

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 \(opens new window\)](#)

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	417,533.00	0.00	0.00	0.00	417,533.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	337,500.00	0.00	0.00	0.00	337,500.00
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
<b>Total</b>		0.00	0.00	755,033.00	0.00	0.00	0.00	755,033.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-755,033.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: 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: \* graduation rates will increase by 10 percentage points in all three schools; \* repeaters will be decreased by 50% as compared to outcomes prior to the program's arrival; \* the number of families making these three high schools their first choice will increase by 10 percentage points; \* 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.

5368 3. Total Students Impacted:

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 (IRN/Fed Tax ID) [redacted] / IRN: 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: Mfulwider7158@columbus.k12.oh.us

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

First Name, last Name of contact for secondary applicant: Charles Hiteshew

Organizational name of secondary applicant: Talent Development Secondary, Johns Hopkins University School of Education

Unique Identifier (IRN/Fed Tax ID): Fed ID#: [redacted]

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: chiteshew@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 (IRN/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 # [redacted] E. Broad St., 8th floor Columbus, OH 43215 614.586.4520 tuney@cityyear.org Communities In Schools M. Lisa Lambert Communities In Schools of Central Ohio 510 East North Broadway Columbus, OH 43214 Fed ID # [redacted] 614.268.2472, EXT. 20 llambert@ciskids.org Learning Circle Barbara Boyd Learning Circle Education Services Federal tax ID # [redacted] 1 West Nationwide Plaza MC 3-11-302 Columbus Ohio 43215 614-249-6838 barb.boyd@learningcircle.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.

Local Support: Talent Development Field Manager Ernesto Martinez-Johnson has over fourteen years of combined education administration and military administrative leadership experience, including his current role as Field Manager-Diplomas Now/Talent Development Secondary, Johns Hopkins University in Columbus, Ohio. Prior education administrative appointments include: Turnaround Principal-George Washington Carver High School, New Orleans, LA; Superintendent of Schools, West Fresno K-8 School District, Fresno, CA.; CEO/Principal Edison Bethune Charter Academy-Edison Partnership Charter, Fresno, CA.; CEO/Principal RAPA Academy-Edison Partnership Charter, Pittsburgh, PA.; Principal 9th Grade Academy Chester High School-Edison Partnership Charter, Chester, PA. Mr. Martinez-Johnson holds a Master's Degree (Curriculum & Instruction) and Administrative Licensure (Education Administration) from Cleveland State University and Bachelor's Degrees from the University of Missouri and Dillard University of New Orleans, LA. Communities In Schools: M. Lisa Lambert is the Chief Executive Officer for Communities In Schools of Central Ohio with 25 years of direct service experience in non-profit management, child welfare and social work. Lambert worked for Franklin County Children Services for 17 years, starting as a case worker and rising to the position of Director of Community Development and Family Support Services. She then began her work in the non-profit sector for The Hannah Neil Center as the Executive Director before becoming the CEO of Communities in Schools of Central Ohio in 2011. Lisa serves as a member of the Human Services Chamber of Central Ohio and serves on the Human Services Chamber's Steering Committee, is a member of the United Way of Central Ohio's High School Graduation Committee, and serves on the board of Family Dynamics Ministry. Lisa is credited with bringing the National Family Week Celebration to Columbus through the Family to Family Program at Franklin County Children Services, honoring families in Franklin County that have overcome adversity, which was recognized and honored by the Columbus City Council. City Year: Todd Tuney, Vice President of City Year Inc. and Executive Director of City Year Columbus, is responsible for the overall fiscal and operational management of the Columbus site. Before joining City Year Columbus, Mr. Tuney was the manager of philanthropy for Limited Brands, Inc. (NYSE: LTD), responsible for the company's corporate and foundation giving, ensuring quality stewardship of relationships with the non-profit and philanthropic community. He spent the majority of his professional career in the non-profit sector, from government regulation to grassroots social services. His public service career spans nearly 20 years, including seven years on the staff of the Ohio attorney general's charitable law section. Mr. Tuney holds a Bachelor's degree in Philosophy from Pomona College in Claremont, California Learning Circle Education Services: Barbara Boyd, President, is responsible for leading the development and implementation of the Learning Circle tool and the associated services. Barb is also helping develop a public-private collaborative effort within Columbus to ensure the success of our children in school and the work force, called Learn4Life. Ms. Boyd holds a Bachelor's of Arts from Capital University in Geology with a minor in Education and a Master's in Business Administration from Franklin University. She is currently a doctoral student at the Ohio State University in Human Development and Family Sciences Additional biographies of national support personnel can be found at http://diplomasnow.org

