

LEA NAME: Cleveland Municipal School District								
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RttT Region: Urban								
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Application A: Transformation Team and Transparent Communication								
Continue to conduct monthly meetings to provide oversight for local RttT efforts as outlined in this Scope of Work.	Eric Gordon Mark Baumgartner	3rd Wednes monthly	None	Next meeting 11/16/11	On Track			
Based on external and internal audits, coordinate community engagement initiatives, as appropriate.	Roseann Canfora L'Taundra Everhart	Event planned for second/third week of April (need to confirm date)		* planning a spring major event featuring Wes Moore and the Cleveland Indians * requested Choice Bus to come back for event * Bought 500 books to distribute as group read * Using a spring launch for Parent University	On Track			
Continue to publish quarterly editions of news media, adding teacher column in internal newsletters.	Roseann Canfora L'Taundra Everhart	* December mailing managed by communications of "best of RttT" for families		* CTAG magazine and 2nd issue of TDES letter distributed and posted on website * designed CTAG newsletter which is in proof reading stage * TDES video completed * website redesign being completed to include an RttT "button" to take viewers to an RttT portal	On Track			
CTU will continue to communicate with its members	L'Taundra Everhart	mid-Jan - publish CTU newsletter regarding value-added work		* Next issue (Dec) features Assurance B completed * CTU Critique (November) featured recap of year one activities and goals of year two	On Track			
Hold public forums with business leaders, investors and other stakeholders	RttT Team	ongoing	None outside of RttT Scope of Work	CEO spoke with all local grant makers; Academic Team is renewing Gates Grant for Common Core associated with Application Area B CEO spoke at 50 Club, Transforming Education @ Landerhaven in November	On Track			

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Create RttT School Recognition Awards for schools that have yearly improvement based on state requirements.	RttT Team	complete	None outside of RttT Scope of Work	Every CMSD school that earned CI, Eff, Ex, Ex w/ D, or increased their rating received a banner that hangs outside of the school building recognizing their gains	On Track			
Perform yearly internal and external audit to measure growth of understanding of the RttT goals and objectives.	Roseann Canfora L'Taundra Everhart	12/15/2011		* summer pilot survey administered at John Adams * survey monkey instrument is complete; Karen Thompson will post on Survey Monkey on website	Off Track	* Survey will be administered in December 2011; include in eCommunicator and mass mailing for families * CEO update for staff members to complete survey also		
Provide an update on the progress of the RttT Scope of Work at each CMSD Board of Education work session with joint presentations by the superintendent and union president and members of the RttT Transformation Team, as appropriate.	Eric Gordon	ongoing monthly	none	Per Board request, written summary of work is provided to Board monthly as opposed to monthly presentations	On Track			
Application B: Standards and Assessments								
1) CMSD will continue to implement the Enhance Core Curriculum (ECC) champion as begun in year one. Primary grade/licensed teachers identified in the District's PEAC master teacher program will be selected to unpack the 3-5 Enhance Core Curriculum (ECC) and plan professional development for the building level ECC Champions as well as all district 3-5 teachers. Every school building will identify a teacher, who will serve as the ECC Champion for grades 3-5. Using a train-the-trainer model, the ECC Champion will participate in monthly professional development to prepare for staff awareness training during monthly two-hour early release development meetings.	Karen Thompson Deb Paden	1/12-13 - Training for advocates planned	None outside of RttT Scope of Work	* Guidelines for Common Core Advocate (Champion) drafted * "Call to Action" document drafted * 61% of schools have identified Advocate * PEAC Teachers developing training in 1st week of December * Training schedule created for remainder of the year aligned to early release or faculty meetings	* Co-leads are following up with chapter chairs and principals to identify advocates	* Co-leads are following up with chapter chairs and principals to identify advocates	* 7 schools do not have advocates at this time; Karen and Deb will visit schools to identify advocate	

