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Adjusted Allocation: 0.00

Remaining: -70,000.00
Solving this problem:

For example, last year 40% of TFA’s teachers were people of color, and 40% come from a low-income background. The organization recruits at over 150 college and universities across the country and, as a result, has increased its share of diverse teachers in low-income schools for over 23 years.

This proposal would scale effective method of increasing student achievement and delivering an increased share of resources to the classroom.

**2. Executive summary:**

Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Recognizing the critical need for high-quality teaching in English Language Learners (ELL) population in Southwest Ohio that has increased 200% over the last five years and (b) a growing need for outstanding educators in the science, technology, engineering, and mathematics (STEM) fields, Cincinnati Public School District (CPS) will join forces with Teach For America (TFA) to bring a cohort of up to 10 high-impact teachers in ELL and STEM fields. A growing body of independent, gold-standard research supports the use of Teach For America corps members as a cost-effective method of increasing student achievement and delivering an increased share of resources to the classroom.

500 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kara Shibiya
Organizational name of lead applicant: Cincinnati City School District
Unique Identifier (RN/Fed Tax ID): 043752
Address of lead applicant: 2651 Burnet Avenue Cincinnati, Ohio 45219
Phone Number of lead applicant: 513-363-0338
Email Address of lead applicant: shibiya@cps-k12.org

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

First Name, last Name of contact for secondary applicant: n/a
Organizational name of secondary applicant: n/a
Unique Identifier (RN/Fed Tax ID): n/a
Address of secondary applicant: n/a
Phone number of secondary applicant: n/a
Email address of secondary applicant: n/a

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

Benjamin Lindy
Teach For America
Main Street, Cincinnati, OH 45202 646.556.5821 benjamin.lindy@teachforamerica.org

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

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

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

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Cincinnati Public Schools is the third largest school district in Ohio serving nearly 30,000 students and a growing ELL population of over 2,800 students, representing nearly 8% of the student body. ELL students hail from over 100 countries and speak 63 different languages. The district offers a Welcome Center for English-Language Learners (ELL) designed to make students and families feel at home in helping them achieve high academic standards in English. The district oversees 55 schools that cover a geographic area of 91 square miles, encompassing all of the City of Cincinnati, Amberley Village, Cheviot and Golf Manor, most of the City of Silverton, parts of Fairfax and Wyoming, and parts of Anderson, Columbia, Delhi, Green and Springfield and Sycamore townships. CPS is not a stranger to successfully managing grant awards and programs of this proposed size, demonstrating a high level of transparency and due diligence in all of its processes, practices and investments. The district employs a nine person Grants Administration team to provide detailed oversight of all financial requirements and expenditures associated with a wide variety of grant awards, including large-scale federal and state grants, national and local private foundations and corporate grants. CPS will closely follow all program requirements as listed in the Straight A Fund notice, taking great care to ensure proper oversight of financial obligations and provide meaningful and impactful opportunities for collaborative success with TFA. The district will communicate regularly with TFA, senior leadership, and school administrators to ensure project operations are in alignment with the grant requirements. Qualifications of the applicant: TFA has successfully recruited, selected, and trained high-impact, diverse teachers in low-income schools for over 23 years. A recent “gold-standard” study from Mathematica Policy Research found that its teachers lead students to an additional 2.6 months of learning each year (see #20 below). Ability to manage scope: TFA has partnered extensively with other state government grant programs across the country (e.g., IL, IN, MS, AR) and has an experienced finance and accounting team that supports this work.

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

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

- Student achievement
- Spending reductions in the five year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

