe and Drug-Free Learning Environments

Description:

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Measure:

5.1 The number of persistently dangerous schools, as defined by the State. 5.2 The percentage of students who used, possessed or distributed alcohol, tobacco and other drugs on school property.

Fiscal Resources

Grant	Notes	2010	2011	2012
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$00	$510,151	$00
School Improvement Competitive 1003 (g) Total:		**$00**	**$510,151**	**$00**
Grand Total:		**$00**	**$510,151**	**$00**

S 6.1) Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

A planned process of approaches and activities designed to preclude the onset of Violence, Alcohol, Tobacco, and Other Drugs problems.

AS 6.1.2) Care Team Collaborative- Students

Description:

Through the Care Team Collaborative Model, coaches/behavior specialists/therapeutic counselors will work with students in the areas of anger management, violence prevention, mediation, substance abuse and any other area that impedes academic performance and the social-emotional well-being of the students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 6.2) Evaluate programs and assess services including those to special populations

Description:

Evaluate the design and delivery of programs and services to all students (including individuals with disabilities, limited English proficiency, from economically disadvantaged families, preparing for nontraditional careers, and/or with other barriers to educational achievement) and establish and develop strategies to address deficiencies in programs and services.

S 6.3) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

S 6.4) Intervention (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

A planned process of approaches and activities designed to change a persons or groups behavior who may be in the beginning stages of Violence, Alcohol, Tobacco, and Other Drugs problems.

S 6.5) Prof Develop - Understand Student Needs

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

AS 6.5.2) Care Team Collaborative- Teachers

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (East High School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (Harding Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (Kirkmere Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (P. Ross Berry Middle School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (Paul C Bunn Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (Taft Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (University Project Learning Center)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (Volney Rogers Junior High School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (William Holmes McGuffey Elementary)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

AS 6.5.1) Care Team Collaborative- Teachers (Williamson Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

S 6.6) Systems of Intervention and Special Education

Description:

Identification of a child specific team of special education and general education staffwho will be trained to plan for children with challenging behaviors or autism spectrum disorder.

Alignment with Other Resources

Identify the additional and supporting resources (e.g. internal building, local community, business and partner schools) that will be utilized in the project and demonstrate how these resources will impact success. Please explain how your project will leverage other and supporting resources (fiscal, human, technical, etc.) in the implementation of the intervention model.

The following supporting resources are in place in the district and will not require funds to be supported/sustained and address the noted strategy of the Transformational Model. They are: PLC communities (1); Scantron and Examview to assess mastery of standards (1B, 2B,4); Early College, AP courses, PSEO, College in High School, Honors courses (2E1); Waterford Early Reading and Math, New Century, Read 180, Study Island, Renzulli Learning, Nova Net, Promethean Boards (2D); Parity Tutors (4A); Reaching For the Stars, parent resource library, Parent Pathways, Parent Patrol, Parent Transition Meetings, Building Open House, Parent Teacher Conference Nights (2), Superintendent's Parent Advisory Board, Literacy/Math Nights, Empowering Parent Luncheons (Special Education), Building Parent Liaison, 2 day Parent Conference, Parent Handbook, Homework Hotline (3A&C); Full day kindergarten (3D); Urban Congress, Wean Grant, Adler Foundation Grants, Once Upon a Baby, Community Leaders in all buildings, Junior Achievement, School Adopters, HSTW, MMGW, Heart Reach Ministries (3B); Governor's Initiative, SWAT, MDSAT (3&4); Before, during, after school enrichment/intervention programs, summer school and summer bridge (2,3A) and permissible activities B; Flippen Training, McCrel Leadership Training (1); Literacy and Math coaches (2C instructional support); Reading Recovery, Leveled Literacy Intervention (2A); Teacher of the Year (1C). All of these resources are currently in place and have impacted District effectiveness, community and parent relationships and student achievement. By coupling these initiatives with the addition of a Data Analysis Firm, onsite consultant and building data liaison, Simplified Solutions, Standards Plus, newly developed short cycle assessments, increased accountability through academic conferencing, progress monitoring, three tiered intervention, removal of logistical barriers to change, institution of sacred time for principals to be in classrooms, assurance that intended curriculum (standards) is the delivered and attained curriculum, increases in actual instruction time for each hour of attendance, related ongoing, embedded professional development delivered by coaches and program consultants, incentive/merit pay for increases in student achievement as evidenced by Ohio assessments the District will meet the goals of the Transformational Model.

Continuation

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

The Youngstown City School District is in the process of extricating itself from fiscal emergency. A State Fiscal Oversight Commission has been overseeing our budget and expenditures for the past three years. Although we will soon be out of financial distress, we must make an effort not to find ourselves in the same position while trying to sustain initiatives that have proven themselves successful. With this grant, there will be many costly first year one-time expenditures which will not need to be sustained in future years. These include approximately $430,000 in upgrades to the existing twenty-five units of Read 180, the purchase and installation of System 44 and the purchase of new computers for these programs. Also, a one-time expense will be incurred for the purchase of Standards Plus and Simplified Solutions for the third and fourth grade. Staffing, which will include the literacy and math coaches, data liaisons and curricular/instructional administrators, can be sustained by Title 1 funds in the elementary and middle schools and Knowledge Works in the high school. Ongoing leadership programs for both administrators and teacher leaders will be sustained through SAELP (State Action for Educational Leadership Programs) grants and Title II D funding. The data company which will provide assessments, data collection and PD in the use of data to inform instruction can be sustained through the General Fund by replacing the current Data Warehouse which is not user friendly and rarely used. Other cutbacks in the district, including school closings, will free up monies which can be used for the programs and positions that prove effective in the next three years.