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2) District K-2 teachers will implement the ECC using the first draft ECC Scope and Sequence and each K-2 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support early adoption for the ECC. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.	Karen Thompson Deb Paden	12/14 - Common Core literacy and math teams will brief RttT Co- lead on national information from recent trainings	Gates Grant funds to match RttT funds; renewal applications for Gates funding being drafted	*Buildings are ready for on-line assessment and a January training will be facilitated with instructional coaches * K-2 PEAC teachers will provide the first training session to 3-5 PEAC teachers so that training model can be easily adapted	On Track	* No new Gates Grant is available; grant has been extended		
3) During the Spring Semester of the 2011-12 school year, each district 3-5 teacher, in cohorts of 60, will be provided two six hour professional development days as part of their scheduled four professional development day training, to prepare for the early adoption of the ECC in the fall of 2012. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.	Karen Thompson Deb Paden	1/1/2012	* Connect Julie Snipes-Rea (assessment design) and Tim Golden (SchoolNet assessment items) into training as well	* Working with Sue Myers to identify grades 3-5 PEAC teachers; * dates scheduled for grade 3-5 teacher cohort training (beginning in March); * K-2 PEAC teachers will provide the first training session to 3-5 PEAC teachers so that training model can be easily adapted	On Track			* invite state rep to Cleveland regarding state common core work
4) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade 3-5 longitudinal data sources by March 2012. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by 3-5 teachers during one of the four professional development sessions provided during the 2011-2012 school year for all grade 3-5 teachers.	Russ Brown Nikki Gentile	3/1/2012		* item bank purchased * next step is to weave item bank into trainings	On Track		* concerned about the depth of current assessments and how they inform new standards * concern about translating data across standards which can then be misused to analyze longitudinal growth	* need to understand how growth model will work in the context of new assessments
5) In June 2012, the district will create the second draft ECC Scope and Sequence and aligned assessment materials for Grades K-2 and the first draft ECC Scope and Sequence for Grades 3-5 using the district's Scope and Sequence curriculum planning process and will use crosswalk documents provided by the Ohio Department of Education to link current Scope and Sequence content to the newly created ECC Scope and Sequence documents.	Karen Thompson Deb Paden	6/1/2012	none at this time	* waiting to learn from PARCC * use assessment resources from new item bank to build scaffolded assessments to begin thinking about depth of assessments	On Track			
Application C: Using Data to Improve Instruction								

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1) District K-2 teachers will implement the ECC using the first draft ECC Scope and Sequence and each K-2 teacher, in cohorts of 60, will be provided four six hour professional development days of training to support early adoption for the ECC including training in the use of the Instructional Improvement System and paired assessment resources. District literacy and math coaches along with the ECC Champions will provide job-embedded support for teachers following each training experience. Substitute teachers will be provided for these district teachers while they attend this required training.	Karen Thompson Deb Paden	ongoing	None outside of RttT Scope of Work	* Guidelines for Common Core Advocate (Champion) drafted * "Call to Action" document drafted * 61% of schools have identified Advocate * PEAC Teachers developing training in 1st week of December * Training schedule created for remainder of the year aligned to early release or faculty meetings	* Co-leads are following up with chapter chairs and principals to identify advocates * need strategy for a school where an advocate does not volunteer	* Co-leads are following up with chapter chairs and principals to identify advocates	* possible that noone in a building would volunteer? * need to address principal readiness for K-2 ECC	
2) Publish to the Instructional Improvement System model lesson units, lesson plans, assessments, materials, and resources identified or produced by district PEAC master teachers (as outlined in Part B above) for grades 6-12.	Russ Brown Nikki Gentile			* COMPLETE				
3) Implement research protocols between the district's Office of Research and Assessment and the Cleveland State University's Center for Urban Education to begin study of the effectiveness of district programs. Add findings from these studies to the district's existing local "What Works" database and use the findings to end ineffective programs and ensure fidelity of implementation for programs found to be effective.	Russ Brown Nikki Gentile	in progress		* routine communication with Esperanza * have created data template and are populating data * second project with Cleveland State begun around Nook eReader project * Beginning a third project with arts assessment (at TJ) * data sharing agreement created				
4) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will revise first draft K-2 assessments in conjunction with K-2 teachers during one of the four six hour professional development days.	Russ Brown Nikki Gentile			* COMPLETE				
5) Using the crosswalk documents provided by the Ohio Department of Education, the district assessment division will map existing grade 3-5 longitudinal data sources by March 2012. Based on the needs identified in the mapping, an evaluation of interim and formative assessment materials will be performed by 3-5 teachers during one of the spring professional development sessions provided during the 2011-2012 school year for all grade 3-5 teachers.	Russ Brown Nikki Gentile	3/1/2012		* waiting to learn from PARCC * use assessment resources from new item bank to build scaffolded assessments to begin thinking about depth of assessments	On Track			
Application D: Great Teachers and Leaders								
Measure Student Growth								

