

Budget

Cleveland Entrepreneurship Preparatory School (000930) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (174)

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	14,600.00	0.00	0.00	0.00	14,600.00
Prof Development		0.00	0.00	685,306.00	1,000.00	0.00	0.00	686,306.00
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	699,906.00	1,000.00	0.00	0.00	700,906.00
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.

Already the highest rated charter network in the state, Breakthrough Schools aspires to maintain the high level of student academic achievement. To do so, Breakthrough's nine schools, along with its Breakthrough and Friends of Breakthrough partners, seek to develop a principal residency program to train incoming principals, provide each schools' educator evaluators with real-time instructional coaching, and create a comprehensive professional development calendar with the goal of improving and refining instructional practices. By growing and supporting effective and exceptional school leadership who can then develop and support its teaching staff, Breakthrough will be able to provide a high-quality, college preparatory education for its 2,600 students.

2600 3. 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 x2602

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: jtaylor@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.

Alicia Sadonick Citizens Academy East IRN: 012852 12523 Woodside Avenue Cleveland, Ohio 44108 (216) 367-9392 asadonick@citizensacademyeast.org Sydney Gruhin Citizens Leadership Academy IRN: 012029 9711 Lamont Avenue Cleveland, Ohio 44106 (216) 229-8185 sydney.gruhin@citizensleadership.org Silvia Kruger The Intergenerational School IRN: 133215 11327 Shaker Boulevard, Suite 200 E Cleveland, Ohio 44104 (216) 721-0120 skruger@tisonline.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: 011291 1417 E 36th Street Cleveland, Ohio 44114 (216) 456-2082 cobrien@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 Vahey Village Preparatory School Woodland Hills IRN: 013034 9201 Crane Avenue Cleveland, Ohio 44105 (216) 298-1164 lvahey@breakthroughschools.org John Zitzner Friends of Breakthrough Charter Schools Tax ID: [REDACTED] 3615 Superior Avenue, Suite 3103A Cleveland, Ohio 44114 (216) 373-7801 jzitzner@breakthroughschools.org Alan Rosskamm Breakthrough Charter Schools Tax ID: [REDACTED] 10118 Hampden Avenue Cleveland, Ohio 44108 (216) 456-2086 arosskamm@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.

* 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.

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 USDOE. In 2012, BCS also received 1 of only 35 Teacher Incentive Fund grants to develop and refine its human capital management system. BCS has been commended for its management and administration of these multimillion dollar grants and passed clean audits and annual reviews of all of them. Sandy Abraham, project manager, will coordinate all project efforts for this grant in addition to managing the network's Teacher Incentive Fund project. Sandy worked with Teach for America (TFA) for 7 years as a teacher in Chicago Public Schools, a training institute advisor, a teacher coach, and a manager of teacher coaches. Sandy led the leadership and instructional development of 50-70 high school science teachers each year, resulting in consistent attainment of student achievement goals and leadership goals of Corps Members. Katie 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 Apps for Education deployment and implementation for over 20,000 students and staff. Engaging course, content, and website design has been her main professional focus. Lisa Vahey, the educational Model Leader for all PREPS schools, has eighteen years of experience teaching, coaching educators, and leading educational teams to excellence. As the founder of the Chicago 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. Since 2009, Lisa has provided leadership-level support for schools, districts, and nonprofits, implementing innovative solutions that improve outcomes for urban students, with a focus on instructional coaching, teacher quality, and leadership. Lisa oversees Cleveland Entrepreneurship Preparatory School, the lead applicant, and will serve as the lead model leader for the project. Dr. Cathy Whitehouse is a child development psychologist for over thirty years. She was a classroom teacher for six before she decided to found The Intergenerational School. The model's philosophies and instructional methods are a result of her academic expertise and pedagogical experiences. She has led the school to 9 consecutive Excellent (2 years with Distinction) ratings from the ODE. Margie Hirschfeld joined Citizens Academy in 2003 as the Literacy Coordinator and from 2008-2011 served as the school's Director of Academics. Under Margie's leadership, Citizens Academy was one of only two schools in Ohio to go from Academic Emergency to consecutive ratings of Excellent, earning a 2011 Blue Ribbon award, and a 2010 National Title I Distinguished School Award. Shelly Saltzman, is a seasoned independent school teacher and administrator. Prior to launching Citizens Leadership Academy, Shelly was the middle school director at University School and the assistant middle school director at Hawken School. Shelly also taught before entering administration where she was a member of the educator evaluation and compensation taskforce.

