## Budget

Columbus City School District (043802) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (393)

### U.S.A S. Fund #: 

### Plus/Minus Sheet (opens new window)

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| Adjusted Allocation | 0.00 |
| Remaining           | -755,033.00 |
Columbus City School District (043802) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (393)

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: Columbus Diplomas Now

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.

Columbus Diplomas Now seeks to sustain and expand already successful Diplomas Now operations in three very high-need Columbus City High Schools, as well as launch new middle school operations in the three feeder middle schools. The project will ensure that over the duration of the five year projection: *(g) graduation rates will increase by 10 percentage points in all three schools; *(r) repeaters will be decreased by 50% as compared to outcomes prior to the program’s arrival; *(n) the number of families making these three high schools their first choice will increase by 10 percentage points; *(w) We project that the school and student support provided by Diplomas Now will result in a 10 point increase in graduation rates at LMSA, MHS and SHS to over 80%.* Over the six years of partnership, we anticipate CCS will save $10.442 million in 9th grade remediation alone, thereby covering almost 94% of the total project costs during that time.

3. Total Students Impacted:

5368

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

First Name, Last Name of contact for lead applicant: Michael Fulwider
Organizational name of lead applicant: Columbus City Schools
Unique Identifier (RNF/Fed Tax ID): RNF: 043802
Address of lead applicant: 270 East State Street, Columbus, OH 43215
Phone Number of lead applicant: 614-365-5888
Email Address of lead applicant: mfulwider@158@colmbus.k12.oh.us

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

First Name, last Name of contact for secondary applicant: Charles Hitschew
Organizational name of secondary applicant: Talent Development Secondary, Johns Hopkins University School of Education
Unique Identifier (RNF/Fed Tax ID): Fed ID: [ ]
Address of secondary applicant: 2701 N. Charles St., Ste. 300, Baltimore, MD 21218
Phone number of secondary applicant: 410-516-7321
Email address of secondary applicant: chitschew@jhu.edu

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 (RNF/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

**City Year Todd Tuney City Year, Inc. Fed ID # FSBT: 5614.586.5290 tuney@cityyear.org Communities In Schools M. Lisa Lambert Communities In Schools of Central Ohio 510 East North Broadway Columbus, OH 43214 Fed ID # 814.268.2472, EXT. 20 lambert@ciskids.org Learning Circle Barbara Boyd Learning Circle Education Services Federal tax ID 5368

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. 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

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

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

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

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

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

11. Describe the innovative project.

Columbus City Schools faces a major challenge helping all students graduate on time at several of the district’s high schools. Research has demonstrated that high school completion and graduation are...
Describe how it will meet the goal(s) selected above.

**Our Goals:**

- **Enhanced Student Achievement**: The DN Goals include targets for each EWI area and an overall target for the entire school population being served by DN: each school aims to keep 95% of its students on track and achieving a Math grade of "C" or higher. For the 9th grade, Math achievement is the focus, as students take the transitional math class that serves as a preparatory class for Algebra and ELA. The approach includes collaborative planning and professional learning, as well as a focus on comprehensive, on-site support for a safe school environment; builds and refines strong professional learning communities; helps create and manage an Early Warning Indicator data tool and multi-tiered student support program. CY AmeriCorps Members, federally subsidized by the Corporation for National and Community Service: team of 8-20 young adult AmeriCorps Members in DN schools provide support for homework, work, and extended day activities. CY Program Manager (1 FTE) supervises the AmeriCorps team and manages their day-to-day operations in the school. CIS Site Coordinator (1 FTE) provides school-wide prevention and climate support, case management, and the most challenged students, to address underlying issues hindering student success. Columbus City-Wide DN Personnel Staffing Strategy for TDS Field Manager (1 FTE) - ensures quality service at each school, works with the district to maintain a high standard of excellence in school and student outcomes, and provides accountability and support to each school team.

12. Describe how it will meet the goal(s) selected above.

- If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

13. Financial Documentation - All applicants must either 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 in the school district's financial condition.

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

15. Operating costs include 3 FTEs, 6 partial FTEs and 8 others.

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

17. 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.

