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Adjusted Allocation: 0.00
Remaining: -700,906.00
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: Breakthrough Comprehensive Leadership Improvement Program (CLIP)

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.

Breakthrough has served over 120,000 students across the United States, with a focus on providing high-quality education to underserved communities. Our mission is to empower students to reach their full potential and prepare them for success in life.

3. 2600. Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:
   - First Name, Last Name of contact for lead applicant: Jessica Cohen
   - Organizational name of lead applicant: Cleveland Entrepreneurship Preparatory School
   - Unique Identifier (IRN/Fed Tax ID): IRN: 000930
   - Address of lead applicant: 1417 E 36th Street, Cleveland, Ohio 44114
   - Phone number of lead applicant: 216-539-9349 x2002
   - Email Address of lead applicant: jcohen@breakthroughschools.org

5. Secondary applicant contact: Provide the following information, if applicable:
   - First Name, Last Name of contact for secondary applicant: Jen Taylor
   - Organizational name of secondary applicant: Citizens Academy
   - Unique Identifier (IRN/Fed Tax ID): IRN: 133520
   - Address of secondary applicant: 10118 Hampden Avenue, Cleveland, Ohio 44108
   - Phone number of secondary applicant: (216) 791-4195
   - Email address of secondary applicant: jaylor@citizensacademy.org

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.

Nicola Sadockin Citizens Academy: IRN: 012692 12523 Woodside Avenue Cleveland, Ohio 44108 (216) 367-3932 asadockin@citizensacademyeast.org Sydney Uhlin Citizens Leadership Academy: IRN: 013209 9711 Lamont Avenue Cleveland, Ohio 44106 (216) 229-8189 sydney.ghn@citizensleadership.org Silvia Kruger The Intergenerational School: IRN: 133215 11327 Shaker Boulevard, Suite 200 E Cleveland, Ohio 44104 (216) 721-0120 skruger@theprepschools.org Debbie Fisher Near West Intergenerational School: IRN: 012030 3805 Terrett Avenue Cleveland, Ohio 44113 (216) 961-4308 dfisher@nearwestschool.org Stacey Brown Village Preparatory School Cliffs Campus: IRN: 012291 1417 E 36th Street Cleveland, Ohio 44114 (216) 456-2083 coben@theprepschools.org Chris O’Brien Entrepreneurship Preparatory School Woodland Hills: IRN: 012031 9201 Crane Avenue Cleveland, Ohio 44105 (216) 298-1164 sbrown@theprepschools.org Lisa Valey Village Preparatory School: IRN: 013034 9201 Crane Avenue Cleveland, Ohio 44105 (216) 298-1164 lvaley@breakthroughschools.org John Zitzer Friends of Breakthrough Charter Schools Tax ID: 3615 Superior Avenue, Suite 3103A Cleveland, Ohio 44114 (216) 373-7801 jzitzer@breakthroughschools.org Alan Roskamm Breakthrough Charter Schools Tax ID: 10118 Hampden Avenue Cleveland, Ohio 44108 (216) 456-2086 aroskamm@breakthroughschools.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.

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.

Breakthrough (BCS) has proven it is a leader in high-quality education. January 2013, the Center for Research in Education Outcomes at Stanford University ranked BCS as 1st in the nation for reading growth and 4th in the nation for math growth. BCS was recognized as a national leader in 2010 when it became a member of the Charter School Growth Fund and in 2011, when it became 1 of only 19 CMOs to receive a replication and expansion grant from the network's Teacher Incentive Fund project. BCS has also received a $10 million grant from the Bill & Melinda Gates Foundation to support the development and implementation of personalized learning systems.

- Sandy Abraham, project manager, will coordinate all project efforts for this grant in addition to expanding the network's Teacher Incentive Fund project.
- Sandy Fisher, the educational Model Leader for all PREPS schools, has fourteen years of experience teaching, coaching educators, and leading educational teams to excellence. As the founder of the New Teacher Center, Lisa grew the team from 10 to 40 educators and catalyzed a data-driven and results-oriented partnership that improved teacher retention in hard to staff schools and informed NTC's national model.
- Lisa Grootegoed, Manager of Educational Systems Support, will lead the technology work for the online module development.
- Katie is a certified K-12 teacher with over 10 years experience teaching and training. She has 8 years experience with managing and implementing technology in schools. She served as the project lead for Google's Educator Certification and Implementation project for over 20,000 students and staff.

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

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
**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 consortium 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?  

700,906.00  *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, RTT 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 budget includes the following amounts for each school district:**

- **BCS:** $396,000 for the first year only.
- **Alternative Leadership Program (ALP):** $300,000 for the first year only.
- **Breakthrough Leadership Training (BCS):** $14,900 for the first year only.