This project would boost the student achievement of students in the vital STEM subjects, as well as the overall achievement of Cincinnati’s growing English Language Learner population by making strategic investments in infrastructure and in human capital. Problems to be solved: (1) CPS has a growing low-income Latino population whose native language is Spanish. Many of these students enter CPS significantly behind their higher-income peers. For example, last year only 38% of Latino fifth graders passed the state exam in Math. For our city’s school system to be an opportunity equalizer for all children, these figures cannot stand. (2) Today, too many children in CPS - especially those growing up in poverty - are graduating unprepared to compete in today’s marketplace. For example, last year only 45% of low-income fifth graders were proficient in math and only 42% in science, compared to over 95% of their higher income peers. Preparing students from all backgrounds for twenty-first century careers requires an aggressive strategy for improvement in the STEM subjects. Solving this problem: This proposal would scale-up the first partnership between Teach For America (TFA) and an Ohio school district by focusing on the recruitment of a cohort of STEM teachers. TFA is a national non-profit organization that recruits, trains, and supports highly talented and diverse individuals to teach in low-income public schools. The organization recruits at over 150 college and universities across the country and, as a result, has access to a pool of candidates that is often more diverse than many Ohio college and universities. For example, last year 40% of TFA’s teachers were people of color, and 40% come from a low-income background. A growing body of independent research has shown that TFA teachers have a significant positive impact on student achievement. For example, a recently released, 5-year study by Mathematica Policy Research that randomly assigned students to TFA and non-TFA classrooms within the same school found that TFA teachers led their students to an additional 2.6 months of learning each year (even...
12. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

TFA improves students' achievement in two ways: (1) recruiting outstanding, diverse talent into education that typically goes elsewhere and (2) training and developing its teachers to go above and beyond what is typical. Recruiting outstanding and diverse talent: TFA aggressively recruits top-performing college seniors from a diverse set of backgrounds at college and universities across the country. As a result, last year 48,000 people applied to Teach For America, including 27% of seniors at Spelman and 18% of seniors at Harvard (2012), and TFA was the top-employer of seniors at Denison, Kenyon, Oberlin, and Wooster (2010). TFA puts these applicants through a rigorous selection process (17% admit rate) that is based on statistical analysis of data from 15 years and over 20,000 teachers on what past predicts future teaching success. A 2011 Harvard study independently validated the predictive power of TFA's selection model. Because of our national reach, we are able to recruit a large volume of talented, fluent Spanish-speakers. Training and developing its teachers: TFA's teachers complete a rigorous summer training program that includes a mentored teaching experience in an urban setting, as well as significant ongoing coaching and support. Recent teacher pipeline studies from Tennessee, Louisiana, and North Carolina that examined the value-added of new teachers found that TFA was among the most effective (and in some cases the most effective) new teacher training program in the state.

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

(a) Enter a project budget

The funding for the Teach For America component of this grant would help the organization recruit, select, and train highly talented and diverse fluent-Spanish speakers to serve as high-impact teachers in low-income schools. Recruitment: TFA employs a team of 170 campus recruiters who work to attract diverse, talent into this education. This team helped ensure that TFA was the top employer of college graduates at four top Ohio schools: Denison, Oberlin, Wooster, and Kenyon, as well as recruiting a corps that included 40% people of color and 40% people from a low-income background. Training: TFA provides a free training to its teachers that includes room, board, and salaries for summer staff members who were themselves outstanding TFA teachers in the past. The rigor and impact of this training has helped the organization produce teachers that, on average, lead their students to an additional 2.6 months of learning a year (see review of empirical literature on TFA below).

Placement: A small team of TFA staff members would work closely with CPS to identify schools in need of fluent-Spanish speakers and/or STEM teachers. The team would put together resume books of qualified candidates and arrange interviews with building leaders and the heads of human resources so that CPS could select corps members who are the best fit for their schools.

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

70,000.00 * Total project cost

* Specific amount of new/recurring cost (annual cost after project is implemented)

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

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

0.00 * Specific amount of expected savings (annual)

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

TFA improves students' achievement in two ways: (1) recruiting outstanding, diverse talent into education that typically goes elsewhere and (2) training and developing its teachers to go above and beyond what is typical. Recruiting outstanding and diverse talent: TFA aggressively recruits top-performing college seniors from a diverse set of backgrounds at college and universities across the country. As a result, last year 48,000 people applied to Teach For America, including 27% of seniors at Spelman and 18% of seniors at Harvard (2012), and TFA was the top-employer of seniors at Denison, Kenyon, Oberlin, and Wooster (2010). TFA puts these applicants through a rigorous selection process (17% admit rate) that is based on statistical analysis of data from 15 years and over 20,000 teachers on what past predicts future teaching success. A 2011 Harvard study independently validated the predictive power of TFA's selection model. Because of our national reach, we are able to recruit a large volume of talented, fluent Spanish-speakers. Training and developing its teachers: TFA's teachers complete a rigorous summer training program that includes a mentored teaching experience in an urban setting, as well as significant ongoing coaching and support. Recent teacher pipeline studies from Tennessee, Louisiana, and North Carolina that examined the value-added of new teachers found that TFA was among the most effective (and in some cases the most effective) new teacher training program in the state.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 02/01/2014

