

Budget

Cincinnati City (043752) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (351)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	191,700.00	0.00	43,200.00	0.00	234,900.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		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	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	191,700.00	0.00	43,200.00	0.00	234,900.00
Adjusted Allocation								0.00
Remaining								-234,900.00

Application

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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 responses 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 inside and outside of the classroom, supporting the district's goal of reaching 100% academic proficiency with all students and eliminating growing achievement gaps.

17554 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kara Shibiya, Grant Writer

Organizational name of lead applicant: Cincinnati City School District

Unique Identifier (IRN/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 (IRN/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.

Emilie M. Camp, PhD University of Cincinnati IRN [REDACTED] P.O. Box 210002 Cincinnati, OH 45221-002 campe@UCMAIL.UC.EDU 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.

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 (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. 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 commonsense times: A case study of a critical multicultural 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 RC within each school serves multiple needs. Primarily, this individual is the central connection between students, their families, and the school's surrounding community. RCs make evidence-informed 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 knowledge from the social service/nonprofit sector and possess strong relationship building 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 their schools. As a result, the district is seeking funding from the Straight A Fund to help pilot a professional development program for its 36 Resource Coordinators. The district will partner 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 supports increases in academic achievement and graduation rates, ensures more effective teachers 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; rarely does one succeed without the other. We aim to enhance the level of professionalism for resource coordination and make possible opportunities for community-based learning, research, sharing, 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 students. 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.

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. Student Achievement- Ohio's Educator Professional Development Standards call for high-quality experiences that are collaborative, include varied learning experiences that accommodate an educators' knowledge and skills, and result in acquisition, enhancement, and refinement of skills and knowledge. Successful funding of this proposal will serve approximately 17,554 students in 36 CLCs district wide and will allow our RCs to pilot educational research and reform in community-based learning within their home school. As a result, we aim to achieve the following long-term outcomes: 1) Increase community-based resources in our CLCs to support 100% student academic proficiencies; and 2) increased shared collaborations in the community that allow for greater operational efficiency and the ability to serve our students. Recognizing the beneficial non-educational perspective our RCs bring to each CLC, we aim to support these individuals in fully understanding the classroom and educational perspective of their work as well. As employees of nonprofits, our RCs come into our classrooms equipped to service the social, emotional, and physical needs of the student; however, we also recognize an opportunity to build on our RCs backgrounds and help them to understand the educational perspective of their work. We believe this effort to increase professional development for these individuals will create a more equitable education for the students attending our CLCs, as RCs within these school buildings will be equipped with greater knowledge in ways to create and sustain community-based learning partnerships that support students in and out of the classroom. A dedicated professional development certificate program through UC will allow our RCs to further develop skills needed to use a truly data-driven approach in their work and to create and sustain opportunities that engage community resources to support increased student achievement. Utilization of a greater share of resources in the classroom- The district continues to build key partnerships with the Greater Cincinnati local business and nonprofit community, leveraging resources to provide a multitude of support services to students in and out of the classroom. CPS continues to pursue agencies for partnership in establishing Community Learning Centers (neighborhood hubs that offer "wrap-around" services), particularly in secondary schools where mentorship, internships, individualized tutoring, project-based learning, and career planning and preparation are paramount. These efforts have transformed not only the school buildings themselves, but the surrounding neighborhoods... The district's long-term plan includes 100% of schools in the district operating under the CLC model. As the district moves closer to achieving this realization each school year, a greater share of resources and support systems are made available to our students, reducing district overhead and increasing academic achievement by channeling these savings back into the classroom.

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.

n/a

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

234,900.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).
 The district's total project amount is \$234,900. Costs are as follows: Purchased Services- The district requests Straight A Funds to underwrite the full 15 credit hours of the Learning with Community Resources certificate for 36 CPS Resource Coordinators. Costs are calculated at \$355/credit hour x 15 total credit hours x 36 individuals. Total costs are \$191,700 for all 36 RCs to participate and complete this valuable training. Supplies- The district requests Straight A Funds to purchase a laptop for each Resource Coordinator, enabling them to participate in the online course work remotely. Costs are estimated at \$1,200 per unit x 36 individuals (\$43,200).

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)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.
 The district will have no new and/or reoccurring costs beyond June 30, 2013. Resource Coordinators participating in the certification program will have registered for all course work by that time. Equipment purchases associated with this project will provide at least five years of use and will be serviced by the district's Information Technology department, requiring no additional expenses.

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

19,000.00 * Specific amount of expected savings (annual)

* 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 \$19,000 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 the capacity of our staff and schools, and ensuring that our RCs have the knowledgebase to succeed in their role. It is estimated that the partnerships created through successful implementation of the CLC model provides an additional \$1 million dollars in support services for CPS students and families.

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.

