<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>191,700.00</td>
<td>0.00</td>
<td>43,200.00</td>
<td>0.00</td>
<td>234,900.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>43,200.00</td>
<td>0.00</td>
<td>234,900.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>191,700.00</td>
<td>0.00</td>
<td>43,200.00</td>
<td>0.00</td>
<td>234,900.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -234,900.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: "Learning with Community Resources" Certificate Program

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 response to no more than three sentences.

Building on a strong history of creating neighborhood hubs within the Greater Cincinnati community, Cincinnati Public Schools (CPS) seeks funding to pilot the "Learning with Community Resources" certificate program in partnership with the University of Cincinnati (UC). Completion of the certificate program will prepare the district's 36 Resource Coordinators with theoretical models, partnership strategies, and educational research opportunities through an accredited graduate-level program with UC's Department of Education. The district's partnership with UC holds great promise to support the more than 17,500 students in our Community Learning Centers with greater academic resources outside and inside of the classroom, supporting the district's goal of reaching 100% academic proficiency with all students and eliminating growing achievement gaps.

3. Total Students Impacted:

17554

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

First Name, last Name of contact for lead applicant: Kara Shibiy, Grant Writer
Organizational name of lead applicant: Cincinnati City School District
Unique Identifier (RIN/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: shibiyk@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 (RIN/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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Julie Campee, Emilie M. Camp, PhD University of Cincinnati (RIN: 0020002)
Address: P.O. Box 210002 Cincinnati, OH 45221-002 campee@UCMAIL.UC.EDU
Phone: 513-556-4536

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.

Upload/GrantApplicationAttachment.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 (CPS) is the third largest school district in Ohio, serving nearly 30,000 students. The district oversees 55 schools across 91 square miles, encompassing all of the City of Cincinnati and multiple surrounding townships. CPS represents a diverse variety of educational programs and initiatives, including Community Learning Centers, Magnet, Montessori and Paideia programs, gifted programs, pre-professional arts training, foreign language, career technical education, and virtual learning. As part of the district's commitment to increasing academic support through community-based partners, the district developed the REFORM model, an acronym that stands for Review, Engage, Focus, Offer Support, Reset and Measure. Through REFORM, Resource Coordinators engage a team of key stakeholders, including the Local School Decision Making Committee (LSDMC), in looking at community, school, and family data to identify areas where partnership programs can positively impact student achievement. Resource coordinators are also tasked with using attendance, behavior, core subject grades and test scores (ABCT) to assume a stronger analytical role when allocating community resources. This approach has garnered national attention and is the centerpiece of CPS efforts to expand and improve the implementation of the CLC model in its schools. Julie Doppler oversees over 36 schools in the district operating as Community Learning Centers. As the CLC Coordinator, she works routinely with each school's leadership team to make sure targeted students are being served and academic progress is being made through interventions from support services. Julie has served in this role for over three years and brings with her years of experience serving the Greater Cincinnati educational community. Prior to CPS, Julie worked as the Director for CincyAfterSchool with the YMCA of Greater Cincinnati and was the Associate Executive Director for Children's Protective Services/Families FORWARD for over 20 years. During her time with Families FORWARD, she created the first school-based family resource center in Greater Cincinnati. The University of Cincinnati's School of Education is home to teacher licensure and graduate programs in the College of Education, Criminal Justice, and Human Services. With more than 50 full-time faculty members, it is the largest of the three schools in the college. The School of Education features small classes taught by talented, experienced and involved faculty at both the graduate and undergraduate levels. Teacher licensure programs provide extensive field-clinical experiences with experienced teacher mentors in area suburban and urban schools. The Learning with Community Resources certificate was developed in partnership with the CPS to create materials and coursework relevant to the work happening throughout the district. The certificate program is the first of its kind in the country. Emilie Camp, Field Service Assistant Professor, will manage the coordination of the Learning with Community Resources certificate. Camp holds a Ph.D. in Curriculum and Instruction from New Mexico State University, a M.Ed. in Instructional Specialist from University of Texas at El Paso and a B.A. in Elementary Education from Thomas More College. Her work has been published in two peer-reviewed publications including: "Uncommon teaching in uncommon times: A case study of a critical multiculturally educator (Camp and Oesterreich, 2010) appearing Multicultural Education and Re-centering curriculum in the urban community: The need for participatory democracy and community-based curriculum (Baptiste and Camp, 2008) in The National Journal of Urban Education and Practice. Emilie has been instrumental in working with CPS to create the certificate program, integrating the use of community resources and academic pedagogy into each course.