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1) Continue the professional development of district content experts from the Office of Research and Assessment and the Office of Curriculum and Instruction in state and regional professional development about the UVAS value-added model to prepare to provide professional development for the appropriate use of value-added data.	Russ Brown Nikki Gentile Karen Thompson Deb Paden	12/20 - linkage process planning meeting scheduled		* Training for DVAS scheduled (20 participants including CTU and CMSD)				
2) Distribute the 2010-2011 value-added reports to staff in conjunction with professional development in the appropriate use of student level value-added data as agreed upon by CMSD and the CTU. The team will collaboratively identify a training plan to expand the professional development for effective and appropriate use of growth data to all teachers.	Russ Brown Nikki Gentile Karen Thompson Deb Paden	week of 1/24 next AAP meetings for training of value added		* Trainers trained at December AAP meetings with excellent feedback from AAP teams	* Linkage meeting planned for building level professional development; to be determined upon when window opens			No reports provided in 2010-11. Will need to create internal reports for training purposes. * awaiting dates for linkage coordinator window
3) The District will continue to utilize the student linkage tool to ensure the accuracy of the student-teacher association used for producing the value-added reports.	Christine Fowler-Mack Jillian Ahrens	12/20 - linkage meeting planned to design professional development for schools	* need to include data people in the "nuts and bolts" of linkage tool * DVAS can help with better training and deployment this year	Had first run-through in spring, 2011. Will monitor for where our schools need support in doing the work in Spring, 2012.	* DVALS meeting with Battelle for Kids December 20 to plan linkage process * Linkage meeting planned for building level professional development; TBD based upon linkage window		Need to connect with Battelle For Kids to make sure data schools will be using is accurate and up-to-date. * understand that October data may be considered; need data to be pulled as late as possible for accuracy (Russ)	* need to know when linkage window will occur
4) Develop agreed upon protocols for measuring student growth in subjects and grades which are not assessed by the state's summative assessment system.	Christine Fowler-Mack Jillian Ahrens TDES Steering Committee	December TDES Meetings planned for distribution of district analysis of existing assessments	none at this time	* District/CTU TDES team hosted a state-wide symposium to explore options for measuring student growth * Analysis of district's current assessments was completed and will be shared at TDES team at December meeting	On Track			
Evaluation Systems								
1. Develop protocols including timelines, activities, and personnel expectations for implementation of the TDES, including the identification of Master Teachers/Administrators, mentors for the Teacher Residency program, and the assignment of support through Peer Assistance and Review programs. Measures of student growth, including value-added data will be a component of the scope of work for the TDES Steering Committee to develop. Timelines and procedures as detailed in the Collective Bargaining Agreement will be followed for full implementation by 2013-2014. The TDES Steering Committee will define activities related to the evaluation process.	Christine Fowler-Mack Jillian Ahrens	* 12/12-14 - additional site visits scheduled * 12/16 - all Phase I schools receive additional training from national consultant and to problem-solve buildings that are not on-track with planned deadlines	none at this time	* Deadline to complete first observation extended to winter break per national trainer	on track		* we have a draft job description for a teacher/administrator on release for TDES coordinator to review with Maryann, Christine, and Jillian; Jillian to follow-up with Maryann	