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

ried to successful on-time completion of the 9th grade, and that early warning indicators (EWIs) can identify students in need of additional supports as early as 6th grade. At three CCS high schools (South, Linden-McKinley, and Mifflin), the district already partners with Diplomas Now utilizing DN's EWI systems to identify off-track students, deploy staff to meet the scope and intensity of these students' needs, and increase the capacity of teachers and leadership to organize teaching, learning, and culture to support all students. During our first year, the number of students promoted from the 9th grade on time increased, and schools saw related improvement to attendance, behavior, and course performance. Based on these results and evidence from leading school reform research, we hope to extend this partnership to each of these high schools' feeder middle schools, allowing us to identify off-track students as early as 7th grade, thereby significantly increasing our ability to intervene and ensure that students graduate on time within these feeder patterns. In addition to expanding to middle schools, we plan to extend our high school partnership to include 10th, 11th and 12th grade. This goal is based on promising 9th grade results from the first year of the partnership, and research indicating that upper grade students benefit from continued support from the partnership during the last two years of high school by specifically working to close the gap between students' aspirations and the realization of these aspirations. The Approach-DN unites three national nonprofits: 1) Johns Hopkins University's Talent Development Secondary, a school reform model that improves instruction and academic achievement by providing, accelerated researched-based math, ELA & life skills curricula, teacher coaching that helps students attain grade level proficiency, an EWI system that identifies struggling students quickly so that DN site-based teams can bring each targeted student back on track, small learning communities with extra intervention and/or enrichment time for ELA or math, teacher teams sharing cohorts of students and common planning time; 2) City Year's "near peer" AmeriCorps members provide full-time academic and behavior support to students before, during and after school. Corps members welcome students as they arrive at school, provide daily attendance coaching and academic tutoring, and celebrate positive behavior. After school, they help students with homework and involve students in service and enrichment projects.; 3) Communities In Schools' (CIS) in-school site coordinators provide case management for the neediest students and connect them with community resources. CIS works collaboratively with school administration, social workers, the school nurse, and the DN team to connect students and families with community resources such as counseling, health care, housing, food, clothing and other needed resources to curtail "non-academic barriers" to student learning. Goals-CCS and DN seeks to achieve five distinct but related goals through the partnership and support of the Governor's Straight A Fund: 1) Expand our partnership to the feeder middle schools-South, Linden-McKinley STEM, and Mifflin; 2) Extend our work in each high school to include 11th and 12th graders; 3) Sustain the initial partnership in 9th and 10th grade at each high school; 4) Because research on student engagement and post-secondary planning demonstrates the value of thematic learning, we are also seeking to integrate the Allied Health Academy components into the South Feeder Pattern as described in Section 12; 5) Increase the number of families that make the three participating high schools their first choice by 10% over the five year duration of the grant trajectory.