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.

Addressing the many challenges surrounding the district's lowest-performing schools, CPS began creating Community Learning Centers (CLC) in 2001 to strategically partner with social service, cultural, health, and business partners to create centralized hubs of community life for students and their families. Resource Coordinators (RC) were hired to guide and advocate this strategic partnership-building
within each CLC site, based on the needs of its students. To date, the district has transformed 36 out of its 55 schools into CLCs, developing partnerships with over 600 agencies that provide services valued at over $1 million to our students and families. The role of a CLC within each school serves multiple needs. Primarily, this individual is the central connection between students, their families, and the school’s surrounding community. This perspective enables the RC to make evidence-based decisions that build relationships with diverse stakeholders to advocate for new ideas, programs, and services that benefit the students of that school. In turn, the RC lessens the burden on teaching staff to meet the diverse academic, emotional, and physical needs of each student within the confines of a school day, extending learning opportunities outside of the classroom, and creating a greater share of resources in and out of the classroom. Individuals hired as RCs bring a new perspective to our school buildings. Many RCs are not educators themselves, but bring with them a wealth of experience from the social services/nonprofit sector and possess strong wealth of knowing skills to create partnerships for their student’s academic progress. While their skills are impressive and perfectly suited to support academic growth within their schools, RCs lack an intensive educational pedagogy and training, presenting an opportunity to better train these individuals to partner data with academic outcomes in support of capacity building within each school. As a result, the district is seeking funding from the Straight A Fund to help pilot a Scholarship of Excellence program for new Refrigeration and Air Conditioning technicians. The district is working with the University of Cincinnati’s School of Education (UC) to provide four online, seven-week courses in the summer of 2014 for the entire RC staff to complete and attain their “Learning with Community Resources” certificate. We envision making possible the opportunity for all 36 RCs to complete this training and become the first school district to have 100% of RCs certified to direct CLC data-driven partnerships, while at the same time, training and mentoring other community partners and school districts in community-based learning best practices. CPS has garnered national recognition for its commitment to Community Learning Centers, as our efforts to create CLCs district-wide support increases in academic achievement and graduation rates, ensures more effective partners in the classroom, provides accurate data to better measure student performance, and strengthens the capacity of school leadership to eliminate the achievement gap between learners. We acknowledge that a vital part of this successful equation has been the role of the RC and their linkage to the surrounding community. We aim to enhance the level of professional development of our RCs, and increase the community-based learning opportunities our RCs provide, and collaboration among our RCs. The certificate program through UC will introduce our RCs to community-based learning-its theoretical models, specific strategies, and opportunities to design and pursue a research project based on their own CLC and its CSTD. Coordinators will gain valuable knowledge in approaches to developing and maintaining partnerships aimed at addressing data-identified student needs, utilizing the community as the subject of serious study, and taking the reins to move beyond the campus parking lot in search of novel environments, and collaboration among our RCs.

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

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 b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review. c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project? 234,900.00 * Total project cost

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.

1,900.00 * 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 savings achieved (annual savings)

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.

**D) IMPLEMENTATION - Timeframe, communication and contingency planning**

18. Fill in the appropriate dates and an explanation of the timeframe for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or

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

* Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

*CPS typically spends $5,000 in Resource Coordinator training costs each year. The Learning with Community Resources pilot program aims to save the district at least $5,000 in training costs within the first year, and $3,500 in each subsequent year, totaling $18,000 over the next five years. Equipment provided to the 36 Coordinators will provide, at a minimum, five years of usage and will be supported by the district's Information and Technology Team. Once trained, our RCs will be able to lead additional trainings for the district and serve as a source of future training for district administrators, principals, community partners, etc., saving the district in future vendor- or partner-contracted trainings. Ultimately, the Learning with Community Resources certificate project is a long-term investment in our RCs and the district, building capacity of our staff and schools, and creating a deeper knowledge base to support the CLC model. It is estimated that each year’s population of RCs will approach 100% of RCs certified to direct CLC data-driven partnerships, while at the same time, training and mentoring other community partners and school districts in community-based learning best practices. CPS has garnered national recognition for its commitment to Community Learning Centers, as our efforts to create CLCs district-wide support increases in academic achievement and graduation rates, ensure more effective partners in the classroom, provides accurate data to better measure student performance, and strengthens the capacity of school leadership to eliminate the achievement gap between learners.