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

11. Describe the innovative project.

Effective teachers require effective leaders, appropriate PD opportunities and coaching to hone their practice and grow the level of student achievement in their classrooms. New principals require adequate training before taking on leadership of a school. The Principal Fellows at BCS (PFAB) residence program is a one-year program featuring online training modules and an apprenticeship. BCS will work with American Institutes of Research to develop these trainings. Expected modules include making the transition to the role of principal as leader, including supporting the learning culture in a school, becoming a role model, understanding the BCS history and culture. This introductory module will serve as a foundation for the subsequent modules and will ensure principals and stakeholders have a shared understanding of the job of principal as it is envisioned in the BCS network. Other modules will cover compliance sessions (special education, ELL, teacher and principal evaluation system regulations, human resources compliance), resource management (budgeting, finance, BCS accounting and finance procedures, understanding private philanthropy in the network, government grants compliance), people management (managing/developing direct reports, providing evaluative feedback to teachers, successful interview strategies), operations (facilities management, procurement policies), data analysis, enrollment/marketing, technology, parental engagement/cultural competency/diversity and inclusion. To develop these modules, BCS staff will work with model leaders and AIR to write a curriculum development plan template that will be created and then tailored for each module. The process is expected to involve AIR creating initial outlines for the modules that will then be presented for review. AIR will meet with BCS and model staff to finalize the curriculum development plans, including the complete list of training modules, associated training templates, proposed outlines, and other related material. Concurrently, BCS's tech department will build a web platform to host the modules. All modules will have some interactive components, online assignments and discussion boards. The second component of the Fellowship requires model-specific training and coaching provided by the Model Leaders (apprenticeship). Delivered one-on-one depending on the number of principals in the model that year, Model Leaders will work with principals in: developing instructional leadership, curricular planning and oversight, working toward core-model competencies, evaluating and identifying high-performing teachers for career pathways positions, the model's approach to data-driven instruction, creating a positive school culture. The residency also includes a work calendar corresponding to the school's leadership work calendar, regularly scheduled shadowing of current principals (if not embedded in an AP position), weekly meetings with model leaders to discuss progress and reflect on trainings etc, attend relevant school events as outlined by model leaders, assist an assigned school with leading a PD session, supervision and student discipline, shadow formal observations of teachers, observe pre- and post-observation meetings, complete reading assignments (both educational and operational), and work with model leaders and BCS support staff on a regular basis to complete school-opening tasks including, but not limited to, budgeting, hiring, facilities, and establishing general operations. BCS also wants the Fellows to demonstrate competency and mastery of the material. AIR and BCS will create certification procedures for Fellows to meet upon completion. Schools will train their educator evaluators in real time instructional teacher coaching by Center for Transformative Teacher Training (CT3). This with the creation of a network professional development (PD) calendar will augment the development of current principals, assistant principals and teachers.

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.