**Program Costs:**

- **Breakthrough Charter School (BCS):**
  - Staffing: $115,000
  - Supplies and materials: $20,000
  - Travel and transportation: $10,000
  - Technology: $5,000

- **Alternative Leadership Program (ALP):**
  - Staffing: $100,000
  - Supplies and materials: $15,000
  - Travel and transportation: $10,000
  - Technology: $5,000

**Consortia Costs:**

- **Breakthrough Charter School (BCS):**
  - Staffing: $15,000
  - Supplies and materials: $5,000
  - Travel and transportation: $5,000
  - Technology: $5,000

**Administrative Costs:**

- **Breakthrough Charter School (BCS):**
  - Staffing: $15,000
  - Supplies and materials: $5,000
  - Travel and transportation: $5,000
  - Technology: $5,000

**Total Project Cost:**

- **Breakthrough Charter School (BCS):** $396,000
- **Alternative Leadership Program (ALP):** $300,000
- **Breakthrough Leadership Training (BCS):** $14,900
- **Consortia Costs:** $30,000
- **Administrative Costs:** $30,000

**Total Project Cost:** $700,906.00

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

**0.00  *Specific amount of new/recurrent 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/recurrent costs, please explain why.

**This project is wholly contained within the costs indicated in the grant contract. The narrative contract agreement with the consultants to create the principal training modules and real-time training of teachers will only span the grant period. All aspects of the project only incur the start-up costs detailed in the budget and grant narrative. The evaluation costs for the project and any maintenance or refreshment of the technological platforms that could be needed after the grant period will be the responsibility of the schools and are not included in this project.**

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

**0.00  *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.).

*This would be a new project for the network and expenses that will be incurred or might have been incurred if the schools had chosen other professional development methods or solutions were not considered in the schools’ five-year forecasts.*

17. Provide a brief explanation of how the project will be sustained. 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/recurrent costs detailed above. If there are no new/recurrent costs, explain in detail how the project will sustain itself beyond the life of the grant.

*This work is wholly contained within the costs indicated in the grant contract. The contractual agreement with the consultants to create the principal training modules and real-time training of teachers will only span the grant period. All aspects of the project only incur the start-up costs detailed in the budget and grant narrative. The evaluation costs for the project and any maintenance or refreshment of the technological platforms that could be needed after the grant period will be the responsibility of the schools and are not included in this project.**  

All of the schools in this grant consortium have entered into a service agreement with Breakthrough Charter Schools management to provide agreed upon services for a set fee. As a result of this project,
Although the services that Breakthrough will be providing the schools will increase, the service fee between the schools and Breakthrough will not increase. There will be no additional operational costs to the schools after the grant period has ended. Breakthrough is committed to providing the schools with the resources they need to train and support their educators and leadership to achieve the high standards of quality urban education that make Cleveland unique. The educational model leaders and evaluator compensation work that has prioritized and any ongoing unexpected maintenance or unexpected other costs will be absorbed by the Breakthrough management organization.

D) IMPLEMENTATION

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

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<th>Plan (MM/DD/YYYY)</th>
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**Narrative explanation**

As indicated above, the network is prepared and poised to implement this project as soon as funding is secured. Implementation will include contracting with the external consultants and moving through the project outline for the project to have it up and running by July 2014 for the first class of principals and the next class of assistant principals. In January and February, BCS leadership will work with the AIR to develop the content of the online modules, CT3 to develop a training timeline, and the technology team at BCS will finalize plans for the web platform on which the modules will be featured. The contracts will be reviewed by BCS leadership, with input from the model leaders and lay leadership. Ultimately, E Prep as the lead agent will execute the contracts on behalf of the partnership. The project will be divided: the human capital staff at BCS will work directly with CT3 and liaise with model leaders, the online team project will be involved in developing content module and examples to be reviewed by the CLIP steering committee. The steering committee will meet monthly to assess progress and address any structural or programmatic mid-course corrections and reevaluations. The work teams will meet weekly during this stage to accomplish the project’s progress. The internal planning team will also meet weekly to assess project management progress and next steps. This is how BCS successfully launched its TIF project in 2012. March and April will be devoted to developing and finalizing all the module content. AIR will likely have an in-person session with the steering committee to present the modules and get final approval in March. The module content will be communicated to the BCS tech team and the web development will begin. Model leaders and the internal planning team will have weekly status meetings with the tech team from March through April to offer input and guidance as to the design of the platform. We expect that the CT3 trainings will commence during this period and through the end of the year. In May, the Human Capital department will pilot the web platform first to the network’s teacher advisory committee (already convened for the network’s TIF project), all school leaders, and lay leaders to request their input on content, design, accessibility, and ease of use. The team and the internal planning team will review the comments, make mid-course corrections and resubmit the platform and content to the Steering Committee for final approval. The CLIP department will have completed the comprehensive PD calendar and will submit it for comment and approval to the Steering Committee. In June, the Human Capital team will already have begun leadership recruitment for the 14-15 school year. The fellowship program will be highlighted in network recruitment materials and also communicated via traditional channels as a leadership incentive. Furthermore, the site will go live and model and school leaders will have the option of assigning modules to the platform. Press releases will be sent out and the program incorporated into the network’s website. The PD calendar will also be released to all school leaders for their use. CT3 participants will complete their program, presenting data to the Steering Committee, and work with their model leaders to incorporate newly-learned techniques into the summer teacher institute and school PD calendar.