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2. Pilot and refine the fully constructed TDES in the identified pilot sites. An additional cohort of a minimum of ten (10) and a maximum of twenty (20) schools selected in the manner described in (Year 1) above will be added to the pilot. All teachers hired in the 2011-12 school year shall be assigned a PAR mentor and shall be evaluated using the fully constructed TDES as well. NOTE THAT 23 SCHOOLS ARE ACTUALLY PARTICIPATING IN TDES PHASE I IMPLEMENTATION	Christine Fowler-Mack Jillian Ahrens	* 12/12-14 - additional site visits scheduled * 12/16 - all Phase I schools receive additional training from national consultant and to problem-solve buildings that are not on-track with planned deadlines		* Building based site visits for Phase I Schools conducted with National Consultant * First announced observation completed for Phase I teachers by third week in November (extended to winter break per national consultant) * Two new teachers are identified; both are in TDES Phase I Schools and have PAR mentors * Noted that 23 schools are actually participating	on track	* 7 additional teachers hired; need to ensure mentors have been assigned; need to decide if TDES applies at this point (TDES committee to decide)		
3. The committee that was formed to develop the new administrative development and evaluation system will develop, implement, and monitor a piloting of the newly formed evaluation system.	Christine Fowler-Mack Jillian Ahrens Laura Purnell			* District intends to follow OPES			* Do we need a design team since we are adopting or can we move to developing an implementation team * Christine to send Jillian OPES information from ODE * Next steps regarding the implementation plan? * Jillian interested in understanding the role of the teacher within the OPES model	
4. Use data and results from the TDES to inform decision-making regarding differentiated professional development investments in the district beginning in 2012-13 school year.	Christine Fowler-Mack Jillian Ahrens	At December meeting, PD team will brief TDES steering team to explore the applicability to TDES		* Team (Laura, Cheryl Shelton, Jillian, Desiree) met with Ashland University to discuss potential professional development * Team will brief TDES steering team at next meeting * Also exploring other professional development bundles (Teachscape, etc.) to evaluate options for electronic/web-based resources	on track		* TDES Committee is considering how to gather data that represents non-Phase I schools so that decisions for system in 12-13 are not solely informed by Phase I TDES	

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5. Develop protocols for staff readiness, including the professional development and training for full implementation of the TDES in the 2012-13 school year.	Christine Fowler-Mack Jillian Ahrens	12/15 - implementation planning meeting with national consultant		* National consultant will lead planning and bring models of how other districts have implemented at full scale	on track			
6. Develop staggered development and implementation of Development and Evaluation Systems for non-teaching professional staff (including but not limited to media specialists, counselors, psychologists, social workers, para-professionals, and educational aides).	Christine Fowler-Mack Jillian Ahrens	1/16/12 - begin design of non-teaching professionals		* MOU between district and CTU requires a schedule to be developed this school year * Participants identified to participate on design teams	on track			
Equitable Distribution of Effective Teachers and Principals								
1) Review recruitment practices including analyzing the recruitment pool of highly effective staff as measured by: the number of teacher candidates by subject area/grade level; ratio of teacher applicants to vacancies; ratio of principal and assistant principal applicants to vacancies; number of early contracts offered in critical shortage fields; and offer acceptance rate	Christine Fowler-Mack Jillian Ahrens Donna Bowen			* Donna Bowen has provided data regarding need * Additional data was requested about processes and HR is collecting this additional data	off track	* Christine and Jillian need to schedule a follow-up D3 meeting		* Five members participating in NETWORKS
2) Implement new hiring processes and interview protocols which use standards-based interview protocols selected as a result of Year 1 review.	Christine Fowler-Mack Jillian Ahrens			* Donna Bowen is going to gather cost analysis for Gallup, Haberman, etc.	off track	* Christine and Jillian need to schedule a follow-up D3 meeting		* Five members participating in NETWORKS
3) Mutually create, conduct, and review a working conditions and retention assessment by examining factors such as retention of teachers by subject area / grade level, teacher turnover by subject area / grade level and by type of school (high vs. low need schools); new teacher turn-over at the end of years 1, 2, and 3, number of voluntary transfer requests annually, number of necessary transfers placed annually, and the number of repeat necessary transfers (in transfer pool consecutive years) and develop an action plan and strategies for improving work conditions and retention.	Christine Fowler-Mack Jillian Ahrens		* need to identify a survey for staff conditions survey (Pearson Foundation? AIR?)	* have identified what data needs collected * gathered rubrics from AIR at MET conference in Columbus	off track	* Human Resources will gather data; placed on hold until Necessary Transfer process was completed at end of September; * Christine and Jillian need to schedule a follow-up D3 meeting		* Five members participating in NETWORKS
4) Build capacity within the Human Resources department to track multiple talent management metrics by continuing training of Human Resources personnel and by implementing a modern Human Resources Information System.	Christine Fowler-Mack Jillian Ahrens			* HR department has been meeting and reviewing two extensive audits regarding talent management metrics * Meeting to identify IT needs and interconnectivity needs between organizational departments * Four HR members participated at the MET Conference	off track	* Donna Bowen has contacted Betsy Aarons for follow-up with talent management metrics * Christine and Jillian need to schedule a follow-up D3 meeting		* Five members participating in NETWORKS