As a growing network of high-performing charter schools, BCS will rely on a robust leadership pipeline created by the strategies below to identify and hire effective principals for the network's new schools. BCS opened five schools, three of those using an informal principal residency program developed quickly out of need and based on other charter networks. BCS realized a more formal principal residency program was required to truly provide new principals and principals hired from outside the network the best foundation possible to grow their schools and ensure the high levels of student achievement the BCS schools are known for. By working together to design and implement these innovative PD components for school leadership that will ultimately benefit our teachers, BCS can maintain its excellent instructional delivery, increasing student achievement, and effect efficiencies by doing it together rather than have 9 different programs. PFAB will be nimble enough to be modified in response to the changing needs of the schools and models, but also comprehensive enough to include all the critical trainings that new principals require. Without qualified leadership in a school, the teachers cannot receive the necessary evaluations and constructive engagement they need to improve their practice, ultimately impacting student achievement. By having two different focuses for the PD for the Fellows, they will receive a broad spectrum of leadership and management skills and very tailored guidance and training specific to the educational model they will be developing and leading. Modules will be delivered in an online format to facilitate ease of use by Fellows and also enable sitting principals, model leaders, or any other BCS/school staff to access them if desired. This resource also standardizes expectations for what makes a great Breakthrough instructional leader, building on the network's ability to replicate its highly effective instructional models in new schools as the network expands. Fellows who complete the program will be dynamic, informed, and capable leaders, able to manage their schools, build effective teaching teams, and provide a high-quality education for their students. Together, the schools and BCS will build a lasting PD structure to ensure current and future school leaders are qualified and effective. Real-time instructional coaching is a direct avenue to improving student achievement. Particularly in our schools with unique educational models, teachers require hands-on coaching to first establish a culture that promotes learning. For teacher coaches to have the ability to correct classroom management and instruction skills in real time grows a teacher more rapidly than any other approach. Teachers will acquire habits of best practice and pushing the level of rigor in the classroom benefits every student in the class. Instead of waiting for their post-observation conference, teachers can know in the moment and make corrections. The schools will work together to share best practices and potentially cross-train evaluators after completing the program. Too often our model and school leaders have lamented they would have allocated resources for PD-related options if they only knew they existed. Centralizing the researching, gathering and disseminating of this information in BSC's Human Capital Dept. assures its creation and distribution. This calendar will be created and managed by the HC Dept. with input and recommendations from Model Leaders, current consultants, the network's over 90 lay leaders, and the leadership at CMSD. While we have federal, state, and other grant dollars already allocated to PD, this calendar will ensure that each school uses them in the best possible way - enabling leaders to identify the right PD for each teacher. This improvement in evaluating and offering PD opportunities will enable teachers to improve the right skills and grow in the right areas to improve student achievement.

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.

NA

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, 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 budget includes \$200,000 for the contract with American Institutes of Research (AIR), to be executed after receiving notification of a successful grant application. Additionally, there is \$8,940 budgeted for travel of AIR staff to Cleveland for on-site meetings. That total takes into account three trips for four people with three nights in a hotel at \$250 per night, airfares estimated at \$400 each, daily ground transportation estimated at \$60 each, and daily meals estimated at \$75 each. In regards to the creation of the online modules, BCS will be devoting its own staff time to the project. The Manager of Educational Systems Support and the Web Developer will devote 33% of their time to the project and the budget includes \$19,470 and \$18,480 respectively to cover the cost of their efforts towards the project. We've allocated 15% of the Director of Technology's time to the project for \$11,016. For the content creation for the online modules, we've included 10% of the educational model leaders' time for \$22,000 total. For grant oversight and administration, we've allocated 10% of the Chief Operating Officer's time (\$9,400), 10% each for two accountants' time (\$10,500), and 5% of the Senior Director of Grants and Foundation Relations' time (\$4,100). This makes a total of \$94,966 budgeted for personnel salaries for time spent directly on the project design, implementation, and administration. These staff expenses are all part of the Breakthrough management organization budget and will be incurred as a direct result of the grant project before June 30, 2014. When the design and initial implementation stage of the project is over on June 30, 2014, these salaries will continue to be funded by general operating funds at the Breakthrough management organization. This will not cause any additional cost to the school as these are general operating costs/resources that are being diverted to the grant project for only the period of the grant and are Breakthrough management expenses, not on the schools' budgets. Also included is \$1,000 for any necessary supplies during the course of the project. The budget includes \$396,000 for to-be-contracted costs with the Center for Transformative Teacher Training. This cost includes a cost of \$4,400 per day per school for the implementation of the on-site training. Each school will receive 10 days of on-site training for a total school cost of \$44,000 to have 4 educator evaluators be trained and complete the 12 week course in all 4 suites. The total amount for this part of the project is the per-school cost (\$44,000) multiplied by the 9 schools in the consortia.

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.

This project is wholly contained within the costs indicated in the grant. The contractual agreement with the consultants to create the principal training modules and real-time training of teacher evaluators will only span the grant period. All aspects of the project only incur the start-up costs detailed in the budget and budget narrative. The evaluation costs for the project and any maintenance or refinement of the technological platform that could be needed after the grant period will be covered by the network's federal Teacher Incentive Fund and be incurred by the schools' management organization as the network does with all other network-wide technology systems, leaving the schools' with no additional ongoing increase in operational costs nor their service fee to Breakthrough Charter Schools management as a result of the 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.)

No. 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 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.

All of the schools in this grant consortia have entered into a services 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 academic standards and student growth that make our schools the highest rated network of public charter schools in the state. This project is an outgrowth of the substantial human capital and educator evaluation 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.