Timeline

Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA?s application and services it will provide to each Tier III school. (tied to IMM tool)

Once we have been awarded a grant, Youngstown City Schools will have processes in place to immediately contract out for purchased services, post positions for staff, implement PD, and order materials. During May and June, interviews will be held so that a decision for purchased services, such as data liaisons, is already made and contracts can be signed after July 1. That is also the date of the first posting for teacher bids. If we have been notified of an award, we will have postings ready for the math and literacy coaches. Requisitions will be typed and ready to be processed at the beginning of July, too. In August 2010, the district will be set for hardware and software installations, the delivery of materials and the first of many Professional Development sessions. A schedule for PD will be developed so that during the first two years it will be ongoing on a regular basis. In this way, teachers will have enough time to absorb the information, prepare lessons and instruct their students without too much of a lapse to transition to the next phase of training. PD will be planned with the language arts and math programs, the data company and the technology programs. During the summer, discussions will be held between the Superintendent, Human Resources and the Curriculum Director to decide on those people who will be appointed as curricular/instructional administrators. Those appointments will be made at the end of July or beginning of August. Building tutors will be recruited in August 2010 and registered for training in the explicit instructional Leveled Literacy Intervention Model. Data will be collected and monitoring of the elements of the Transformational Model will take place throughout the grant. In May-June of 2011, a team will be convened to assess the implementations and decisions will be made as to what is kept, what needs to be tweaked and what needs to be dismissed. Staff that had been put in place will remain and no postings will be done for the second year. PD will continue and become more rigorous as the grant continues. By year 2, many teachers should be comfortable reviewing student data and creating lessons that inform instruction. The PD that the data company offered in year 1 should allow the teachers the ability to do this. As the PD continues, teachers should be able to start drilling down to the root causes of non-achievement in their own classes. By year 3, during grade level/department meetings, teachers themselves will be able to carry on discussions which revolve completely around the data they now know how to pull up and analyze themselves. The curricular/instructional administrators will work intensely with McRel and other providers during year 1 to become knowledgeable in root cause analysis, scientifically-based instructional models and

differentiation. They will be the administrators who do the walkthroughs and meet with teachers to help them find the strategies which will most impact their student population. By the end of year 3, the district should have enough teacher leaders and curricular/instructional administrators in place so that we have our own in-house trainers who are familiar with the district's strengths and weaknesses.

Program Evaluation/Monitoring/Outcomes

Describe the annual goals for student achievement on the State?s assessments in both reading/language arts and mathematics. State other annual goals of the project. How will you evaluate your progress in achieving your goals and objectives?

The YCSD has worked to meet the challenges of the Department of Education and the Ohio Improvement Process. The district has developed a system-wide improvement process driven by four shared goals: improving proficiency in mathematics; increasing reading and writing proficiency; developing a school culture that is safe and responsive to the social and emotional needs of the students and supports their academic success; and creating a highly effective full-service educational system of which all stakeholders can be proud. A key element in evaluating/monitoring the OIP plan is the use of intensive progress monitoring of student academic achievement driven by real-time data. Instructional decisions and planning will also be linked to assessment data with multiple sources. The plan relies on the alignment of the intended, delivered and attained curriculum. Grade level content and course standards frame the information, skills and knowledge to be emphasized in the classroom.The school improvement planning at each site has been tailored specifically to the site's unique needs determined by the students attending the school. The following components are goals of our project which include evaluation tools. 1) Capacity Building for Administrators: Increase Administrative Skill for Reform, Initialize Sacred Time. Implement Progress Monitoring and Accountability. 2) Capacity building for teachers: Implement standards based classroom instruction, implement progress monitoring and accountability, initiate improved testing strategies and the use of direction instruction (scaffolding). 3) Capacity building for parents and capacity building for students: Initiate progress monitoring for increased achievement using Scantron, Rigby Benchmarking and School City as our data base. FOR STUDENTS: 1) Provide continuity of care across the school day, across the school years, and between school and home by forming small learning communities. 2) Increase instructional time in language and math by at least 50 percent and lower student/adult ratios by half for as much time as possible during language arts and math 3) Set high, clear, and fair academic and conduct standards that define clearly what all students will know and be able to do by the time they leave high school and at points along the way in their school career. Adults and students must agree on conduct standards, which are reinforced by adults modeling positive social behaviors and attitudes and which are sustained by clear benefits to students and adults for meeting them and consequences for violating them. 4) Provide enriched and diverse opportunities: to learn, by making learning more active and connected in safe and respectful learning environments; to perform, by linking assessment strategies that use multiple modes of learning and performance tied directly to standards and to be recognized by creating individual and collective incentives for student achievement and by providing leadership opportunities in academic and non-academic areas. AND for ADULTS: 5) Equip, empower and expect all staff to improve instruction by creating a shared vision and expectation of high quality teaching and learning in all classrooms, supporting small learning communities implementation of research-based instructional strategies to fulfill that vision; and engaging all staff in ongoing study of student work and of current research to improve curricular and instructional approaches. 6) Allow for flexible allocation of available resources by teams and schools, based on instructional and interpersonal needs of students. Resources include people (students and staff), instructional facilities (on and off-campus) time for instructional, planning, and professional development; and money.7) Assure collective responsibility by providing collective incentives and consequences, linked to changes in student performance for small learning communities, schools and central office staff.

Data Collection - Student Achievement

Determine how the selected intervention model will increase student achievement, and then measure the success of the intervention model. Applicants must describe the process used to select the intervention model and how the success of the implementation will be measured. Measures of success must be stated.