18. By decreasing the 9th grade repeat rate by 50% in its first year and driving down the rate to under 5% over the six years of partnership, Diplomas Now anticipates that Achievement of 8.8 million in 9th grade remediation alone. Based on the estimate of cost savings to CCS from 2013-2014 of over $5M from decrease in 9th grade repeater expenses (and not accounting for savings from decreased...
D) IMPLEMENTATION - Timeline, communication and contingency planning

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.

CIS has agreed to use the remaining funds to take on the costs of this model after the Straight A funds sunset, and through the commitment of the district leadership to successful models that get results and by virtue of the savings the system will generate through the reduced employee expenses; and finally because of the district leadership commitment to investing in evidence-based programming while divesting in initiatives and programs that don’t generate sufficient results. CIS has agreed to sustain this program and its required elements for as long as the student data proves its value beyond the five-year trajectory.

The DN partners in Columbus have significant and reliable connections to the private sector that may be called on to see the program through fiscal challenges and leadership shifts. The current federal investing in Innovation dollars (3) that may be expanded, and a host of private sector benefactors including also support us. Each of the DN partners has a long-standing record of building public-private, multi-sector coalitions to support effective social innovations. The US President of United Way Worldwide has championed DN to address the graduation challenge and now supports DN in three major United Way markets, Los Angeles, New York City and Philadelphia. DNs has been supported by major grants have come from the Gates Foundation, AT&T, Kaufmann Foundation, PepsiCo Foundation, GlaxoSmithKline, Carnegie Corporation, and The Edna McConnell Clark Foundation. CY has a longstanding track record of successful partnerships with corporations, foundations, community organizations, and students. Each year from American corporations and local or state government support. A combination of DN, straight A and other partnerships 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 include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

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* Narrative explanation

Planning will revolve around the extension of Diplomas Now (DN) to the upper grades of three high schools, and the expansion of the model into three middle schools. Planning will be driven by a design team, comprised of department heads, school leaders and staff from each school district and representatives from City Year, civic leaders, and other partners. The design team will be responsible for coordinating work streams across a complex partnership.

Specific implementation goals will focus on the immediate extension of key DN practices to the 11th and 12th grades of high schools and the launch of DN in the middle schools. The design team will continue to monitor overall progress towards key goals, while advisory groups consisting of school, DN, family, civic, and corporate representatives will monitor and advise the work at each site.

Specific goals will focus on three areas: - Structural goals, such as creating staffing models and master schedules, hiring key staff, developing curriculum and instructional materials, and building data systems and project management tools. Delivering the appropriate professional development to school leadership and staff to ensure that they are able to implement the DN model with fidelity. - The design team will continue to secure the fiscal resources, public support, and ongoing commitment of external partners. This work will include submitting a second application to the Straight A Fund.

The design team will continue to secure the fiscal resources, public support, and ongoing commitment of external partners. This work will include submitting a second application to the Straight A Fund. The design team will also coordinate work streams across a complex partnership. The creation of the design team during the application period, and the development and use of the communication and decision making protocols through the application process will help hedge the potential for this barrier.

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* Narrative explanation

Summative evaluation will focus on the analysis of evidence related to the key project milestones at each school and for the overall partnership. This analysis of this data will provide stakeholders with the necessary information and criteria around whether to continue to expand the Diplomas Now partnership during the 2014-2015 school year. The biggest threat to the evaluation is potential flaws in the data collection process. This threat can be mitigated by creating and utilizing the data collection process detail in advance of the start of the project, and building redundancies into data collection and storage throughout the project.

* Narrative explanation

When Diplomas Now works with schools and districts, many changes occur in instructional practices. Assigned coaches and staff receive embedded training and ongoing support in implementing effective teaching practices for students who are 2-3 years behind in grade level. TDS instructional experts spend up to eight days a month in each school, building the capacity of coaches to provide best instructional support. TDS provides extra-help, computer-assisted tabs for up to 15 students at a time, three to four times a day. All teachers will engage in systematic reflective practice, frequently assessing, co-planning and co-executing lessons with district-assigned coaches, debriefing and reflecting on key practices before starting the next. Classroom will be organized in cooperative pods instead of traditional rows. In a TDS/classroom the teacher is a trusted coach who facilitates discussion and supports students in making healthy and healthy inferences. Coaches and instructors of content and inquiry, serving as catalysts for student-centered learning, group work and projects. Students are more engaged in the DN/TDS classroom since teachers now have necessary scaffolds, strategies and supports to better meet students where they are and move them to grade level and Common Core State Standard work as quickly as possible so students perform better on high stakes tests in the content area.