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.  
 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 90% of its students on track who start on track in attendance, behavior and ELA and math course performance year through its comprehensive academic approach and SL's. Also, we have shown a consistent track record in at least half the cases of putting students identified as "off-track" in any of these categories back "on track" by the end of the school year, and we hold our schools to promoting the entire class with at least 67% not having any EWIs. Overall EWI distribution shows at least 67% (two thirds) of students within DN focus grades have no EWIs at the end of the school year. We anticipate moving 50% or more students who are off-track in any of the ABC areas, Attendance, Behavior, and passing ELA/Literacy and math. Our definitions of "off-track" and "on-track" are as follows: Attendance: Off-track means <90% average daily attendance; on-track means >90% average daily attendance; Behavior: Off-track means one or more suspensions; on-track means no suspensions; ELA/Literacy: Off-track means a "D" or an "F" ELA grade; on-track means an ELA grade of "C" or higher; Math: Off-track means a "D" or an "F" math grade; on-track means a math grade of "C" or higher. Also, the Columbus DN schools will target these goals in student achievement both in the short term and in the longer five-year trajectory: 1) Each high school will target 10 percentage point gains in reading and math in the 9th and 10th grades during the six month grant period, based on the work we have done to date. In terms of more timely benchmarks, we will see 75% proficiency scores or better on monthly short cycle assessments. 2) We will see 10 percentage point increases each of the five years until 80% proficiency is achieved. 3) At the middle school level, we will successfully launch our work during this first six-month period, but will see the same trajectory of student gains as measured by the OGT (10 percentage points per year until 80% proficiency is achieved) over the five-year horizon. 4) Diplomas Now is already involved in a high stakes, 3rd party randomized control study which includes the three DN high schools. Straight A funds will ensure that we complete the study this spring and extend it so that we can clean from and take credit for the gains achieved by at least two cohorts of graduates. The DN model was created to meet all of these goals, using the following tools: \* TDS curriculum in middle and high schools designed to meet students where they are and bring them up to grade level in math (Algebra I and II and Geometry), ELA (Strategic Reading [9], Reading and Writing in Your Career [10] and College Prep Reading and Writing [11]) and social and academic skills (Mastering Middle Grades [6-8] and Freshman Seminar [9]); \* EWI data analysis that identifies students in danger of falling off track in attendance, behavior and course performance in ELA and math, and brings them back on-track in a timely manner; \* 4 x 4 block scheduling in high school and extended (double) periods in ELA and math in middle grades for enhanced in-depth learning; \* Discreet cohorts of 75-100 students taught by a cadre of 4 or more teachers, forming the cohort team that focuses on EWI data and other academic and social programs implemented for their team; Along with the implementation of the DN model, an Allied Health Academy Pathway will be integrated into the South Feeder Pattern at South High School, creating increased opportunities for more relevant and industry-based instruction focused on the acquisition of real-life skills for real-life post-secondary career opportunities, establishing clear pathways from the classroom to the world of work via internships, mentorships and strategic field trips that reinforce and expand upon classroom work.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

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

755,053.00 \* 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 total cost of implementing DN in Columbus for SY2013-14 is \$755,053. This includes all current operating costs at Linden-McKinley STEM Academy and Mifflin and South High Schools; operating and launch costs at Mifflin Middle School, and in 7th and 8th grades at South and LMSA; and data management, PD activities, conferences and personnel costs. Launch costs include a subset of these costs, preparing schools to implement the DN model in SY 2014-15. Operating costs include 3 FTEs, 6 partial FTEs and 8-13 AmeriCorps members at each school. FY15-19 costs include operating costs in all grades at Linden-McKinley STEM Academy, South High School and Mifflin Middle and High Schools. School DN Personnel TDS School Transformation Facilitator (STF) (1 FTE) provides 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 process. CY AmeriCorps Members, federally subsidized by the Corporation for National and Community Service: teams of 8-20 young adult AmeriCorps Members in DN schools provide school-wide targeted EWI supports for attendance, behavior, coaching, tutoring, mentoring, homework support, and extended day activities. CY Program Manager (1 FTE) supervises the AmeriCorps team and manages their day-to-day operations in a school. CIS Site Coordinator (1 FTE) provides school-wide prevention and climate support, case-management for the most challenged students, to address underlying issues hindering student success. Columbus City-Wide DN Personnel & Staffing Structure TDS Field Manager (1 FTE): - ensures service quality at each school, - works with the district to create an implementation support plan, - reviews student outcomes and fidelity of implementation at each school, - provides accountability and support to each school team. CY Program/Service Director (1 FTE): ensures the quality of the CY services provided at each school. CIS Program Director (1 FTE): - ensures delivery of the CIS components of the DN model at each school, - provides ongoing, job-embedded professional development for all CIS school coordinators, and - develops new partnerships with community organizations and stakeholders. Two TDS Instructional Facilitators (1 math FTE, 1 language arts FTE) integrate DN curriculum and instructional supports with district-level curriculum, instructional resources and requirements, providing ongoing job-embedded professional development to the math and ELA coaches at each school, and helping teams troubleshoot instructional or curricular barriers to implementation. TDS School and Student Support Services (S4) Facilitator (1 FTE) integrates DN data, climate, and culture supports with district resources and requirements, also providing ongoing job-embedded professional development to the STF at each school, and assisting in implementation related to data systems, climate, and culture. The local executive team, consisting of the Columbus executive directors of each DN partner, - monitor results and hold all teams in the city accountable for student outcomes and fidelity of implementation metrics at each school, - build relationships with school district leadership, engage in strategic planning with the district around the integration of DN strategies in high and middle schools, and - ensure the organizational and fiscal sustainability of the DN model in the city. National Supports (partial FTEs) The DN partners' national executive management team coordinates decision-making and implementation work across the partners, conducts ongoing trend analysis at the school, city, and national level, and designs model enhancements based on the ongoing review of student outcomes and implementation data.