After an analysis and review of the SIG intervention models by a team from the District, it was determined that the Trans Model would best meet needs as outlined in OIP. Tenets of the Turnaraound (replace principal/provide high quality pd) & Restart (closed & reopened schools) models have been instituted with limited success. Taking into account district goal of building strong relationships with stakeholders, engaging parents & forming collaborative partnerships with SST5, ODE & others, incr. stakeholder effectiveness, instituting comp. instr. reform strategies ("What Works" (WW)), standards-based report card, re-vamped grade books, increased learning time & providing operational flexibility & sustained support(School City(SC), M & LA Coaches, McRel, SS &SP consultants) the Trans Model is the best opportunity for success. Our 5-year strategic plan(SP) outlines reform strategies put into place between 2000-2010 & intervention model with implementation needs based on 41.7%of students in Tier 1, 32.4% Tier 2 & 24.9% Tier 3. Descriptions, strategies, staffing & materials are delineated in the SP. YCS has chosen SC to function as data collection system providing site reports to principals informing guidance to staff & classroom. SC will develop data necessary for principal leadership regarding effective use of data. Two non-profits, ETS, provide access to valid & reliable test items correlated to Ohio Standards; Learning Plus provide facilitators to work grade level teams establishing curriculum maps & interim assessments. YCS outcomes include: Increase use of scientifically-based, instructional practices increasing achievement in math & reading/LA; Improve pd to better inform instructional practice; Support, develop & disseminate approaches to school dropout prevention and reentry; Sustain & develop district career & college readiness starting at K & developing over student's school career. These priorities guide the project: Innovations supporting teachers& principals; develop & leverage strategic & systemic professional learning partnerships with tech assistance & dissemination centers supporting educators & administrators in data-driven systemic change for improved student access, participation, & outcomes across groups measured by review of scheduled PD, sign-in sheets, agendas, walk-through data; Innovations that improve use of data: Engage educators in a system of data management providing: just-in-time data maps to schools; understand current levels of success with students; planning tools targeting areas of improvement of instruction & assessment,; workspace to document & manage change projects over time, evaluated by review of actual documents & analysis of walk-through data. YCS has continuously analyzed formative & summative data to identify trends, strengths & weaknesses in the instructional program. Our data set & analysis has not correlated to findings on the summative annual OAA. SC is prepared to bring new Ohio Standards into the process & will help establish formative assessments with Standards Plus & Simplified Solutions. Each school has developed a plan to accelerate student achievement using "WW" input to meet goals of AYP & value added growth targets. All stakeholders need to understand the value of interim assessment process: address problems in learning during the school year rather than waiting for OAA summative reporting; schools using interim assessment data are more successful in meeting academic objectives; teacher made assessments, using valid and reliable testing items from a data platform, allow teachers to build assessments they believe will best measure performance of students. Assessments are conducive to modification & allow teachers to adjust as data warrants; Formative & interim assessment results are used to inform & support teacher instructional efficacy to establish a threat free & no-blame climate in which interim assessments are likely to improve teaching & learning.

Budget Narrative

How funds will be used to implement the selected model in each Tier I and Tier II school it commits to serve; conduct LEA-level activities designed to support implementation of the selected school intervention models

in the LEA?s Tier I and Tier II schools; and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA?s application.

Applicants must show how these funds will be spent. The application should include an explanation for each expenditure, its source if part of the match and how each expenditure aligns with project goals in an efficient and effective manner.

1) Data Liaisons- each building will receive a purchased service (P.S.) person who will work with the data company, then train teachers in data analysis and how to use that data in the creation of lessons that will inform instruction 2) School City- the data company that, along with ETS) will create short cycle assessments, score them, offer PD to teachers in the use of data and act as the district's data warehouse 3) Care Team- partial funding for the social, emotional model being brought into the district 4) Extended day/summer- funding for 3 hour extended day programs that support math & reading for @150 school days and 4-6 week summer programs 5) Parent Resource- 3 buildings have requested monies to fund a P.S. person who will train parents and/or to create a resource room at the building w/materials that parents can check out 6) SS & SP- the L.A. & Math programs introduced this year in grade 5-9; these monies would bring the program to gr. 3 & 4 7) Governor's Initiative- unfunded mandate; this will help keep the program Linkage Coordinators working w/at-risk boys & girls 8) Tech Support- 5 buildings have requested a P.S. person to help teachers learn and use the new technology programs and hardware in their buildings 9) Scholastic- upgrades for READ 180, purchase of System 44 (both for intensive reading intervention) including P.D. and weekly building support (the upgrades and purchase are for initial year only- support for all 3) 10) Reading teachers (12)- certified, dedicated (assigned only to these programs) teachers who will run programs in #9 11) Math intervention- full-time math coach for buildings who do not have one (2) and a P.S. person (1) who will work w/teachers in the implementation and use of SBRR lessons 11) Literacy Specialist (3)- for buildings who do not have one; will model lessons, coach and find resources for classroom teachers 12) Leveled Literacy Intervention training- SBRR program through OSU which is an offshoot of Reading Recovery and trains teachers how to work w/students at-risk in reading in grades 2-3 and 5-6 13) Therapeutic Counselors (2)- Odyssey only- agency counselors trained in working w/youth in alternative settings and providing them the needed support 14) Curriculum Administrators (2-year 1, 4-year two and 6-year three)- on site administrators who have extensive knowledge in curriculum and its implementation by teachers 15) Consumables- for Standards Plus, the program purchased this year for grades 5-9 16) Computer hardware- first year purchase to support the reading programs in #9 17) STEM (2)- P.S. positions to help teachers implement current programs and work w/university in expanding the program to other grade levels and classrooms

5,031,584.00 FY11 proposed LEA budget

4,303,769.00 FY12 proposed LEA budget

4,503,769.00 FY13 proposed LEA budget

Project Summary

Provide an overview of the proposed project, including a description of the following: * The audience (who the project will directly impact); * The educational goals/need (what the project strives to ultimately accomplish); and * The activities (how the project will be carried out). The summary should be written so that readers, including peer reviewers, will understand the overall concept of the application.