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): 01/02/2014

* Narrative explanation

The initial planning for the project has already occurred. BCS has already vetted consultants for all aspects of the project and Cleveland Entrepreneurship Preparatory School, the lead agent for this grant, will execute those contracts in January, following the formal approval of the contract by the CLIP Steering Committee, if grant funds are awarded. Important to note is that the network has done considerable work over the last fifteen months since the network was awarded the Teacher Incentive Fund grant from the United States Department of Education to lay the foundation for this project. The educational model leaders have spent considerable time comparing and contrasting their educational, PD, and career pathways approaches. This knowledge will directly feed into the content that will be included in the online modules. All the schools boards have already been made aware of this project and recognize the initiative as critical to the network's long-term leadership pipeline needs. Further, since 2010 and the inception of BCS's human capital department, the department has provided all the models with access to leadership best practices, human resources advisory, and advisory on Ohio regulations regarding teacher and leader evaluation and compensation. This foundation will enable the network to launch this project quickly, with many of the inputs already present and the objectives, outputs, and outcomes already decided upon. As part of the planning process for this project, the educational model leader, board members, and BCS support leadership were convened to evaluate the need for the project, identify objectives and outcomes, and define the implementation plan. In-person meetings and conference calls were conducted over the course of approximately two months to finalize the various components of the project. The CLIP planning team also screened various vendors and professional development providers to respond to the identified needs of the educational model leaders and finalize the provider of real-time coaching. For the online modules, the CLIP planning team spoke to and corresponded via email with representatives from three potential external consultants, The New Teacher Project, New Leaders, and American Institutes of Research (AIR). As a result of these conversations, each potential vendor submitted a draft proposal of work for consideration. These proposals were reviewed for their ability to comprehensively meet the needs of the project, overall cost, and breadth of experience in the field. We also evaluated the vendor's understanding of the educational environment and prior experience with Breakthrough. Specifically, the American Institute of Research's online module/principal training proposal stood out for a number of reasons including: deep past work on the Ohio Educator Evaluation Systems, quality of technical assistance provided already to Breakthrough through its Teacher Incentive Fund grant project monitoring, scope of proposal, ability and willingness to create summative principal/assistant principal certification measures, excellent national reputation, and lowest bid. BCS schools have benefitted from CT3's work already with TFA's real-time coaching of their TFA teachers. The models expressed interest in expanding CT3's method and contracting with them directly to train all educator evaluators in the network. The model leaders decided that CT3's 12 week course with 10 days of onsite training for a cohort of the 4 leading education evaluators in the building would be ideal to enable those evaluators then to "train the trainer" in the schools and decided to implement in FY12-13 to complement the TIF work being done on educator evaluation and state requirement deadlines. The largest barrier in moving to the implementation state is funding for the AIR contract and to cover the one-time increased project cost at BCS. If funding is secured, the partners are committed to realizing this project

Implement (MM/DD/YYYY): 01/15/2014

* 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 execution of 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 work in this early stage of the project will be divided: the human capital staff at BCS will work directly with CT3 and liaise with model leaders, the entire project team will be involved in developing content module and other BCS staff will be engaged as necessary depending on the content, the program manager will begin research for the PD calendar, and the technology team at BCS will compile platform demos 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 issues, allowing for mid-course corrections and reevaluations. The work teams will meet weekly during this stage to accelerate the project's progress. The internal planning team will also meet weekly to assess project management progress and needs. 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 proceed 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 tech 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 Human Capital 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 to all school staff as a leadership incentive. Furthermore, the site will go "live" and model and school leaders will have the option of assigning modules to their leadership. Press releases will be sent out and the program incorporated into the network website. The PD calendar will also be released to all school leaders for their use. CT3 participants will complete their program, provide evaluation data to the Steering Committee, and work with their model leaders to incorporate newly-learned techniques into the summer teacher institutes and school PD calendars for 14-15. The first class of fellows will begin the program upon hire in 14-15. One barrier is that we don't have the CT3 trainings scheduled so that is a variable on the timeline. If funding is awarded that will be first priority.

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

* Narrative explanation

The evaluation of all components will be on a different timetable 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 their 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 new 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, short-cycle assessments and Ohio Achievement Assessment results will be analyzed to understand the PD needs of teachers and school leaders as well as the impact on student 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 be executed 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.