*CPS has become a national leader in the Community Learning Center model. Superintendents and school administrators from multiple U.S. cities have traveled to CPS to witness first-hand the district's progress in providing expanded access to health care, social services, and programs that tackle academic struggles. More specifically, costs associated with our certification program are one-time costs. Our Resource Coordinators will register for five online courses, completing their fifth and final course, a research project involving their school and students, in the fall of 2014. At that point, our Certified Resource Coordinators will be used to key trainers and mentors to future Resource Coordinators, and new and existing community partners on the value of community-based learning and data-driven decision making. Our RCs will be essentially become core trainers, and in return for the district's investment in their professional development, will be expected to offer trainings at their school site and throughout the district to increase the capacity to serve others through community-based learning. No additional costs are expected beyond this grand award amount.

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.

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:

14. What is the total cost for implementing the innovative project? 234,900.00 * Total project cost

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.

1,900.00 * 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 savings achieved (annual savings)

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.

**D) IMPLEMENTATION - Timeframe, communication and contingency planning**

18. Fill in the appropriate dates and an explanation of the timeframe for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or
planning implementation and your 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.)

Plan (MM/DD/YYYY): 07/01/2013

Narrative explanation

Planning Project planning took place in the months and weeks leading up to the grant submission deadline and involved multiple stakeholders, including district senior leadership, the CLC Coordinator Julie Dopper and the University of Cincinnati. Discussion revolved around potential enrollment challenges in enunciating the funds throughout the grant period. To mitigate this obstacle, the University of Cincinnati will allow for registration of all five courses in the certificate program prior to June 30, 2014.

Implementation (MM/DD/YYYY): 01/01/2014

Narrative explanation

Implementation will take place in the summer of 2014, as all 36 RCs will complete the four required core seminars by June 30, 2014, and will complete their site-based research in the fall. While all implementations tie the content with the didactic program in which they are enrolled, students in K-12 classrooms will have a mastery of skills needed to work with our local business and educational service centers to implement the Evidence-based Learning (EBL) and other school to community centers. The project will help provide our Resource Coordinators with courses designed to facilitate their long-term success within our schools. Faculty teaching these certificate courses also will have ongoing professional development and support from the LDC. Working with the Board of Education, school staff, parents, and the surrounding community, CPS has developed a strong analytical approach to collaborating and adapting a way back to anchor experience-based, community-based learning. OCL strategies are founded on well-researched theoretical frameworks developed by education specialists who work and conduct research in community settings. Place-based education, cultural heritage education, informal learning, visual thinking strategies, object-based learning, and built environment education are among the frameworks that have emerged over recent decades. Collectively, these models are often referred to as informal learning strategies or learning outside the classroom (LOTC). The Coalition for Community Schools urges that education connect subject matter with the places where children spend their time. Every day, extending learning beyond traditional classroom hours (Bogenschutz, CLC).

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

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.

According to the 2005 report, School Connectedness: Improving the Lives of Students (Blum), our nation's schools face a growing epidemic of student disengagement, as a reported 40-65% of high school students (urban, suburban, and rural) are considered "disengaged." Many researchers point to a lack of meaningful connections between the curriculum and the student's emerging life-stories as the impetus for this growing problem. In fact, 95% of students between the ages of 13-19 agreed that additional real-world learning would improve their school (Algor, 2008). 92% of adults favor emphasizing real-world learning (EIS, 2005); and 70% of teachers strongly advocate for this emphasis (EIS, 2005). As the above statistics confirm a growing interest in students and teachers for increased student engagement, the public PreK-12 educational system has been slow to recognize the benefits of these partnerships within their home communities. While many schools reach out to community partners for resources, services, and support, very few have found sustainable opportunities for their students to take advantage of learning outside the classroom through exploration of community life. Standardized curriculum, testing requirements, and at times, inflexible administrative procedures create what Peggy Bulger of the National Network for Arts in Education calls a "knowledge-restricting straightjacket." Community-based Learning (CBL) provides a framework for breaking out of these constraints. The Coalition for Community Schools urges that education connect subject matter with the places where children spend their time. Every day, extending learning beyond traditional classroom hours (Bogenschutz, CLC).