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5) Expand the implementation of the PEAC/PAR teacher incentive program for teacher leader positions defined by the PEAC Governing Board.	PEAC Governing Board (co-chairs are Mark Baumgartner and Eileen Stull)		* Application Area D co-leads should be invited to PEAC Governing Board; Karen Thompson to follow-up		off track	* need to follow-up now that negotiations are complete; Jillian and Christine to follow up with Karen and Mark		* Five members participating in NETWORKS
6) Implement the Teacher Licensure Pipeline program for hard-to-staff subjects and areas.	Christine Fowler-Mack Jillian Ahrens Laura Purnell	12/12 - Meeting scheduled to finalize pipeline program 1/1/2012 - target for first cohort		* Laura Purnell gathered information from 5 local universities * Two planning meetings held to develop pipeline options	on track			
Effective Support to Teachers and Principals								
1) Continue to implement the Teacher Residency program for all new teachers, following state guidelines and timelines.	Christine Fowler-Mack Jillian Ahrens	Complete		* two new teachers have been matched * 50 trained mentors are available to support other teachers in need	Complete			
2) Send lead teachers and mentors to required Teacher Residency program training and credentialing provided by state lead trainers.	Christine Fowler-Mack Jillian Ahrens	Complete		* 50 mentors have been trained	Complete			
3) Implement new teacher and principal CMSD Induction Program, and measure retention of teachers by subject area/grade level, as well as new hire satisfaction with induction program.	Christine Fowler-Mack Jillian Ahrens	11/30/2011		* Meeting planned with resident mentors and a targeted group of new teachers to identify induction needs and district best practice * Could follow-up with an electronic survey	on track	* Christine and Jillian need to schedule a follow-up D4 meeting to discuss design of electronic survey		
4) Implement the revised Principal Pipeline program.	Christine Fowler-Mack Jillian Ahrens			* Eric - follow-up with Laura Purnell re: OPES and Principal Pipeline	off track		Need an update from co-leads at 9/21/11 RttT Transformation Meeting about status so that work plan can be developed	
5) Implement the revised district professional development plan to ensure training for all teachers in the implementation of the Enhanced Core Curriculum, the use of data to improve instruction, the implementation of effective instructional strategies, professional learning communities, and to ensure access to an array of research-based supports for teachers and administrators in need of support and intervention.	Christine Fowler-Mack Jillian Ahrens	10/28/2011		* Plan has been submitted to ODE * Have been following PD outlined in the RttT grant * Have followed up to look at ensuring D and B are woven together; additional meeting planned	on track		* Need to bring Assurance B and Assurance D team together to collaboratively plan and align PD between content (common core) and pedagogy (TDES)	