**Summative evaluation (MM/DD/YYYY): 07/01/2015**

**Narrative explanation**

The evaluation of components will be done on a different timeline depending on the project component. Initial evaluation of the web platform and online modules will be completed during the implementation phase. Beginning in July 2014, school leaders will request feedback and input on how best to roll out real-time instructional coaching in their schools. During the 14-15 school year, model and school leaders will solicit feedback from teachers on their experiences with the real-time instructional coaches. Mid-year in 14-15, the Human Capital department will solicit feedback on the PD calendar and make improvements as necessary. Twice a year in 14-15, all schools will administer the Instructional Culture Insight Survey to gauge teachers’ perceptions and reactions to the real-time instructional coaching and any improvements in leadership abilities among school leaders. The project internal planning team will work with The New Teacher Project who administers this survey as part of the network’s TIF project to draw connections and causality between PD utilized and culture improvements or, potentially, culture decline. Throughout the school year, the BCS Achievement Network and the BCS Board are focused on the needs of teachers are the impact of these TIF results on the path to high performance achievement. Data teams and leadership at each school regularly compile and analyze this data as part of their instructional practice. The PFAb program, as a central part of BCS’s human capital strategy, will be included in the network’s independent evaluation of its human capital management system, planned to be conducted in the summer of 2015. This independent evaluation will be paid for by the TIF grant and funded with the guidance of our project’s technical assistance providers including Westat, the University of Wisconsin, the American Institutes for Research, Synergy Enterprises, and J. Koppich Associates. The independent evaluation will be coordinated by the Human Capital department and the internal planning team. Advance notice of the evaluation will be given to all school leaders by May 2015. We expect the independent evaluation to take up to 3 months and look forward to adjusting our programs as necessary consistent with the evaluation recommendations.

**Narrative explanation**

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

The design process allows our educational model leaders to step back and evaluate what core competencies our school leaders need to have. Prior to BCS’s creation each of our schools were operating independently. Now as a network, this is an opportunity to identify common leadership competencies and create a network framework for identifying, promoting, and supporting school leaders. This is an opportunity to create a professional learning community that is used to working only within their educational model. The network framework of BCS is encouraging intra-network dialogue, the sharing of best practices, and strategies to acquire efficiencies in all areas. While the TIF project has placed a focus on teachers, this project will spur that same dialogue and best practice-sharing regarding issues of school leadership. Furthermore, while each of our models has a distinct idea of what school leadership entails, with the assistance of AIR in the development of the modules, the network will ultimately be able to articulate a common set of standards for leadership development and learning. In the first year of BCS’s existence, we are laying the foundation for the success of the subsequent years in Cleveland. Teachers must take the lead role in professional development and coaching, the CLIP planning team was and is communicating with the schools seeking to develop the network’s unique culture, and the strategic TIF alignment with BCS’s leadership and compensation work that the network has prioritized and any ongoing unexpected maintenance or unexpected other costs will be absorbed by the Breakthrough management organization.
application of research–validated classroom management and instructional strategies with real-time opportunities to course–correct, and reflective discussion on the teachers’ classroom performance. The experiment was done without fail just because of the teachers’ skills. Real-time instructional coaching will enable teachers to have successful lessons even when the coaches aren’t immediately available. This means that teachers can focus on improving their lesson plans without having students to languish in poorly–led classes while the teachers undergo length PD efforts. We expect these instructional changes to be immediately apparent across the network once implemented.

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.