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.

4,694,591.00 \* 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.

As schools develop their capacity to implement portions of the Diplomas Now model on their own, all costs remain recurring. In the 2014-2015 school year: - the recurring costs associated with the project will equal \$3,464,279 - the new costs associated with the project will equal \$1,230,312 Beginning in the 2015-2016 school year, there are no new costs associated with the project; all costs are recurring operational costs. Typically, the fifth year of implementation is the final year of full Diplomas Now support. After that, the following costs would disappear: - TDS STF (school will take over data management and the facilitation of early warning indicator meetings, as well as faculty buy-in to overall school culture/vision and building a schedule that supports student annual and catch-up growth, when needed) - TDS Data Analysis Fees - Diplomas Now Summer Institute Additionally, the following costs would be drastically reduced: - TDS Course Materials (any costs would be replacement for damaged or lost materials and/or refill orders of student workbooks) - TDS Technical Assistance (school-based instructional coaches will take on leadership of teacher PD) The 2017-2018 school year will be the fifth year of implementation for LMSA and Mifflin and South High Schools.

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

844,333.33 \* 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.)

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 CCS will save \$5.066 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

grade repeating in middle grades and upper high school) CCS will be able to sustainably support the implementation cost of Diplomas Now at LMSA, MHS, SHS and their feeder middle schools. Through a partnership with Diplomas Now, Columbus City Schools will see a significant decrease in its spending per student over multiple years through the decrease in students repeating grades. Through a partnership with high schools and feeder middle grades and a primary focus on the 9th grade as the critical gateway year for high school graduation, Diplomas Now will partner with CCS to drive down the rate of 9th grade repeaters at Linden McKinley Stem Academy (LMSA), Mifflin High School (MHS) and South High School (SHS) from an average of 30% (over 150 ninth grade repeaters) down to under 5% by the school year 2018-2019 (15 repeaters) [2011-2012 data from Ohio Department of Education]. With an average instructional cost per student of \$7,278, CCS spent \$4.84 million to educate the 2011-2012 ninth grade class at those three high schools (359 ninth graders who were promoted and 153 repeated the 9th grade twice). Diplomas Now will seek to decrease the 9th grade repeat rate by 50% in its first year and drive down the rate to under 5% through a sustained partnership with schools and students. A 50% decrease in 9th grade repeats will save CCS \$556,767. Over the six years of partnership, we anticipate CCS will save \$5.066 million in 9th grade remediation alone. The combined secondary impact of Diplomas Now serving students in grades 7 through 12 will result in both decreased student repeats and remediation, and increased graduation rates. 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%. The result of this graduation rate increase will be a 9th grade cost savings per graduate of over \$11,000, based on the current estimate that CCS spends over \$34,000 per high school graduate in 9th grade expenses. Diplomas Now's work in Columbus high schools alone has resulted in decreasing 9th grade repeaters. Last year after one year of partnership at South High School, the rate of 9th grade repeaters decreased over 90% to 5 students. Based on the estimate of cost savings to CCS from 2013-2014 of over \$5 million from decrease in 9th grade repeater expenses (and not accounting for savings from decreased grade repeating in middle grades and upper high school), CCS will be able to sustainably support the implementation cost of Diplomas Now at LMSA, MHS, SHS and their feeder middle schools. Diplomas Now will seek to decrease the 9th grade repeat rate by 50% in its first year and drive down the rate to under 5% through a sustained partnership with schools and students. ? With an average instructional cost per student of \$7,278, CCS spent 4.84 million to educate the 2011-2012 9th grade class at those three high schools (359 9th graders who were promoted and 153 students repeating the 9th grade twice). A 50% decrease in 9th grade repeats will save CCS \$556,767. Over the six years of partnership, we anticipate CCS will save \$5.066 million in 9th grade remediation alone.