Quite simply, the important advantage to using community-based learning in our district is that of availability. Our communities and neighborhoods throughout the CPS district, regardless of their size, boast a myriad of resources that include businesses, historic sites and landmarks, social support services, community leaders, and more. Our Resource Coordinators provide the linkage for our teachers and schools to go beyond a typical "once-in-a-year" field trip, but create partnerships that tap into valuable community resources, giving our students structured opportunities and the tools to not only physically explore their communities and interact with various local experts-residents, business owners, government officials, artists, etc., but access much-needed support services, health care, mentorship, and more. Currently, the district CLCs are and continue to be sustainable in their operations. The district's \$10 billion Facilities Master Plan allowed the district to lay the foundation for a truly symbiotic relationship with community partners and create significant cost savings to the district. As our school buildings have been updated, these redesigns allow for shared community space within each building. The district pays the facility costs, while the partner covers the direct costs of their programs; a win-win situation for both parties. These partnerships create economies of scale for our students, linking them to services that may have been unavailable before, and providing our partners with access to the students and families they aim to serve. Despite our relatively small size compared to districts nation-wide, 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 expenses. 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 as key trainers and mentors to work with future Resource Coordinators, and new and existing community partners on the value of community-based learning and data-drive 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 period.

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): 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 Doppler and the University of Cincinnati. Discussion revolved around potential enrollment challenges in encumbering 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.

Implement (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 expenses associated with the certificate program will be encumbered by June 30, 2014, RCs will complete research in their school buildings beginning in the 2014-15 school year as part of the fifth and final course involved in the certificate program. All courses have been designed by UC faculty with assistance from instructional designers in the Learning Design Collaborative (LDC) within the College of Education, Criminal Justice and Human Services. The LDC provides UC faculty with navigation templates designed to meet Quality Matters? standards (nationally recognized standards for quality online course design) and undergo informal, internal Quality Matters? reviews prior to being taught. The University's application of Quality Matters? faculty-driven, research-based standards will help provide our Resource Coordinators with courses designed to facilitate their long-term success within their 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 with and evaluating its partners, analyzing both academic and non-academic data to allocate resources and minimize barriers to academic achievement. Documentable success from using this data-driven strategic approach encouraged the district to create the REFORM model, step-by-step guidelines for resource coordination in each school, sharing best practices, resources and tools. We anticipate the REFORM model to be more effectively used after completion of the certificate program.

Summative evaluation (MM/DD/YYYY): 06/30/2014

*** Narrative explanation**

Evaluation will take place in June of 2014 and again in May of 2015. The district will look first to quantify the number of RCs completing the certificate program and their research-based projects. At the end of the 2014-15 school year, the committee will evaluate the number of resources available to support student learning, assessing increases in support services and the types of services available to students. In collaboration with UC, the district also will evaluate RC research projects and the implications it has had in increasing academic achievement within each CLC.

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

Resource Coordinators completing the Learning through Community Resources certificate program will benefit from a strengthened skill set, including the ability to: 1) Reflect on the value informal learning can offer K-12 students; 2) Identify examples of successful partnerships between schools and community resources; 3) Analyze the qualities of successful partnerships between schools and community resources; 4) Identify specific local community resources that present informal learning opportunities; 5) Describe ways that community-based learning models have cross-disciplinary curriculum applications; 6) Make connections between local community resources and K-12 student needs; 7) Develop plans for using specific community-based learning strategies to address identified K-12 student needs; 8) Identify and respond to core debates about the community-based research in art and design; 9) Outline the process of ethnography-inspired research in community settings, including its methodological and ethical considerations, and translate it into an individual research project; 10) Identify and apply evolving social, cultural, and technical skills associated with research in local arts and heritage; 11) Propose and carry out a self-designed research project that utilizes community-based resources; and 12) Apply understandings of community-based learning models and strategies to the conceptualization and execution of research. Each course will be conducted online via Blackboard, with instructors designing content and directions for each week's sessions. Course components will include readings, discussion board participation, video segments, written assignments, and field assignments that will take Resource Coordinators into our local community for field work. Field assignments also will provide opportunities for instructors to meet face-to-face with Resource Coordinators, and for individual participants to connect with others from their region who might be enrolled. Course information is as follows: 1) Discovering Community Resources for Community-Based Learning- Utilizing an overall inquiry approach, this course considers ways that educators can turn elements of their local community into engaging projects and lessons for students; 2) Utilizing Community Resources to Address Student Needs- This course focuses on effective ways to merge specific student needs, as identified by various collections of data, with community resources; 3) Developing and Maintaining Meaningful Partnerships- Building upon their understandings of available resources in their school communities and the specific needs identified through data analysis and assessment, this course focuses on effective approaches to inviting partners into school relationships and maintenance of such partnerships; 4) Cultural Heritage of the Community- The course draws upon an ethnographic approach to understand and engage in community-based research in the visual arts. Students develop independent research about the visual arts potential of their own communities; and 5) Project Research in the Local Community- Applying what they have learned from the four prerequisite courses and reflecting their personal interests, students will design a mini-research project that incorporates one or more community resources, conduct the necessary research in the field to accomplish the project, and create a final project suitable for use in their classroom or school.