DESCRIPTION OF AUDIENCE: 1) Redirection Project audience: Disconnected students; Students with repeated failure experiences; Grade 7-9 failed grade students (including ELs); Home study, Independent study, institutional; 2) Pathway to Advancement: Grade 7-9 targeted students brought up to grade level; 2 or more Fs in core content areas; No social promotion; Students 1-2 years below grade level 3) University Project Learning Center: Developmentally appropriate instruction for academically or behaviorally challenged; 4) Miscellaneous Audiences: Gifted students below grade level; English Learners not achieving at least one year's performance level each year; Behavioral problems; Students at, above, or approaching grade level; Gifted students at or above grade level; English Learners not more than 1 year behind in acquisition of language; Behavior appropriate to grade level. EDUCATIONAL GOALS: 1) We will transform and reclaim YCS by creating the conditions to improve student achievement in mathematics and reading. 2) We propose to transform and reclaim the district, by creating a culture of success for all students whereby equity is determined by equal outcomes, not access. 3) We propose to transform and reclaim the district, by creating a highly effective full-service educational system that serves as a point of pride for the community. The AREAS OF FOCUS are: 1) Effective Teaching and Learning: Increasing achievement in reading and math. 2) Accountability 3) Culture of SUCCESS with Pro-social Parent and Community Connections. There is a growing consensus among educators nationally, as well as in YCS, that the best measure of effective teaching must include not only calculating the percentage of students who are proficient, but also measures student growth in a given year. Our efforts during this school year have been to ensure that every student will meet or exceed the goal of one year's growth. The ability to move students this way is particularly critical in addressing the achievement gaps, where students may be two or more years behind in basic skills. There must be a link between teaching and learning with measures for evaluation. Consistently monitoring student progress using data from formative and summative assessments, teacher observations, mastery of grade level and course standards, and stakeholder (teachers, parents, and students) satisfaction surveys are some of the "best practice" methods to be employed as indicators of effective teaching and learning. ACTIVITIES: The formal OIP meetings focus on three basic tasks: 1) analysis of all student achievement data including the annual state summative (OAT K-8; OGT 10-12)and formative assessments (benchmark, curriculum embedded, and teacher made), teacher observations and quarterly grading; 2) examination of all intervention programs targeting each performance level : Advanced, Accelerated, Proficient, Basic, and Limited; 3) review of Professional Development (PD) offered with evidence on whether or not the PD engendered positive gains in achievement for any and all levels of performance. Review and analysis of the data included the school district report cards, OAT K-8 and OGT 10-12 scores, Rigby Benchmarking, SCANTRON assessments, the State Diagnostic Review, disciplinary and attendance data, student climate surveys, and the community feedback data collected by ON TASC. When the barriers and challenges are identified, expert support will be solicited outside of the YCS professional community. Consultants will be used to: 1) set-up new data collection methods (School City); 2) coordinate standards and improved implementation; 3) coach administrators regarding reform methods and science-based interventions; 4) implement curricular interventions to garner increases in student achievement in mathematics and reading (Curriculum Administrators in Tier II schools); and 5) engage the community into a systemic parent involvement and training process.

Waivers

☐ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. ? 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Assurances - The LEA must assure that it will comply with all Federal assurances and that it will -

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State?s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.
PROGRAM ASSURANCES:I agree, on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCIP and the requirements identified in the School Improvement Grant Request For Application. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.
I accept Beverly Schumann Director of Curriculum and Community Support Youngstown City Schools April 28, 2010

SI Building Overview

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g)

There are **11** Buildings. Displaying page: **1** of **1**

IRN	Building Name	Tier	SI Status	Total Enrollment	FY11 Proposed Budget	FY12 Proposed Budget	FY13 Proposed Budget	Schoolwide OR SW Waiver?	"Start Over" Waiver?	Intervention Model
031138	East	Tier II	SI 6	983	900,000.00	654,500.00	654,500.00	☑	☐	Transformatic
Reading & Math School Climate										
142224	UPLC	Tier II	SI 6	100	900,000.00	794,500.00	794,500.00	☑	☐	Transformatic
Reading & Math School Climate										
008023	Alpha	Tier III	SI 4	192	332,685.77	260,041.00	260,041.00	☑	☐	Transformatic
Reading & Math School Climate										
015206	Harding	Tier III	SI 2	441	424,141.00	361,641.00	361,641.00	☑	☐	Transformatic
Reading & Math School Climate										
019182	Kirkmere	Tier III	SI 4	358	331,141.00	293,641.00	293,641.00	☑	☐	Transformatic
Reading & Math School Climate										
009506	P. Ross Berry	Tier III	SI 6	409	349,691.00	377,641.00	377,641.00	☑	☐	Transformatic
Reading & Math School Climate										
004267	Paul C Bunn	Tier III	SI 3 D	344	367,141.00	354,641.00	354,641.00	☑	☐	Transformatic
Reading & Math School Climate										
036798	Taft	Tier III	SI 9	459	366,363.07	373,641.00	373,641.00	☑	☐	Transformatic
Reading & Math School Climate										
038497	Volney Rogers	Tier III	SI 3	313	333,141.00	260,641.00	360,641.00	☑	☐	Transformatic
Reading & Math School Climate										
040436	McGuffey	Tier III	SI 4	680	444,141.00	366,641.00	466,641.00	☑	☐	Transformatic
Reading & Math School Climate										
041467	Williamson	Tier III	SI 4	384	283,141.00	205,641.00	205,641.00	☑	☐	Transformatic
Reading & Math School Climate										

Plan Relationships

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - School Improvement Competitive 1003 (g) - Application Number (154)

Go To

Related Goals

G 1) Reading/Language Arts

Description:

By 2012, the YCSD will annually increase the percentage of proficient K-12 students by reducing the number of basic and limited students by 12% in the content area of reading as measured by the current state-mandated assessments.

Performance Measure:

1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).will increase each year.

Fiscal Resources

Grant	Notes	2010	2011	2012
Consolidated				
Title I		$2,162,518	$2,010,977	$00
Neglected, Title I		$8,396	$13,447	$00
Delinquent, Title I-D		$54,685	$50,739	$00
School Improvement Sub A, Title I		$210,000	$225,000	$00
Comprehensive School Reform, Title I		$2,162,518	$00	$00
Improving Teacher Quality, Title II-A		$487,213	$724,967	$00
Technology, Title II-D (Formula)		$138,000	$14,750	$00
Special Education, Part B-IDEA		$1,186,994	$1,172,314	$00
Early Childhood Spec Education, IDEA		$61,000	$00	$00
Consolidated Total:		**$6,471,324**	**$4,212,194**	**$00**
21st Century				
21st Century		$00	$359,302	$00
21st Century Total:		**$00**	**$359,302**	**$00**
Alternative Education Challenge				
Alternative Education Challenge		$224,106	$00	$00
Alternative Education Challenge Total:		**$224,106**	**$00**	**$00**
McKinney-Vento Homeless Assistance Program				
McKinney-Vento Homeless Assistance Program		$160,085	$47,977	$00
McKinney-Vento Homeless Assistance Program Total:		**$160,085**	**$47,977**	**$00**
Reading First				
Reading First		$250,000	$93,000	$00