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

22. If so, how?

23. Describe the substantial value and lasting impact that the project hopes to achieve.
Successful funding of this proposal will serve approximately 17,554 students district-wide and will allow our CLCs and RCs to implement instructional reform efforts to achieve the following long-term outcomes over the next five years: 1) Personalize our collective student learning environments around core educational assurance areas; 2) Accelerate our collective students’ academic achievement through equitable access to partnership services and programs; and 3) Increase the effectiveness of our RCs through intense professional development through the Learning with Community Resources certificate. We aim to have our RCs understand and hold a strong knowledge base required to effectively integrate partner programs with the academic priorities of the schools. By taking the certificate courses, our RCs will increase their skill set, become better connected within the community, more effectively use data from the district’s Learning Partner Dashboard to address student academic needs, and further connect their CLC with the surrounding community. As a result, our students academic achievement will begin to improve, as services and programs will be targeted directly to address their needs. RCs will need to know how to interpret this data and seek out relationships with partners that can improve this academic need within the CLCs targeted student population. In the long-term, our student and partner data will improve as our RCs will be able to more effectively integrate partner services into academic life, seeking out resources that will be able to “move the bar” to sustain academic progress. Essentially, the district will be equipped with 36 individuals working in our local community to integrate educational objectives into a partner’s program, supporting the academic longevity of our schools and students. The Learning with Community Resources certificate will be essential in building this capacity throughout the district, supporting the improvement efforts of each CLC and allowing the work of our RCs and the district to take our results to the next level. While we have created a national model that garners attention for its successful venture into creating and sustaining CLCs, we are interested in using these resources to maximize learning and create a model for effectively integrating education resources into a holistic learning approach. The district’s evaluation design will be a combination of quantitative and qualitative gauges and is based on a logic model with four major categories: 1) INPUTS - ODE Straight A Fund grant; 2) ACTIVITIES - implementation of new RC-led trainings at the CLC-level that engage and motivate teacher, administrators, and partners; a high level of participation of local partners in supporting their local CLC through academic programs; 3) SHORT TERM OUTCOMES - implementation of new RC-led trainings at the CLC-level that engage and motivate teacher, administrators, and partners; a high level of participation of local partners in supporting their local CLC through academic programs; 4) LONG TERM OUTCOMES - a well-established, data-driven resource coordination environment within each CLC; increased student academic achievement; and increased capacity within the district to build and sustain new partner relationships.

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 will work with UC to establish an evaluation committee representative of the University, the school district, and key stakeholders. The committee will meet in June, 2014 to review the project’s implementation progress and determine if the initial set goals/outcomes are being implemented in the agreed upon timeline and according to the strategic plan. Continued evaluation past June 2014 will follow a two-phase format. Phase I will monitor ongoing activities from August through May of each school year. The evaluation committee will meet again at the end of each school year with the intent to assess academic progress and provide information to monitor and improve resource coordination over the five years following initial grant funding. The committee will review ongoing classroom activities and professional development activities, and evaluate their effectiveness towards the previously mentioned performance goals. The district will create a tracking table describing proposed activities in a “who/what/where/when” format - assigning measures and timelines to each activity. CPS will use the data from the table to prepare annual reports for the evaluation committee. These reports will compare actual accomplishments to projected targets with the tracking measures attached as evidence. The evaluation committee will review the reports to determine if program goals are being met and make recommendations for adjustments. If measured progress is insufficient to meet program objectives, the district will reassess each component of our strategic personalized and blended learning plan.

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

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.