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 40-60% 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" (Alger, 2006); 92% of adults favor emphasizing real-world learning (ETS, 2005); and 70% of teachers strongly advocate for this emphasis (ETS, 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 students live and the issues that affect them there. An education agenda that over the years has shifted from local concerns to state and national ones must, in part, return to a local focus. CBL advocates suggest organizing curriculum around the concept of community and linking the study of abstract concepts to their manifestations in local places that students know and care about. Learning with community resources offers a way back to authentic experience-based, community-centered learning. CBL strategies are founded on well-researched theoretical frameworks developed by education specialists who work and conduct research in community settings. Place-based education, 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). These ways of teaching and learning, cultivated in places like museums, public parks, and cemeteries, vary from traditional classroom teaching and yet can enrich standard curricula. In addition to considering the importance of connecting the community to instructional goals through community-based learning, conceptualizing schools as central hubs to the overall local community is beginning to grow in popularity throughout our nation. A hybrid of partnerships and resources, community schools today are places of integrated foci on academics, health and social services, youth and community development, and community engagement, leading to improved student learning, stronger families and healthier communities. Community schools not only offer a personalized curriculum that emphasizes real-world learning and community problem-solving for their students, but transform them into centers of the community life, open to everyone - all day, every day, extending learning beyond traditional classroom hours (Bogenschutz, CLC).

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

Yes

No

22. If so, how?

At the 2009 Children's Aid Society, Community Schools Conference, U.S. Secretary of Education Arne Duncan was quoted saying, "Making every school a community school has to be our collective vision. This has to be the rule rather than the exception." 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, providing our Resource Coordinators with the knowledge and tools to support their data-driven work in our schools. Efforts to revitalize our schools as CLCs have garnered national attention and are frequently used as examples for successful resource coordination, partnership building, and data-influenced interventions at the classroom level. Our partnership with a leading higher education to provide increased professional development for our Resource Coordinators is yet another way CPS is leading the charge in this emerging CLC movement. We believe this strategic approach is one in which other school districts can easily mirror.

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

The recently enacted Ohio Senate Bill 311, providing credit flexibility legislation, is an incentive for our Resource Coordinators to better prepare in utilizing community resources in their classrooms. This new legislation mandates that Ohio school boards recognize credit flexibility, a growing movement that acknowledges students learning in and outside of the classroom walls. For our teachers, this focus allows for assessment of the student that is no longer based on "seat time," but rather assessing a student's mastery of a subject. Students will now have the option to gain academic credit through a variety of methods, including independent study and/or online courses. The Ohio Senate Bill 311 encourages the development of strong and effective school-community partnerships in order to facilitate this flexible learning environment. Our Resource Coordinators witness firsthand the linkages between student learning and community partnership every day. Empowering our Coordinators with an accredited certification program will enhance their professional expertise to utilize our community resources to explore where and how learning can really happen, supporting our teachers' ability to work collaboratively with Ohio Senate Bill 311. Upon completion of this certificate program, our Resource Coordinators will have a mastery of skills needed to work with our local business and educational service centers to

create additional learning opportunities for our students. Coursework through the Learning with Community Resources certificate program holds promise to provide our CLCs and Resource Coordinators with a proactive new tool in credit flexibility, helping students maximize on the potential for learning in partnership with available community resources. Finally, CPS is confident that we can use this program as a model of success for other school districts seeking to create and sustain CLCs within their schools. As the district continues to build on its strong reputation for leading transformational change with this model, we are enthusiastic about providing our Resource Coordinators with an increased level of professional development support, and in turn, create subject matter experts who can train and mentor other school districts, teachers, administrators, and community partners in community-based learning best practices. Even though research on community-based learning is not yet widely abundant, initial findings do show that these strategies help students and schools achieve academic, civic, moral, social, and personal goals. For example, service learning can be used as an approach to instruction that has been found to increase student engagement within the community, foster civic competence, strengthen achievement on standardized tests, and provide opportunities to make authentic connections to academics (Boyle-Baise and Zevin, 2009). For students in CPS, our rich history, vast array of business partners, and a collective advocacy for supporting our children's academic success lends itself to creating sustainable and meaningful relationships between our schools and the surrounding communities. Our Resource Coordinators have been and will continue to be at the helm of this forward thinking movement.

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.

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 year: 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 - completion of Learning with Community Resources certificate and continued collaborations with partner agencies; 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.

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.

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.

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 Mary Ronan, Superintendent Cincinnati City School district 10/25/2013