Reading First Total:	**$250,000**	**$93,000**	**$00**
Title II-D (Competitive)			
Title II-D (Competitive)	$138,000	$14,750	$00
Title II-D (Competitive) Total:	**$138,000**	**$14,750**	**$00**
ARRA Title II-D (Competitive)			
ARRA Title II-D (Competitive)	$00	$151,500	$00
ARRA Title II-D (Competitive) Total:	**$00**	**$151,500**	**$00**
The American Recovery and Reinvestment Act (ARRA)			
ARRA Title I	$1,731,596	$1,335,847	$00
ARRA Neglected, Title I	$6,723	$7,000	$00
ARRA Delinquent, Title I	$35,425	$35,450	$00
ARRA Technology, Title II-D (Formula)	$00	$00	$340,000
ARRA McKinney-Vento Homeless Assistance Program	$39,972	$36,000	$00
ARRA Special Education, Part B-IDEA	$1,345,701	$1,345,701	$00
ARRA Early Childhood Spec Education, IDEA	$40,609	$00	$00
The American Recovery and Reinvestment Act (ARRA) Total:	**$3,200,026**	**$2,759,998**	**$340,000**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)	$00	$2,260,717	$00
School Improvement Competitive 1003 (g) Total:	**$00**	**$2,260,717**	**$00**
Other			
Other	$00	$93,000	$00
Other Total:	**$00**	**$93,000**	**$00**
Grand Total:	**$10,443,541**	**$9,992,438**	**$340,000**

S 1.1) Prof Develop - Impact Student Achievement Gaps

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

S 1.2) Prevention/Intervention (Reading & Mathematics)

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics.

S 1.3) Parent Educ Involvement (Reading & Mathematics)

Description:

Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.

S 1.4) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

S 1.5) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size.

S 1.6) Targeted Additional Resources

Description:

Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants,therapists, aides etc.) and network with successful schools about how to improve performance.

S 1.7) Promote effective parental involvement

Description:

Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

S 1.8) Address District Improvement (Adequate Yearly Progress) issues

Description:

Address the specific Adequate Yearly Progress issues causing the district to fall into District Improvement status, for example, target disaggregated groups that did not achieve a specific proficiency.

S 1.9) Before/after/summer school activities if appropriate

Description:

Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

S 1.10) State Content Standards

Description:

Ohio's Early Learning Content Standards and Kindergarten Standards.

S 1.11) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

S 1.12) Provide transportation to increase student attendance

Description:

The district will provide transportation for students to attend after school programs and other intervention/prevention programs provided by the district.

S 1.13) Policies to Improve Results

Description:

Develop policies that support coherence and provide incentives for change to build the capacity of schools and classrooms to improve results and impact student achievement.

S 1.14) Preschool Transitions

Description:

To create a timely transition of 3 year olds.

S 1.15) Children with Disabilities Participate in Statewide Assessments

Description:

A. Participation of children with disabilities in statewide assessments/proficiency tests with or without accommodations. B. Students with disabilities will have IEP goals and measures aligned with the academic content standards.

S 1.16) Instruments to Track Student Progress

Description:

Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with highly specific curriculum guides.

S 1.17) Early Childhood Entitlement

Description:

The curriculum for the students will be aligned

S 1.18) Annual Evaluation

Description:

There will be an annual evaluation of the literacy program that used school improvement funds. This evaluation will use data from Scantron testing to evaluate the progress of students, as well as other building data.

S 1.19) Prof Develop - Impact Student Achievement Gaps

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

S 1.20) 1A Ensure consistent utilization of curriculum maps/ pacing guides for Language Arts K-12 Instruction

Description:

100% of language arts teachers will utilize curriculum maps/pacing guides as evidenced in lesson plans and walk throughs. 80% of students will achieve at least 75% on short cycle assessments indicating instruction in a specific area for a specific month.

S 1.21) 1B Develop and utilize common grade level short cycle assessments aligned to the pacing guides

Description:

Develop and utilize common grade level short cycle assessments aligned to the pacing guides

S 1.22) 1C Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

Description:

Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

G 2) Mathematics/ Science

Description:

By 2012, the YCSD will annually increase the percentage of proficient K-12 students by reducing the number of basic and limited students by 12% in the content area of math as measured by the current state-mandated assessments.

Performance Measure:

2.1 The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics and science on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

Fiscal Resources

Grant	Notes	2010	2011	2012
Consolidated				
Title I		$2,162,518	$2,010,977	$00
Neglected, Title I		$16,793	$00	$00
Delinquent, Title I-D		$54,684	$50,738	$00
School Improvement Sub A, Title I		$210,000	$225,000	$00
Improving Teacher Quality, Title II-A		$487,213	$724,697	$00
Technology, Title II-D (Formula)		$138,000	$14,750	$00
Special Education, Part B-IDEA		$1,186,994	$1,172,315	$00
Early Childhood Spec Education, IDEA		$61,000	$00	$00
Consolidated Total:		**$4,317,202**	**$4,198,477**	**$00**
21st Century				
21st Century		$200,000	$359,302	$00
21st Century Total:		**$200,000**	**$359,302**	**$00**
Alternative Education Challenge				
Alternative Education Challenge		$00	$128,825	$00
Alternative Education Challenge Total:		**$00**	**$128,825**	**$00**
McKinney-Vento Homeless Assistance Program				
McKinney-Vento Homeless Assistance Program		$00	$47,977	$00
McKinney-Vento Homeless Assistance Program Total:		**$00**	**$47,977**	**$00**
Title II-D (Competitive)				
Title II-D (Competitive)		$00	$14,750	$00
Title II-D (Competitive) Total:		**$00**	**$14,750**	**$00**
ARRA Title II-D (Competitive)				
ARRA Title II-D (Competitive)		$00	$151,500	$00
ARRA Title II-D (Competitive) Total:		**$00**	**$151,500**	**$00**
The American Recovery and Reinvestment Act (ARRA)				
ARRA Title I		$1,731,596	$1,335,848	$00
ARRA Neglected, Title I		$6,723	$00	$00