* Narrative explanation

TFA would work with CPS to identify upcoming hiring needs in schools that require Spanish-speaking teachers and STEM teachers. Possible barriers include anticipating summer hiring needs in late winter. We significant mitigating those challenges by working directly with building principals at multiple school across the district and surveying their anticipated needs. Based on TFA's experience in other cities (e.g., Indianapolis, Nashville, Chicago), building principals often have the best sense of which positions will come open in the upcoming school year.

Implement (MM/DD/YYYY): 06/01/2014

* Narrative explanation

TFA would arrange a hiring fair with CPS where administrators can interview Spanish-speaking TFA teachers and STEM teachers. We do not expect barriers here. We have conducted similar interview days with CPS over the last two years, and they have gone successfully.

Summarive evaluation (MM/DD/YYYY): 09/30/2014

* Narrative explanation

Together with CPS, in June 2014 TFA would survey principals who have hired TFA teachers to assess their potential for impact. Over the following two years, TFA would report out value-added data for those teachers (as well as other potential measures of impact on student achievement as determined by CPS). The only barrier we anticipate here is the fact that student achievement results will not be available until the following summer, so we will have to use principal survey data as a leading indicator of student impact.

19. Describe the expected changes to the institutional and/or organizational practices in your institution.

This proposal would grow an important talent pipeline for CPS. Like many states, Ohio has struggled to recruit top-talent into the field of education. For example, a recent report from the Ohio Board of Regents found that the average ACT score of Ohio teacher prep students was 22.75 on a 36-point scale, a figure just barely above the ACT's "college ready" bar of 22. Similarly, a report from the National Council on Teacher Quality for the state of Ohio's elementary and four-year olds (for a four-star scale). TFA aggressively recruits top-talent into education, becoming, for example, the #1 employer of college seniors at Denison College in Ohio, where the average ACT score is 29. By growing TFA's presence in CPS, the district is growing an important additional source of talent; by focusing on TFA teachers who are fluent-Spanish speakers, the district is doing so in a way that addresses an acute need.

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

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

This proposal would grow an important talent pipeline for CPS. Like many states, Ohio has struggled to recruit top-talent into the field of education. For example, a recent report from the Ohio Board of Regents found that the average ACT score of Ohio teacher prep students was 22.75 on a 36-point scale, a figure just barely above the ACT's "college ready" bar of 22. Similarly, a report from the National Council on Teacher Quality for the state of Ohio's elementary and four-year olds (for a four-star scale). TFA aggressively recruits top-talent into education, becoming, for example, the #1 employer of college seniors at Denison College in Ohio, where the average ACT score is 29. By growing TFA's presence in CPS, the district is growing an important additional source of talent; by focusing on TFA teachers who are fluent-Spanish speakers, the district is doing so in a way that addresses an acute need.
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Impact in the classroom: Mathematica Policy Research released in September of 2013 the results of a 5-year, federally commissioned study that randomly assigned secondary math students to TFA and non-TFA teachers within the same low-income schools. It found that TFA teachers led students to an additional 2.6 months of learning in a single year, even when compared to veteran teachers in the same schools. Three states (Tennessee, Louisiana, and North Carolina) compared the test score growth (“value added”) of new teachers across all teacher training programs in the state in 2009 and 2010; in each study TFA was either the most effective or among the most effective teacher training programs in the state. Selection model: A 2011 Harvard University study by Will Dobb found that TFA’s selection model successfully identifies teachers who will have a positive impact on student achievement. The study found that the selection criteria help predict who will be most successful in their first year of teaching. TFA has also worked successfully with CPS over the past two years, though at a very small scale. All of the TFA corps members working in CPS have received ongoing, positive reviews from their principals.

