## Budget

Columbus City School District (043802) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (396)

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<th>Purpose Code</th>
<th>Object Code</th>
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<th>Capital Outlay 600</th>
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**Adjusted Allocation** 0.00

**Remaining** -2,032,742.00
Columbus City School District (043802) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (396)

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 Near East Side Health Sciences Academies

2. Executive Summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your response to no more than three sentences.

Columbus City Schools (CCS) and The Ohio State University Wexner Medical Center (OSUWMC) will partner to create a five (5) school feeder pattern known as the Health Sciences Academies to serve the children of the Near East Side of Columbus. Increasing student achievement is the goal of the Health Sciences Academies which will address the academic and non-academic barriers through rigorous curriculum, technology driven trans-disciplinary, problem-based pedagogy and School Based Health Centers. This goal and implementation strategy is aligned to the Columbus Education Plan.

3. Total Students Impacted:

710.3

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
Contact for lead applicant: Michael Fulwider
Address of lead applicant:
Address of the 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: Trudy Bartley
Organizational name of secondary applicant: The Ohio State University
Address of the secondary applicant:
Address of secondary applicant: Bricker Hall 190 N Oval Mall Columbus, OH 43210
Phone number of secondary applicant: 614-247-8037
Email address of secondary applicant: barleyt.80@osu.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.

N/A

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.

Upload Grant Application Attachment.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.

CS has a long history of successfully implementing new and innovative school concepts, including alternative, career technical, culture-based (Athentic), global language-based, art-focused and single-gender schools. The CCS innovative schools are high-performing, and have waiting lists with lottery admission. Columbus Alternative High School (CAHS) is an example of one of the open lottery-based innovative schools with a focus on high expectations and advanced learning. All classes at CAHS are considered honors-level, and students are expected to take a college-level course beginning their senior year. CAHS offers Advanced Placement courses and the International Baccalaureate Program. CCS will be responsible for the financial management, teacher recruitment, student recruitment and curriculum alignment aspects of this project. CCS has experience with the implementation and financial management of large scale, district-wide initiatives. CCS is currently in year 4 of Race to the Top implementation. Work in the following core educational assurance areas exemplifies much of the work our district has accomplished thus far: Standards and Assessments, Using Data to Improve Instruction, Great Teachers and Leaders, and Turning Around the Lowest Achieving Schools. As the largest school district in Ohio, CCS has the infrastructure to manage a project of this scale. Teachers are supportive of innovation, particularly when the end result is an increase in student achievement and success. Leading the development and implementation team for Columbus City Schools is: - Michael Fulwider - special assistant to the Superintendent, Columbus City Schools - Daryl Sanders - Chief Academic Officer, Columbus City Schools - Alexis Gillison - Executive Director High School and Middle School Division, Columbus City Schools - Twana Young - Director Math and Science Curriculum, Columbus City Schools The OSUWMC is one of the largest and most diverse academic medical centers in the country. This powerful enterprise is driven by mission: to improve people’s lives through innovation in research, education and patient care. OSUWMC also shares a common vision: working as a team, we will shape the future of medicine by creating, disseminating and applying new knowledge, and by personalizing health care to meet the needs of each individual. Central to how we carry out our mission and vision are our values: excellence, collaborating as one university, integrity and personal accountability, openness and trust, diversity in people and ideas, change and innovation, simplicity in our work, empathy and compassion, and leadership. These values are extended to the community and will be reflected in the development of the East feeder Health Sciences Academies. Leading the design and development from OSUWMC are: - Steven Gabber, MD, Chief Executive Officer of OSUWMC and Senior Vice President of Health Sciences at OSU - Elizabeth Seely, Executive Director of University Hospital East - Trudy Bartley, Assistant Vice President of Government Affairs for the Ohio State University, PACT - Intern Executive Director - Fred Ransier, III is a partner in Vorys, Sater, Seymour and Pease, LLP, Vice Chair of the Board of Trustees at OSUWMC East, PACT Board Chair - Dr. Daniel Clinchot, Associate Dean for Medical Education for the College of Medicine and Associate Professor of Physical Medicine and Rehabilitation at the University of Cincinnati - James L. Moore III, Ph.D., EHED Distinguished Professor of Urban Education

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

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

F Student achievement

F Spending reductions in the five-year fiscal forecast

F Utilization of a greater share of resources in the classroom

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

F New - never before implemented

F Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

F Mixed Concept - incorporates new and existing elements

F 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.