ARRA Delinquent, Title I	$35,425	$00	$00
ARRA Technology, Title II-D (Formula)	$00	$01	$00
ARRA McKinney-Vento Homeless Assistance Program	$39,972	$00	$00
ARRA Special Education, Part B-IDEA	$1,345,701	$1,345,701	$00
ARRA Early Childhood Spec Education, IDEA	$40,609	$00	$00
The American Recovery and Reinvestment Act (ARRA) Total:	**$3,200,026**	**$2,681,550**	**$00**
School Improvement Competitive 1003 (g)			
School Improvement Competitive 1003 (g)	$00	$2,260,716	$00
School Improvement Competitive 1003 (g) Total:	**$00**	**$2,260,716**	**$00**
Other			
Other	$00	$150,000	$00
Other Total:	**$00**	**$150,000**	**$00**
Grand Total:	**$7,717,228**	**$9,993,097**	**$00**

S 2.1) Parent Educ Involvement (Reading & Mathematics)

Description:

Provide workshops, material and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and mathematics.

S 2.2) State Content Standards Alignment

Description:

Align scientifically based research curriculum, instruction and assessment with the State's challenging academic content standards.

S 2.3) Prevention/Intervention (Reading & Mathematics)

Description:

Provide tutoring and other focused supplemental supports for children most at risk in reading and mathematics.

S 2.4) Prof Develop - Improve Student Performance

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

S 2.5) Class-Size Reduction

Description:

Hire highly qualified teachers in order to reduce class size.

S 2.6) Technology That Impacts Teaching and Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

S 2.7) Promote effective parental involvement

Description:

Promote effective parental involvement in the planning, implementing, and evaluating of district improvement activities.

S 2.8) Address District Improvement (Adequate Yearly Progress) issues

Description:

Address the specific Adequate Yearly Progress issues causing the district to fall into District Improvement status, for example, target disaggregated groups that did not achieve a specific proficiency.

S 2.9) Before/after/summer school activities if appropriate

Description:

PPO 3.1. For program year October -May 85% of students attending 65 or more of program days will report increased positive response of 10% from pre/post Life Skills Survey in areas of improved competency, leadership, and decision-making skills distributed and collected by the project director and data assistant in October 2010 and May 2011. Description Skilled staff and/or community partners will offer 1.5 hours of developmentally-appropriate activities x 105 days to meet cognitive, social and emotional needs of targeted students and 16 additional days in summer starting year two. Professional development opportunity for staff and CBO's will be offered yearly, resulting in an increase in knowledge and use of scientifically-based instructional strategies to increase positive youth development. A partnership with Youngstown State University Counseling Department will be explored to provide students with additional support. PPO 3.2 For program year October -May 85% of students attending 65 or more of program days will report a high level of satisfaction with positive youth activities as measured by post survey and focus groups administered/held by project director and data assistant in May 2011 Description Each child will receive a nutritious meal daily from Mahoning Youngstown Community Action Partnership (MYCAP) ODE/CACFP sponsor. CBO's will provide daily enrichment such as health related activities, drug/violence prevention, mentoring, art, music, dance, sports, technology, STEM, and character education. PPO 3.3 During the 2010-2011 school year students attending 75% of program days will report a 50% increase in knowledge of community service opportunities, community based arts, cultural enrichment and other activities as measured by pre/post surveys distributed and collected by the site coordinators after each event. Description Field trip excusions will be finalized w/ input of students, staff, family and targeted sites. Service Learning will be provided on a rotating basis so that each student participates twice during the program. We will explore a future parntership with Eastern Gateway Community Partnership to increase student awareness of career options. PPO 3.4 During the program year 85 % of the students who have attended 75% of program days will report that the program helped them in non academic areas as measured by Life Skill Survey administered by data assistant.

S 2.10) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

S 2.11) Provide transportation for intervention/prevention

Description:

The district will provide transportation for students to attend after school programs and other intervention/prevention programs provided by the district.

S 2.12) Early Childhood Education (Entitlement)

Description:

Curriculum will be aligned for all core content areas.

S 2.13) ARRA Professional Development

Description:

Teachers will participate in online training for 45 hours utilizing 21 century skills.

S 2.14) Before and After School 21st Century

Description:

Skilled staff and/or community partners will offer 1.5 hours of developmentally-appropriate activities x 105 days to meet cognitive, social and emotional needs of targeted students and 16 additional days in

summer starting year two. Professional development opportunity for staff and CBO's will be offered yearly, resulting in an increase in knowledge and use of scientifically-based instructional strategies to increase positive youth development. A partnership with Youngstown State University Counseling Department will be explored to provide students with additional support. PPO 3.2 For program year October - May 85% of students attending 65 or more of program days will report a high level of satisfaction with positive youth activities as measured by post survey and focus groups administered/held by project director and data assistant in May 2011 Description Each child will receive a nutritious meal daily from Mahoning Youngstown Community Action Partnership (MYCAP) ODE/CACFP sponsor. CBO's will provide daily enrichment such as health related activities, drug/violence prevention, mentoring, art, music, dance, sports, technology, STEM, and character education. PPO 3.3 During the 2010-2011 school year students attending 75% of program days will report a 50% increase in knowledge of community service opportunities, community based arts, cultural enrichment and other activities as measured by pre/post surveys distributed and collected by the site coordinators after each event. Description Field trip excusions will be finalized w/ input of students, staff, family and targeted sites. Service Learning will be provided on a rotating basis so that each student participates twice during the program. We will explore a future parntership with Eastern Gateway Community Partnership to increase student awareness of career options. PPO 3.4 During the program year 85 % of the students who have attended 75% of program days will report that the program helped them in non academic areas as measured by Life Skill Survey administered by data assistant. PPO 3.5 During the program year 70% of the students who have attended 75% of program days will report having opportunity for designing/leading activities. Collected by program director.