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

I Accept, Yes

22. If so, how?

We are confident our approach holds promise for creating a sustainable model that delivers measurable results and is applicable to scale across our region, state, and to school districts nationwide. We recognize the long-term benefits of supporting and strengthening our human capital by providing additional bilingual teachers with the knowledge/tools to support ELL student growth in their classrooms. Our partnership with TFA to support this increased growth is yet another way our consortium is leading the charge in this emerging ELL movement. We believe this strategic approach is one in which other school districts and consortium members can easily mirror. Teach For America partners with low-income schools across the country, and in its 24-year history it has grown from 9 regions to 48 regions. Demonstrated success in this CPS scale-up would help create a proof-point for further expansion within Ohio.

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

Quantifiable measures: In classes where value-added data is available, TFA is setting the goal of performing in the top 75th percentile of state teachers (while still working with a high-need, low-income population). In classes where value-added data is not available, TFA is setting the goal of performing in the top 75th percentile of teachers nationally using its internal benchmarking system (which averages other assessments like the NWEA, DRA, AMIS, and others). Successful attainment of project goals: By generating growth in student test score performance at the levels mentioned above, the TFA teachers will make a significant impact on student achievement. Continuation beyond grant period: The TFA teachers will continue teaching beyond the grant cycle (supported by private fundraising already underway through TFA). Further, of TFA’s 32,000 alumni, 2/3 remain in education long-term. We expect a similar outcome in CPS. Finally, a recent study from Harvard researchers found that when students have a strong teacher, even for just a single year, they are more likely to earn higher incomes, more likely to go to college, and less likely to become pregnant as teenagers (Chetty et al., 2011).

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The district’s evaluation design will be a combination of quantitative and qualitative gauges and based on a logic model with four major categories:

- Demographic and socioeconomic indicators
- Teacher and school-level data
- Student-level outcomes

This study examined students in 45 public schools across the country, all of which had a high concentration of low-income schools. In classes where value-added data is available, TFA is setting the goal of performing in the top 75th percentile of state teachers (while still working with a high-need, low-income population). In classes where value-added data is not available, TFA is setting the goal of performing in the top 75th percentile of teachers nationally using its internal benchmarking system (which averages other assessments like the NWEA, DRA, AMIS, and others). Successful attainment of project goals: By generating growth in student test score performance at the levels mentioned above, the TFA teachers will make a significant impact on student achievement. Continuation beyond grant period: The TFA teachers will continue teaching beyond the grant cycle (supported by private fundraising already underway through TFA). Further, of TFA’s 32,000 alumni, 2/3 remain in education long-term. We expect a similar outcome in CPS. Finally, a recent study from Harvard researchers found that when students have a strong teacher, even for just a single year, they are more likely to earn higher incomes, more likely to go to college, and less likely to become pregnant as teenagers (Chetty et al., 2011).

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).

Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Methodology for measuring outcomes: TFA’s primary outcomes are student achievement gains, and TFA will assess the magnitude of those gains using Ohio’s value-added data system wherever possible (with the goal that teachers perform in the top 75th percentile of Ohio teachers). In subjects where there is no value-added data, TFA will use its national student achievement benchmarking system. This system takes multi-year, teacher-linked data sets (e.g., national NWEA-MAP data) and determines how much growth is attributed to a 75th percentile teacher. It then compares the growth in the TFA teacher’s classroom to that benchmark. TFA’s interim outcomes are based on TFA’s “Teaching As Leadership” rubric, which its team of coaches use in their classroom observations and coaching conversations. Methods / process / time lines / data requirements: For measuring value-added gains or gains using TFA’s national benchmarking system, data collection occurs in the spring of each year, and TFA will have access to CPS student performance data. For measuring interim teacher performance, the coaching team collects data prior to four deadlines (10/31, 12/31, 2/28, 4/30) each year. How lessons will be shared: TFA collects videos of strong teaching techniques as well as interviews with parents, students, and colleagues and makes those videos available with commentary online. TFA also collects strong instructional materials (e.g., lesson / unit plans, assessments, tracking tools, investment tools) and makes them available online.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today’s date.

I Accept, Kara Ishiyia Grant Writer Cincinnati City School District 10/25/2013