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6) Mutually participate in professional development on the Instructional Rounds model. The Labor-Management Committee will identify schools/cohorts to pilot the program.	Eric Gordon David Quolke	11/30/2012	* document from CTU captures all committees, which ones are functioning, which ones are still needed * NIS Principals and some new have continued to learn about Instructional Rounds model	* Donna Bowen and Tracy Radich have identified potential team members for LMC * Donna and Tracy asked to gather LMC barriers data * Christine to provide information to share based upon initial experience	off track	* Meeting scheduled with Donna, Tracy, Eric, and David to formalize LMC and begin work		
7) With Board of Regents approval, and in partnership with a local university, develop the curriculum for the "CMSD University" teacher/administrator credentialing program. Explore the possibility of developing a district "CMSD University" credentialing program accredited by the Ohio Board of Regents to recruit and train teacher and administrator candidates for work in high-poverty, urban schools by completing coursework in partnership with a local university while participating as a classroom teacher or administrator in high-need areas under the supervision of district identified PEAC-C master teachers.	Christine Fowler-Mack Jillian Ahrens	Complete		* Do not have Board of Regents approval for credentialing program				
Application E: Turning Around the Lowest-Achieving Schools								
1) Continue implementation the School Improvement Grant as approved by the Ohio Department of Education, using the resources provided to these identified schools through SIG funding.	Eric Gordon Mark Baumgartner	complete and on-going		All SIG schools have submitted SIG requirement verification reports	on track			
• Schools continuing to receive SIG monies will develop/enhance their building plans (AAP) that incorporate the SIG model designated by the CMSD (i.e. Transformation, Turnaround, Close, Restart). AAP Teams consisting of CTU and CMSD Administration will continue to work collaboratively to tailor each building's plan to the needs of its school's clientele (students, staff, families and community.)	Eric Gordon Mark Baumgartner	*complete and submitted to CAO		* complete	on track			
2) Expand linkage coordinator support to include the 13 linkage coordinators in support of CMSD high schools and to include those K-8 schools identified in year one.	Terrence Robinson Dave Buttram	* complete		Will meet with co-leads on 9/8/11	on track			
Create K-8 Linkage Coordinators (total =5) that would be responsible for the K-8 feeders to 2-3 of our high schools that currently have Linkage Coordinators. These K-8 Linkage Coordinators would implement the CTAG Program by targeting 7 th graders that will be identified as falling into the category of "at-risk of not graduating" as defined by the four criteria established by the CTAG Initiative (attendance, retention, behavior, discipline). <i>This strategy and the hiring of these personnel will occur in Year 2.</i>	Terrence Robinson Dave Buttram	10/24/2011		* redesign submitted and approved * redesigned positions have been posted * Hispanic linkage coordinators identified and hired; start date 11/28/11				
Continue professional development to at least 3 teachers in each CTAG High School through the cultural competency professional development training (CCPDT) offered through the Governor's Office. The RttT Transformation Team will explore ways to share the training received by these teachers with other high school teaching staff.	Terrence Robinson Dave Buttram	1/26/2012	* need to work with Roseann and L'Tandra on communicating event	* January symposium has been planned; contract signed				

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Provide the current 13 Linkage Coordinators with relevant professional development to enhance their ability to serve as an intermediary with staff, community and administration on behalf of the students that they serve, while addressing the non-academic barriers affecting the learning environment for CTAG students and educators. Learning environments are transformed by improved relationships, belief systems, high achievement expectations, and the creation of a cadre of professions equipped with resources to assist. Professional development for Linkage Coordinators may include the monthly sessions provided by the Governor's Office, as well as the National Alliance of Black School Educators Annual Conference and AFT Center for School Improvement training.	Terrence Robinson Dave Buttram	11/15-19/11		* scheduled, all will attend	on track			
3) Continue to provide resources and supports to students who qualify for participation in the CTAG Initiative (failed two or more classes; absent 36 days or more; received five or more days of out-of-school suspension; or, held back a grade/over the age for grade-level).	Terrence Robinson Dave Buttram	Throughout the school year.		* exposure trip to Detroit planned for 11/11/11	on track			Graduation rates for minority males in 2007-2011 in order to assess impact of the program
Continue the programmatic components of the CTAG Initiative that was originally written into the Governors vision. These components included bookclubs, exposure trips (academic and cultural), tutoring, credit recovery, summer bridge programming, socio-emotional supports such as motivational speakers, CTAG uniforms/shirts/vests/blazers). The Governor's plan recommends a per pupil allowance of \$1,500 for full programming efforts.	Terrence Robinson Dave Buttram		* attempting to deploy at each CTAG High School; need status update	*started with 9R program and credit recovery at John Adams, Glenville. * planned implementation for Rhodes *John Adams CTAG attended City Club, 120 CTAG students went to Arne Duncun panel discussion, CTAG open house at high schools	on track			
4) Explore the strengths and challenges of best practice / proven achievement initiatives, including but not limited to: AVID, STEM, etc. As has been the past practice within New & Innovative School design, the ultimate plan must culminate in a ratified MOU reflecting collaborative implementation methods.	Terrence Robinson Dave Buttram	*Asia society started at LW, K-8 STEM planning is ongoing		Awarded STEM Innovation Grant and Asia Society Innovation Grant to be implemented in 2011-12				

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