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.

CCS has agreed with the DN partners 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 repeater 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, CCS 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 (i3) 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. TDS 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 school districts, drawing 1/3 of its funding each year from AmeriCorps federal support, school district investment and private sector philanthropy to ensure the sustainability of our work in DN schools, matching private sector investments by two to one. CY has a successful track record of competing for federal AmeriCorps funds and sustaining partnerships with state commissions and a strong, diverse base of private sector support, securing 51% of its total revenue from corporations, foundations, and individuals. Also, CY Columbus has a highly engaged advisory board of national business, education, and non-profit leaders who drive the site's private revenue acquisition through the solicitation of private funds and individual contributions. CY, a five-time recipient of the Fast Company Social Capitalist Award and recipient of the Four Star Charity Navigator Award for eight consecutive years (placing CY in the top 1% of nonprofits for fiscal management), has been recognized in leading business and management books. CIS affiliates have relationships and resources to sustain growth. In 2011/12, CIS's local affiliates raised \$192.5 million, an 18 percent increase since 2004. This funding came from many stakeholders with local support from school districts, local or state government, foundations, nonprofits, corporations and individuals, providing nearly 75 percent of all revenues. District funding rose from \$43.8 million in 2010-11 to \$45.9 million in 2011-12 despite the significant budget cuts districts were experiencing. CIS has partnerships with 377 school districts; its national community of nonprofit partners and other supporters include the American Federation of Teachers, National Education Association, America's Promise Alliance, the National Association of State School Boards, the American Association of School Administrators, and Edna McConnell Clark Foundation. Through DN's i3 grant, the components of the model will be validated with the highest level of scientific rigor through the largest randomized control trial of secondary school reform in the nation's history, in which two of the schools in this grant are taking part. The diverse funding support of DN and each of its organizational partners TDS, CY and CIS - demonstrates our ability to secure the funding necessary to sustain this work beyond the grant period.

#### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

##### \* Proposal Timeline Dates

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

##### \* 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 made up of CCS district personnel, DN staff, community, civic, and corporate representatives, and school leadership and staff. The design team worked as a cross-organizational body during the application process for, and developed communication and decision making tools that will serve to engage in effective planning and outreach during, this phase. Communication with stakeholders will occur through awareness and partnership events and activities, and coordinated through weekly meetings of the design team, focusing on the following goals: - Awareness goals focus on ensuring that the DN partners communicate with all stakeholders about the project, and will include specific outreach events and targeted discussions with parents, community members, corporate and foundation representatives, and school staff. - Partnership goals strengthen the integration of partners with one another as well as with the broader community. Specific partnership goals will include the establishment of partnerships with community, governmental, and civic organizations, businesses, and foundations; securing initial fundraising commitments that create a path to long-term sustainability; and developing strategies for communication and direct engagement at the school level for all partners. The largest potential barrier to the completion of planning goals is coordinating 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 during the application process help hedge against this potential barrier.