American Institute for Research has extensive experience developing and implementing trainings that enhance the professional knowledge and practice of education leaders. AIR has deep knowledge about principals and their work and currently hosts the federally–funded Center on Great Teachers and Leaders. AIR is contracted by Ohio for principal professional development and works with BCS providing technical assistance on its TIJ project. By contracting with such a well–regarding firm, we anticipate that the outcomes from the module creation will meet the project objectives. The Center for Transformative Teacher Education Training (CTT) offers high–quality trainings for leaders and educators, Real–time coaching has been immediately improved after receiving real–time coaching from coaches trained by the Center for Transformative Teacher Training (CTT), and not only remained in the program but also met exceeded student growth objectives for students. The ongoing benefit of CTI is that as CTI–training raises staff, once Breakthrough staff is trained once in the method, our teachers can receive the coaching long after the grant period or before the teachers leave. This benefit is for principals to have training and achieve real growth coaching and student achievement in five years.

Research proves that CT3’s multi–phase program provides teachers with skills that are maintained over time. Clients include New Teacher Center, KIPP, TFA and the Gates Foundation. Real–time coaching has already improved instruction in our schools. It has been implemented by Teach for America (TFA) for BCS TFA staff. School leaders now solicit to contract with the same providers as TFA to train assistant principals who are teaching at or nearly teaching at their own level. This PD approach for school leadership builds on national trends and proven implementation successes. One particularly interesting aspect of the project that the consortia is proposing is that although the BCS schools feature 4 educational models, this collaboration will demonstrate that there can be a way to intelligently structure centralized PD that saves on cost but does not limit on quality or differentiated PD opportunities for each educational model. By compacting exemplars of PD into a few modules, as virtually building a PD program in a way that PD programs can be shared or sold to other charter schools, BCS can demonstrate a cost–effective way to customize PD. BCS anticipates that some of these modules will be able to be shared or sold to interested charter schools and districts should they want to use them in their PD efforts. To completely transfer the PFAF program, planning with another district or charter school would include identifying which modules are transferable and which would need to be customized, sharing the best practices in building the web platform, and offering consultations with our staff to build the platform with the platform in our own BCS environment. BCS would like to build all–encompassing helping our own educational model leaders on the apprenticeship approach. We anticipate that some of the modules could be completely transferable, while others could be used as a template upon which districts and other leaders could build their own material. Having the templates and structure, however, should make it easy to replicate than building from scratch as BCS endeavors to do. Should BCS receive the funds to complete this project, future plans can include packaging the program as a fee–for–service opportunity to other districts and charters, running workshops for other educational leaders regarding best apprenticeship practices, or presenting the success and challenges of the project at various conventions and conferences as we do with other initiatives. BCS would be happy to share its experiences with real–time instructional coaching with other districts and charters. Presumably, they would be able to contract directly with CTI if they were interested in replicating this part of the project. BCS would also be able to secure funds with any additional funds if the BCS staff is expanded as well. For new schools, trained real–time instructional coaches who were trained in this project will subsequently train educator evaluators in our new schools, maximizing the long–term impact of the grant.

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

BCS has become a local leader in providing high–quality PD, as evidenced by the Cleveland District’s main partner in transformational education reform within the city. When it comes to BCS’s network–wide initiatives, local, state, and federal support is indicative of the network’s ability to undertake large strategic initiatives and effect substantive change in the network and the city. BCS believes that this project will answer the essential question at BCS of how to grow by adding more schools while also maintaining the high level of academic achievement its school leaders and teachers effect. If successful, BCS will have proven its ability to maintain high levels of instructional excellence by demonstrating consistent or growing achievement results (currently Breakthrough students perform on par or better than the state average and high–performing suburban districts). BCS is only one of many growing charter school networks in the country. BCS is unique in that it is replicating four different educational models. With this project, BCS can serve as a national model and a leader for other charter networks and districts that feature different educational models but want to implement cross–model PD. This is becoming increasingly more common as school districts move to a portfolio approach and the proliferation of STEM and specialty schools continue. These trends signify that soon schools within districts and charter networks will not always teach their students the same way. Therefore, their school–PDs will not lead their teaching staff the same way. PD approaches like the one proposed here will be looked at to provide answers on how to satisfy the distinct needs of these new hybrid districts. Therefore, BCS can be meaningfully contributed to increased knowledge and understanding of how to provide diverse and common PD opportunities for leaders across one district or network implementing different educational models. These efforts could create a greater understanding of the benefits of a hybrid district or network that could then lead to studies on the effectiveness and greater sustainability of providing PD for more than one educational model within a network or district and potentially change the conversation around school choice for all students. Our work will address how a centralized staff can effectively and sustainably train and develop leaders who subscribe to the belief that not every child learns the same way. BCS provides a real solution to the public education crisis in Cleveland. Our students continued academic performance proves that low–income and minority children can learn. With this project, expanding its training–in–district model, BCS will result in student learning gains in the student–learch network and the urban–centricity where students have no other high–quality educational options. These schools are bringing hope to residents, stemming flight from depressed neighborhoods and encouraging the development of the surrounding urban areas and businesses. Achieving the project outcomes will result in continued system change and improvement here in Cleveland, resulting in a renewed and city serving as a model for how to achieve and expand educational opportunities through the PFAF programmatic model. The PFAF approach is committed to achieving the highest quality in real–time instructional coaching and access to the modules. We anticipate in about 5 years the modules will have to be refreshed, but that remains unfurled until the module content is confirmed. The real–time instructional coaching and will not depend on additional costs because the trained evaluators will train future evaluators on the methods and practices. The PD calendar will be refreshed annually by a Human Capital staff