19. 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 organizational change for our schools that are 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 shared understanding of what being a BCS leader means and what it means to lead a successful, high-quality urban school serving low-income and minority students. This leadership framework will inform teacher and leader recruitment strategies enabling the network to recruit highly qualified candidates for school leadership and teaching positions. Prior to now, BCS has not been able to fully articulate leadership pathways and support for those leaders when employed. The content development for the modules and the PD calendar will add a capstone of information to the work undertaken with the TIF project to develop career pathways. Not only will we be able to demonstrate leadership trajectory options to candidates, but with this grant, we will be able to inform candidates what support is available for teachers and for leadership positions. This will enhance our candidate pool and ensure the best candidates actually enter the classroom and administration. Furthermore, new school leadership will enter in their first year prepared to lead, manage, and serve, eliminating some of the trial and error the network experienced with its second class of new principals. Education is urgent and instructional change should be also. Instructionally, the real-time instructional coaching will dramatically change the ability of our educator evaluators to improve a teacher's instructional practice. Unlike any conventional coaching model, the Real Time Teacher Coaching Model delivers feedback at the point of instruction that is instantly applicable. Teachers experience unprecedented guidance and support while coaches have a unique opportunity to positively impact the teachers' classroom performance. BCS seeks to use these grant funds to train 4 evaluators per school who will then be able to train other evaluators and school leaders, maximizing the impact of the investment. Currently, the schools use the traditional evaluation and feedback methods including formal observations and walkthroughs and pre- and post-conferences. With real-time coaching, our evaluators will be able to give immediate, non-distracting feedback to teachers using wireless "bug-in-the-ear" technology, offer instant feedback on

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 lesson being evaluated won't have to fail just because of the teachers' skills. Real-time instructional coaching will enable struggling teachers to have successful lessons every time because the coaches can immediately course-correct as necessary. This is a dramatic instructional improvement that lifts struggling teachers without forcing 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 Institutes of 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 evaluation and works with BCS providing technical assistance on its TIF project. By contracting with such a well-regarding firm, we anticipate that the outputs from the module creation will meet the project objectives. The Center for Transformative Teacher Training (CT3) is redefining what constitutes highly effective professional development with its unique training model that delivers feedback at the point of instruction, Real Time Teacher Coaching. 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 teachers. School leaders now seek to contract with the same providers as TFA to train assistant principals in our schools to provide the same services. In 2 Breakthrough schools, TFAers who were ready to leave the program saw dramatic instructional and classroom management improvement after receiving real-time coaching from coaches trained by the Center for Transformative Teacher Training (CT3), and not only remained in the program but also met or exceeded student growth objectives for students. The ongoing benefit of CT3 is that just as with CT3-training TFA staff, once Breakthrough staff is trained once in the method, our teachers can receive the coaching long after the training has been completed. Research indicates that online professional development and certification programs for principals have the same impact and outcomes as a classroom based program (Korach, 2011). However, for Breakthrough, as with other programs, the cost to launch the online program is high but the long-term costs are almost negligible because there is no reliance on additional staffing or in-person delivery. Furthermore, the costs are minimized because the modules can be used by as many staff as needed without any additional marginal cost. Research is also outspoken on the ideal professional development for new principals. The most effective principals were found to have had job-embedded and formal PD. (Duncan, 2011). Particularly effective was when principals could participate in an "internship" and not be forced to train as a principal while teaching or being pulled out of the class, leaving students with a substitute. Research has indicated that the "ideal internship occurs when participants can work full-time with a practicing administrator," (McGregor and Watson, 2008). The Wallace Foundation has been outspoken on the need for principal coaching (2011)- a role that will be filled by BCS model leaders in the apprenticeship component of the fellowship. All the key components of the PFAB program proposed here meet the best practices of new principal development as indicated by peer-reviewed research. Anecdotally, other high-performing charter networks like KIPP and Achievement First have undertaken their own leadership development programs and are having success building their leadership pipelines. Because of BCS's unique structure with four different educational models, simply importing these charter programs to BCS would be impossible. A principal's ability to lead is dependent on his or her ability to implement the successful instructional model of the school. For this reason, the individual apprenticeship component and the BCS-specific modules are critical to the success of PFAB.