S 2.15) 2A Ensure consistent utilization of curriculum maps/pacing guides for Mathematics K-12 instruction

Description:

Ensure consistent utilization of curriculum maps/pacing guides for Mathematics K-12 instruction

S 2.16) 2B Develop and utilize common grade level short cycle assessments aligned to the pacing guides

Description:

Develop and utilize common grade level short cycle assessments aligned to the pacing guides

S 2.17) 2C Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

Description:

Utilize effective research-based strategies that are prescriptive and diagnostic for instruction, intervention, and enrichment

G 6) Safe and Drug-Free Learning Environments

Description:

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Measure:

5.1 The number of persistently dangerous schools, as defined by the State. 5.2 The percentage of students who used, possessed or distributed alcohol, tobacco and other drugs on school property.

Fiscal Resources

Grant	Notes	2010	2011	2012
21st Century				
21st Century		$00	$15,000	$00
21st Century Total:		**$00**	**$15,000**	**$00**
Consolidated				
Safe and Drug-Free Schools (SDFSC), Title IV-A		$67,191	$00	$00
Consolidated Total:		**$67,191**	**$00**	**$00**
School Improvement Competitive 1003 (g)				
School Improvement Competitive 1003 (g)		$00	$510,151	$00
School Improvement Competitive 1003 (g) Total:		**$00**	**$510,151**	**$00**
Grand Total:		**$67,191**	**$525,151**	**$00**

S 6.1) Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

A planned process of approaches and activities designed to preclude the onset of Violence, Alcohol, Tobacco, and Other Drugs problems.

S 6.2) Evaluate programs and assess services including those to special populations

Description:

Evaluate the design and delivery of programs and services to all students (including individuals with disabilities, limited English proficiency, from economically disadvantaged families, preparing for nontraditional careers, and/or with other barriers to educational achievement) and establish and develop strategies to address deficiencies in programs and services.

S 6.3) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

S 6.4) Intervention (Violence, Alcohol, Tobacco, and Other Drugs)

Description:

A planned process of approaches and activities designed to change a persons or groups behavior who may be in the beginning stages of Violence, Alcohol, Tobacco, and Other Drugs problems.

S 6.5) Prof Develop - Understand Student Needs

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

S 6.6) Systems of Intervention and Special Education

Description:

Identification of a child specific team of special education and general education staffwho will be trained to plan for children with challenging behaviors or autism spectrum disorder.

Related District/Agency Plan Action Steps

G 1) Reading/Language Arts

S 1.1) Prof Develop - Impact Student Achievement Gaps

AS 1.1.8) Standards Plus and Scholastic

Description:

Standards Plus and Scholastic will provide high quality PD in the use of their programs. PD will be embedded and rigorous. They will also provide coaches/consultants on a weekly or monthly basis to ensure consistent support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Mathematics/ Science

S 2.4) Prof Develop - Improve Student Performance

AS 2.4.5) Simplified Solutions

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 6) Safe and Drug-Free Learning Environments

S 6.1) Prevention/Education (Violence, Alcohol, Tobacco, and Other Drugs)

AS 6.1.2) Care Team Collaborative- Students

Description:

Through the Care Team Collaborative Model, coaches/behavior specialists/therapeutic counselors will work with students in the areas of anger management, violence prevention, mediation, substance abuse and any other area that impedes academic performance and the social-emotional well-being of the students.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

S 6.5) Prof Develop - Understand Student Needs

AS 6.5.2) Care Team Collaborative- Teachers

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Related School Plan Action Steps

G 1) Reading/Language Arts

S 1.1) Prof Develop - Impact Student Achievement Gaps

AS 1.1.6) Standards Plus and Scholastic (Alpha: School of Excellence for Boys)

Description:

Standards Plus and Scholastic will provide high quality PD in the use of their programs. PD will be embedded and rigorous. They will also provide coaches/consultants on a weekly or monthly basis to ensure consistent support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 2) Mathematics/ Science

S 2.4) Prof Develop - Improve Student Performance

AS 2.4.4) Simplified Solutions (Alpha: School of Excellence for Boys)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.3) Simplified Solutions (East High School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.4) Simplified Solutions (Harding Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.2) Simplified Solutions (Kirkmere Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.5) Simplified Solutions (P. Ross Berry Middle School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.3) Simplified Solutions (Paul C Bunn Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.2) Simplified Solutions (Taft Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.1) Simplified Solutions (University Project Learning Center)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.5) Simplified Solutions (Volney Rogers Junior High School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.2) Simplified Solutions (William Holmes McGuffey Elementary)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 2.4.2) Simplified Solutions (Williamson Elementary School)

Description:

Teachers will receive intense and specific PD in the use of the Simplified Solutions program. Coaches/consultants will support teachers with monthly visits.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

G 6) Safe and Drug-Free Learning Environments

S 6.5) Prof Develop - Understand Student Needs

AS 6.5.1) Care Team Collaborative- Teachers (East High School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (Harding Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (Kirkmere Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (P. Ross Berry Middle School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (Paul C Bunn Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (Taft Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (University Project Learning Center)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (Volney Rogers Junior High School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (William Holmes McGuffey Elementary)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

AS 6.5.1) Care Team Collaborative- Teachers (Williamson Elementary School)

Description:

The CTC Model will provide teachers with intensive and rigorous PD in cultural sensitivity, working with the diverse needs of our student population, classroom management and positive, behavior reinforcement. They will also provide coaches for on-site support.