City Year corps members plan with teachers how to best extend their instructional capacity and ensure that students understand and stay on track with key assignments, lessons and exercises, in addition to appropriate classroom behavior. Corps members stay with a homeroom all day in the focus grades and work with identified students through organized tutoring sessions. Organizational practices also change in the DN school. Interdisciplinary teacher teams work with cohorts of 75-100 students. Teachers, corps members, the CIS case manager and other school support providers will have common planning time built into their schedules to discuss curriculum and students in their cohort, addressing students who are at risk in any of the TDS Early Warning Indicators (attendance [A], behavior [B] and course [C] performance in math or English).
E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

According to comprehensive studies in multiple urban high poverty school districts, there are three key "off-track" indicators of student performance that predict student success in school: Attendance, Behavior and Course failure in math or English. Students in high poverty environments whose performance demonstrates being off-track in even one of these indicators between the 8-9th grade typically have not more than a 25% chance of graduating. Collectively about 80% of eventual dropouts fall "off-track" in one or more of these indicators between the 8th and 9th grade. In the high schools which produce most of the nation's dropouts and the middle/K-8 grade schools which feed them, it is common for hundreds of students to be off-track in one or more indicators. Reducing the number of students exhibiting off-track performance in these indicators would mean more children attending school, succeeding academically and, therefore, becoming far less likely to fail or drop out. Oriented in reality, these students may never see the most effective interventions to support them. DN then provides evidence-based interventions for students at the individual, class, and whole school level, including: - one-on-one and small-group tutoring in the core content areas of English and math - attendance and behavior coaching - Mentoring - homework help - intensive case management for the highest-need students for referral to outside agencies when needed. DN increases the capacity of teachers and school staff to serve students through the provision of math and ELA curriculum coaches to support instruction, personalization of the learning environment, and the integration of common planning time among teachers. In 2011-2012, DN schools produced the following results nationally: - 45% reduction in the number of students in suspension - 68% reduction in the number of suspended students - 61% reduction in the number of students falling English - 52% reduction in the number of students falling math Beginning in 2012, Columbus City Schools partnered with DN to implement the model in the 9th grade of three high schools within the district, South, Mifflin, and Linden-McKinley. The partnership produced the following outcomes for students after the first year of work together. - 50% decrease in the number of students with poor attendance - 46% decrease in the number of suspended students - 37% decrease in the number of students failing English - 20% decrease in the number of students failing math. Based on this early data, CCS is confident that an extension of the DN program to all grades of these three high schools, as well as to the key feeder middle schools for these high schools, will increase the 9th grade matriculation rate at these campuses by 10%, and ultimately the graduation rates for these buildings and the district as a whole. In addition to the student achievement benefits that CCS obtains from engaging in a partnership with DN, the district also anticipates that the extension and expansion of this partnership will also result in more effective use of district resources to obtain educational outcomes. As noted in detail in the response to question 16, both national data and data from the first year of implementation of DN in Columbus suggest that the reduction in repeaters and the correlated decrease in dropout rate and increase in graduation rate will produce substantial savings for the district by reducing the costs associated with educating repeating students by over ten million dollars over six years.

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

[ ] Yes  [ ] No

22. If so, how?

We would use the existing City Year presence in the Cleveland and the relationships CY currently has with district leadership and civic stakeholders to explore a DN partnership in a select number of secondary schools to promote student engagement and comprehensive transformation. The DN partnership costs roughly $600,000 per school per year, with those costs dissipating with time and institutionalization. If there were a political and economic appetite for a comprehensive transformation approach that has an evidence-based track record for increasing attendance, behavior, course performance and graduation rates by between 10 and 20 percentage points, we would strongly consider the opportunity.