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

Yes

No

22. If so, how?

BCS is optimistic that other community schools or districts are also considering the exponential benefits that optimal technology use could provide the way schools educate their students and train their teachers. As online education also becomes more robust, and educators are turning to online programs for certification, BCS believes that 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 compiling exemplars of PD web platforms and internally building its own, as well as creating its own online training modules, BCS can demonstrate a cost-effective way to customize PD. BCS anticipates that some of the 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 PFAB program, planning with another district or charter school would include identifying which modules are transferrable and which would need to be customized, sharing the best practices in building the web platform, and offering consultations with our model leaders as to their approach to the apprenticeship component. Complete replication would like entail some web design costs as well as advisory from our educational model leaders on the apprenticeship approach. We anticipate that some of the modules could be completely transferrable, while others could be used as a template upon which districts and other charters could build their own material. Having the templates and structure, however, should make it easier to replicate than building from scratch as BCS endeavors to do. Should BCS receive the funds to complete this project, future plans could 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 convenings 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 CT3 if they were interested in replicating this part of the project. BCS would also be able to share the full PD calendar in its entirety with any interested parties. As the BCS network grows, the PFAB program will be expanded to serve all leaders in all new schools 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 education and is viewed as 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 positive 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 Ohio 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 national leader and a model 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 P/APs 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 will be able to meaningfully contribute 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, BCS can grow while maintaining its exceptional outcomes in student achievement and teaching. BCS's growth will result in high-quality schools in the most underserved neighborhoods in the city 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 areas and businesses. Achieving the project outcomes will result in continued system change and improvement here in Cleveland, resulting in a renewed city and serving as a model for how other cities can achieve similar academic achievement levels among minority students. After the grant period expires, the PFAB program will continue to induct new fellows each year and allow school leadership access to the modules. We anticipate in about 5 years the modules will have to be refreshed, but that remains unverified until the module content is confirmed. The real-time instructional coaching will continue without additional cost 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 member at no additional cost.

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.

5 Year Goals 100% of BCS P/APs will complete the grant-funded PD programs each year. 100% of the schools in the BCS network will meet the student growth objectives listed above as certified by the ODE as a result of having their P/APs participate in the grant-funded PD programs. 85% of the teachers in each school will be rated effective or highly effective as defined by the BCS Educator Evaluation System as a result of their school leadership participating in Straight A-funded PD programs. BCS will increase network-wide teacher satisfaction, as indicated by the Instructional Culture Insight survey, by three percentage points each year for five years for questions relevant to leadership quality and educator evaluation quality. At least 80% of program participants at BCS will be rated effective or highly effective by year 5 as measured by the Ohio Principal Evaluation System, an approved principal evaluation system by the U.S. Department of Education. This percentage will only measure those principals/assistant principals at the end of their second year in a BCS school. In five years, all educator evaluators in the Breakthrough network will be trained in real-time instructional coaching and be implementing the coaching as part of the teacher evaluation process. BCS also seeks to create a culture where educators feel valued for their contributions and supported professionally in their practice. The network hopes to measure this using the Instructional Culture Insight survey as described in question 25. Although components of this project are similar to successful projects in other charter networks and districts, because BCS is unique in its composition with four educational models and the only known organization undertaking a leadership fellowship program in Ohio as far as we are aware, comparable benchmarks are not available. We do hope to reach out to TFA of Northeast Ohio for comparable benchmarks as they pertain to the success of the real-time instructional coaching component - if they exist - and will intend to meet or exceed those benchmarks each year for the next five years.

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.

Breakthrough endeavors to create a PD program for leaders within the network that drives educational excellence and improves 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 using school and CMO level data to analyze educational, organizational, and operational effectiveness at the school building, model, and CMO levels as it relates to objectives one and two. The Manager will also support school, model, and CMO 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 leader feedback and periodic review during working group 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. PFAB 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 I accept. Jen Taylor Principal Citizens Academy October 25, 2013 I accept. Alicia Sadonick Principal Citizens Academy East October 25, 2013 I accept. Sydney Gruhin Principal Citizens Leadership Academy October 25, 2013 I accept. Silvia Kruger Principal The Intergenerational School October 25, 2013 I accept. Debbie Fisher Principal Near West Intergenerational School October 25, 2013 I accept. Stacey Brown Principal Village Preparatory School Cliffs Campus October 25, 2013 I accept. Chris O'Brien Principal Entrepreneurship Preparatory School Woodland Hills October 25, 2013 I accept. Lisa Vahey Model Leader/Acting Principal Village Preparatory School Woodland Hills October 25, 2013