Grant

School Improvement Competitive 1003 (g)

School Improvement Competitive 1003 (g)

Contacts

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Contacts

Funding Application Contact

Schumann, Beverly

Substantially Approved Dates

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Substantially Approved Dates

Grant	Substantially Approved Date
School Improvement Competitive 1003 (g)	Monday, August 16, 2010

Assurances

Youngstown City Schools (045161) - Mahoning County - 2011 - School Improvement Competitive 1003 (g) - Rev 1 - Assurances

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United State Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the Ohio Department of Education, herein referred to as the "ODE," and the local educational agency, herein referred to as the "SUBGRANTEE." ODE may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1	That the local educational agency is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 and the district has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools dated February 7, 2003.
2	That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3	That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
4	That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
5	That the SUBGRANTEE will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996, OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and Ohio Revised Code Section 117.11 utilizing generally accepted accounting principles (GAAP). The SUBGRANTEE will furthermore utilize competitive bidding practices in compliance with applicable procurement regulations. Additionally, the SUBGRANTEE will submit to ODE the aforementioned audit reports required in accordance with OMB Circular A-133 Section 300 (e) within the timeframes required by OMB Circular A-133 Section 320.
6	That the SUBGRANTEE will make reports to ODE and to the DEPARTMENT as may reasonably be necessary to enable ODE and DEPARTMENT to perform their duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by ODE and/or the DEPARTMENT and shall be supported by appropriate documentation.
7	That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. Section 1221, and provide access to those records as ODE or the DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
8	That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program, as may be necessary according to statute.
9	That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
10	That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973, in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.
11	That the SUBGRANTEE has adopted effective procedures for: (A) Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and (B) Adopting, if appropriate, promising educational practices developed through those projects.
12	That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794); the Age Discrimination Act (42 U.S.C. Section 6101 et seq.); and the Americans with Disabilities Act ("ADA") (42 U.S.C. Section 12101 et seq.).
13	That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following: (A) Religious worship, instruction, or proselytization. (B) Equipment or supplies to be used for any of the activities specified in this assurance, herein. (C) Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified

	in this assurance, herein. (D) An activity of a school or department of divinity. A school or department of divinity is defined in 34 CFR 76.532(b).
14	That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.
15	That the SUBGRANTEE may not count tuition and fees collected from students toward meeting matching, cost sharing or maintenance of effort requirements of a program.
16	That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.
17	That the SUBGRANTEE shall continue its coordination with ODE during the length of the project period.
18	The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.
19	That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall: (A) Provide private school students with a genuine opportunity for equitable participation. (B) Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs. (C) Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools. (D) Comply with the requirements of 34 C.F.R. Section 76.652 through 76.662.
20	That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation, except as specifically authorized by statute.
21	That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
22	That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
23	That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
24	That it shall maintain records for 3 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show: (A) The amount of funds under the subgrant or grant. (B) How the SUBGRANTEE uses the funds. (C) The total cost of the project. (D) The share of that total cost provided from other sources.
25	If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.
26	That in the event of a sustained audit exception, and upon demand of ODE, the SUBGRANTEE shall immediately reimburse ODE for that portion of the audit exception attributable under the audit to the SUBGRANTEE. The SUBGRANTEE agrees to hold ODE harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
27	That the SUBGRANTEE is aware all Federal and state funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and the Ohio General Assembly. These funds are subject to reduction or elimination by the United States Congress or Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the SUBGRANTEE shall hold ODE harmless for any reduction or elimination of Federal or state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the SUBGRANTEE shall immediately cease further expenditures under any Federal or state project.
28	The SUBGRANTEE will adopt and use the proper methods of administering the subgrants, including, but not limited to: (A) The enforcement of any obligations imposed by law. (B) The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.

	(C) The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
29	The SUBGRANTEE will comply with the Safe and Drug Free Schools Act (as amended) and the Pro-Children Act of 1994 (as amended).
30	Personnel employed as teachers and instructional aides by the SUBGRANTEE or personnel contracted to provide such service to the SUBGRANTEE shall be certified as required by Ohio Revised Code Section 3319.22, 3319.30 and 3319.088.
31	The SUBGRANTEE, by submission of a grant proposal, agrees that the DEPARTMENT or ODE have the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The SUBGRANTEE acknowledges this authority under 34 CFR 80.43, 34 CFR 74.62 and Ohio Revised Code Section 3301.07 (C), as applicable.
32	For the construction of facilities with Federal funds, the SUBGRANTEE will comply with the provisions of the Davis-Bacon Act.
33	When funded on an advance basis by ODE, the SUBGRANTEE agrees to minimize the time between the transfer of funds and the disbursement by the local entity in accordance with the Cash Management Improvement Act (31 CFR part 205). Additionally, the SUBGRANTEE agrees to maintain cash balances which meet their immediate cash needs only. Any interest earnings by the SUBGRANTEE will require repayment in accordance with OMB Circular A-102 Section __.21 (i) or OMB Circular A-110 Section __.22 (l), as applicable.
34	In the purchase of equipment and supplies, the SUBGRANTEE will comply with local, state and Federal procurement policies. In addition, equipment and supplies purchased for use in a Federal or state program will comply with the provisions of OMB Circular A-102 or OMB Circular A-110, as applicable, and any individual program regulations.
35	The SUBGRANTEE will comply with the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.
36	That the SUBGRANTEE will acquire, use, maintain and dispose of equipment purchased for the approved project in accordance with 34 CFR 80.32.
37	That the SUBGRANTEE will have effective financial management systems which conform to the standards present in 34 CFR 80.20, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
38	That the SUBGRANTEE will conform all activities conducted under the approved grant to the provisions contained within OMB Circular A-87, A-21 and/or A-122, as applicable.
39	That the SUBGRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for grants applied for electronically. For purposes of approved projects, obligations have the same meaning as contained in 34 CFR 76.707.
40	That no SUBGRANTEE will subgrant the approved project to another entity without the express written consent of ODE.
41	Additionally, to certify compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. The SUBGRANTEE assures that (see "Document Library - Consolidated Application - Guidelines" for explanation of requirements): (A) All fund participants certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the Ohio Department of Education (ODE). (B) The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. (C) If the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement. (D) That subgrantees receiving ODE administered funds will provide a drug-free workplace.
42	Any additional assurances listed within the document library for a specific application as required by the ODE program office administering the program.
43	The SUBGRANTEE will comply with the requirements of the Boy Scouts of America Equal Access Act (Boy Scouts Act), 20 U.S.C. 7905, 34 C.F.R. Part 108, and with other federal civil rights statuses enforced by OCR.