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

School transformation is a 10-year process and would be supported by the following. The goal of Diplomas Now is the institutionalization of systematic small learning communities supported by evidence-based curriculum and embedded coaching, as well as an Early Warning Indicator system with tiered student supports and interventions. Teachers with enhanced skills and a robust set of tools, strategies and scaffolds meet students where they are in bringing them onto grade-level performance as soon as possible. This model will see graduation rate increases of between 10 and 20 percentage points; tandem generating a societal benefit by lowering trends of students who do not graduate. Based on early data, the DN model produces a 40% increase in the number of students on track in all EWI categories at the end of the school year. Based on this early data, CCS is confident that an extension of the DN program to all grades of these three high schools, as well as to the key feeder middle schools for these high schools, will increase the 9th grade matriculation rate at these campuses by 10%, and ultimately the graduation rates for these buildings and the district as a whole. In addition to the student achievement benefits that CCS obtains from engaging in a partnership with DN, the district also anticipates that the extension and expansion of this partnership will also result in more effective use of district resources to obtain educational outcomes. As noted in detail in the response to question 16, both national data and data from the first year of implementation of DN in Columbus suggest that the reduction in repeaters and the correlated decrease in dropout rate and increase in graduation rate will produce substantial savings for the district by reducing the costs associated with educating repeating students by over ten million dollars over six years.

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.

Several benchmarks indicate success in a Diplomas Now school. They include: - Cutting the number of freshman repeaters in half from the previous year, thereby saving the district the per pupil expenditure, ranging from $13,505 (Linden-McKinley) to $16,916 (South HS), multiplied by the number of students that this decrease represents - Decreasing off-track attendance, behavior and course performance through EWI interventions, by 50% in each year - Increasing the desirability of the participating schools as measured by percentage increases of parents selecting that school within the school choice program parameters - Promoting at least 67% of each class with no early warning indicators each year of the project

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 measure the programs 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.

How to evaluate impact: 1) We will continue to evaluate our high school operations through monthly and quarterly Early Warning Indicator reports. DN has an evaluation team internally monitoring our quarterly and monthly performance against attendance, behavior referrals and course performance in both math and English. Any student who is off track in any of these categories is assigned an intervention by his/her interdisciplinary school team assigned to his cohort that then charts his personal progress. We continue to track recovery rates (once students have been identified as off track) of at least 50% back on track within the school year. In addition, we monitor the number of students who start on track and stay on track, which we target at 90%. Finally, we seek to promote all classes with at least 67% of students on track in all EWI categories at the end of the school year. If that is the case, those students have at least a 75% chance of graduating on time. 2) Also for the work that is already in place in the three high schools in 10th and 11th grade, we will evaluate to what extent we reached our goals of decreasing the 9th grade repeater rate by 50% over the duration which will generate corresponding savings as described earlier, while simultaneously tracking 10 percentage point increases in the graduation rates of our schools over the duration of the grant, also garnering additional savings to the participating schools, not to mention significant tracking to the broader community in terms of net social economic gain. 3) For the launch work in 11th and 12th grades at the high schools, and the launch work at the three feeder middle schools, we will evaluate our work by answering "yes" to the following questions: a. Did we create a launch plan in the first month of the grant (January 2014)? b. Did we engage and align school leadership in this planning process? c. Did we orient content leadership teams and faculty to our model? d. Did we provide training in our model? e. Did we create the master schedule that supports small learning communities, shared cohorts and common planning time for interdisciplinary teams that share the same students? f. Did we ensure that the district assigned coaches to each school in English and Math and that these coaches were trained in how to implement our courses and our systematic reflective practice? g. Have we modeled all key practices with appropriate leaders? h. Have we worked with Learning Circle to ensure that interdisciplinary teams are established and understand how to use the Learning Circle EWI data on a weekly basis for kids that are off track? i. Have we modeled and institutionalized how we run EWI meetings for the team leaders that will take on that role? j. Have we developed a School Transformation Plan with the school leadership team to implement the work in the fall? k. Have we identified qualified and interested staff to take on the roles we seek; both existing school staff and new external hires? l. TD's School Transformation Facilitators for the two middle schools sites that don't have one; ii. one CIS case manager for the middle school that doesn't have three; iii. City Year Corps members and program managers 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 include your signature and notation and date:

[I Accept] Michael Fulwider Special Assistant to the Superintendent/Chief Communications Officer Columbus City Schools 10/29/2013