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.

- Identify the method by which progress toward short– and long–term objectives will be monitored. (This section should include the types of data to be collected, the formative and outcomes and the systems in place to track the program's progress).
- Identify the method, process and/or procedure by which the program plan will be modified or changed; if the program plan if measured progress is insufficient to meet program objectives.

Breakthrough will implement the PFAF program for leaders within the network that drives educational excellence and instructional outcomes. BCS will use a variety of methods to produce quantitative and qualitative data to evaluate the project objectives. For objective one, Human Capital staff will work with the Project Manager to ensure that all measures under that objective are met by the network. The Project Manager, reporting directly to the Director of Human Capital and working very closely with the school Model Leaders and the network’s Performance and Data Analyst, will be responsible for this evaluation. The networks to be evaluated will be based on the same overall parameters and the same two. The Manager will also support school, model, and CMD leaders as they use data to drive continuously improving educational and operational effectiveness at all levels of the organization.

Furthermore, the Manager will coordinate communications efforts with the Director of Marketing and Communications at the BCS network level and the BCS executive team to ensure the effective communication of the new initiatives to all staff in the network and during teacher recruitment. The program components and the communication plan for the initiatives will be evaluated through teacher feedback and periodic review during workshop and steering committee meetings. The real–time instructional coaching will be evaluated using student–specific and classroom level data. Student achievement improvement should be evident from the short–term and long–term assessment data after coaching is implemented in a struggling classroom. PFAF Fellows’ program satisfaction will be
measured by 3-4 surveys during the course of the program and in-person interviews conducted by a non-supervisor. These surveys will allow for customization and improvement of a Fellow’s experience, enabling a 100% completion rate. For the achievement outputs included in objective 2, BCS will compile and analyze data from ODE. The OAA results will be analyzed and independently verifiable by ODE. To measure leader satisfaction with the PD opportunities offered to them through the project and the effect of CLIP on school culture, BCS will continue to administer the Instructional Culture Insight Survey with The New Teacher Project twice a year. Built on survey data from more than 11,000 teachers, Insight breaks down complex school culture into discrete parts, giving school and district leaders the clarity they need to build the workplace that teachers deserve. The Insight results will provide comprehensive quantitative and qualitative performance feedback that BCS can compare to the initial BCS benchmark survey conducted in April 2013 (the results of which indicated to BCS leadership the need for CLIP). They will help BCS and school leaders periodically assess the progress made towards achieving intended outcomes and examine the effectiveness of CLIP’s implementation strategies. It will assess the school leaders’ improvement and success as a result of participating in the leadership training program. With each survey, Breakthrough will have the opportunity to refine the program to include any leadership development needs that are surfaced by survey responses. Lastly, BCS will engage an independent evaluator in 2015 after one year of the PFAB program as part of its overarching strategic human capital management improvement efforts to measure the effectiveness of various PD components on the effectiveness of BCS principals, assistant principals, and teacher leaders. By doing so, BCS can assess the progress made and gain performance feedback to refine the project if necessary after one year of operation. BCS is committed to the dissemination of this project by presenting at convenings and conferences, responding to private inquiries, or sharing public information upon request.

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.

John McBride Principal Cleveland Entrepreneurship Preparatory School October 25, 2013

Jen Taylor Principal Citizens Academy October 25, 2013

Alicia Sadonick Principal Citizens Academy East October 25, 2013

Sydney Gruhin Principal Citizens Leadership Academy October 25, 2013

Debbie Fisher Principal Near West Intergenerational School October 25, 2013

Stacey Brown Principal Village Preparatory School Cliffs Campus October 25, 2013

Chris O’Brien Principal Entrepreneurship Preparatory School Woodland Hills October 25, 2013

Lisa Vahey Model Leader/Acting Principal Village Preparatory School Woodland Hills October 25, 2013