Implement (MM/DD/YYYY): 02/01/2014

##### \* Narrative explanation

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 biggest threat to implementation is the ability to launch the Diplomas Now expansion on this intensive timeframe. However, DN and CCS have built a relationship with one another and other partners prior to the launch of this work, have built an infrastructure to support implementation, and have secured significant human capital to deploy in support of the expansion DN, and the partnership will be able to meet implementation milestones on an accelerated timeline.

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

##### \* 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 outlining the data collection process in detail before the start of the project, and building redundancies into data collection and storage throughout the project.

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

When Diplomas Now works with schools and districts, many changes occur in instructional practices. Assigned coaches and staff will receive embedded training and ongoing support in implementing TDS acceleration courses 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 to faculty, not only in TDS curricula but across instruction. For those who need more support, TDS provides extra-help, computer-assisted labs 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 cycle again. Classrooms will be organized in cooperative pods instead of traditional rows. In a TDS/DN classroom the teacher is a trusted coach who facilitates discussion and deeper inquiry. Teachers become models, facilitators 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 that 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 off track in any of the TDS Early Warning Indicators (attendance [A], behavior [B] and course [C] performance in math or English). JHU research shows that when we recover a student who

is off track, his chances of graduating on time with his peers skyrockets from 20% to 75%. Teachers and staff in DN schools across the country report the power of seeing individual students from multiple perspectives, and the impact of aligning and reinforcing support from this same broad perspective. Second, we use variations of the 4X4 block schedule in high schools, and extended periods in math and English in middle schools, allowing us to go deeper into content, and then allowing students to work cooperatively to gain knowledge, develop team building skills and build off each other's strengths, perspectives and assets when engaged in discovery and projects. This extended time also gives teachers the chance to differentiate to the different learning styles and levels of their students. Finally, the block schedule at the high school level allows students who are 2-3 years behind in grade level to catch up to grade level work by engaging one of our TDS evidence-based acceleration courses in the fall semester in ELA and/or math so they are better prepared to perform well and on grade level during the traditional district course in the spring semester. With the block, students get the catch-up opportunities they need without losing credits in key areas. In fact, the block schedule generates more aggregate credits in the final four-year analysis (32) than a traditional 7-period schedule (28). Based on our successful implementation in 9th and 10th grade, we will extend these instructional and organizational changes to grades 7, 8, 11, and 12 as part of this project.

**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 6-9th grade typically have not more than a 25% chance of graduating from high school. Collectively, about 80% of eventual dropouts fall "off-track" in one or more of these indicators between the 6th 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. Created in response to these research findings, Diplomas Now (DN) uses real-time student performance data to identify the students who need help, and to determine 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 with 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 within the schedule. In 2011-2012, DN schools produced the following results nationally: - 45% reduction in the number of students with poor attendance - 68% reduction in the number of suspended students - 61% reduction in the number of students failing English - 52% reduction in the number of students failing 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 suggests 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 in need of 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 the primary value and would be supported by the following: The goal of Diplomas Now is the institutionalization of systematic small learning communities supported by evidence-based acceleration 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, thereby generating a social/economic benefit over time to society of \$292,000 per student as estimated by Northeastern University. Second, by institutionalizing such an effort within a district, the school leadership now has the opportunity to deploy the DN model to other schools that come into transformation need, while targeting pieces of the comprehensive approach for schools that may need help in specific areas (Early Warning Indicator systems, small learning community structure, specific acceleration and life skills courses, etc.)

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 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.

How to evaluate impact: 1) We will continue to evaluate our high school operations via 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 at the three high schools in 9th and 10th 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 savings 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 of 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. TDS 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 one; iii. City Year Corps members and program managers for the two schools that don't currently have corps members.

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 Michael Fulwider Special Assistant to the Superintendent/Chief Communications Officer Columbus City Schools 10/25/2013