CS and OSUWMC will partner to create the Health Sciences Academies in the five school East High School feeder pattern to serve the children of the Near East Side of Columbus. Through rigorous instruction across content areas tied to the theme of Health Sciences, the students of the Health Sciences Elementary, Middle & High School Academies will graduate prepared to go to college, get a job, start a business, or join the military. The need for an innovative approach to education in this feeder pattern is best evidenced by data from 2012-13 Ohio Department of Education Report Card which indicates that the overall grades for the five (5) schools in this pattern are as follows: Trevitt Elementary = F. Eastgate Elementary = D, Ohio Avenue Elementary = D, Champion Middle School = C, East High
The major activities of this partnership will be made that are at least equal to the amount of new/recurring costs detailed above. For all schools in this feeder pattern will use innovative technology to enhance the learning process. The narrative explanation of the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and costs, etc.) should provide details on the cost reductions that may result from the implementation of the innovative project.

When implemented in the Fall of 2014, the graduated curriculum roll out plan for the five (5) schools in this feeder pattern will be as follows: Fall 2014 - Pre-K, K, 5th, 6th, 7th, 8th. 9th, 2015 - 1st, 4th, 7th, 8th, 9th Fall 2016 - 2nd, 3rd, 11th, Fall 2017 - 12th, Pre-K, K - 12 curriculum review At the center of all school reform and transformation is academic achievement for all students, hence, the majority of the metrics used to measure success of the Health Science Academies are focused on academic achievement. To address the low academic achievement of the five schools in this pattern (discussed in #11), a rigorous, yet integrative and engaging curriculum around the theme of health sciences will be developed. This curriculum will align with the Common Core and Ohio Academic Content Standards, while simultaneously fostering a health science focus throughout the curriculum. This curriculum will include the use of transformative learning models such as blended learning using Massive Open Online Courses (MOOC’s) developed jointly between the two partners, as well as flipped and problem/project-based learning classrooms. Research shows that descriptive indicators, including factors like race, socio-economic background, physical and mental health issues and unemployment rates may not be inextricably linked to student performance. Therefore, to address these non-academic barriers (descriptive indicators) a Family and Community Engagement (FACE) Center will be implemented in each of the five schools. In addition to case managers from Franklin County Department of Jobs and Family Services (FCDJFS), part-time case workers from Franklin County Children Services, and a number of community-based agencies to provide supplemental and after schools programs for all five schools, OSU College of Nursing will locate a full service School Based Health Center in Champion Middle School and East High School. The purpose of the School Based Health Centers is to provide an inter-professional clinic environment that is patient- and population-centered, safe, efficient, effective, evidence-based and equitable. The funding from this application will support the hiring of the health professionals and will allow for full-scale implementation at the school based centers, including: evidence-based programs targeted to decrease some of the most prevalent morbidities facing Americans today, including overweight/obesity and other chronic conditions. Having a full service health clinic in schools has many benefits. One specific advantage is that students are reportedly more willing to seek health care due to the confidential nature of the service. This may encourage students to seek health care for sensitive issues at school based centers, including mental health care in the highest demand. School based counselors tend to specialize in assistance with academic performance, but they tend to lack experience in offering assistance with mental health issues (HHS, 2013). The activities within this proposal address several of the Core Academic Improvement strategies listed in the CDS District Improvement Plan. The School Based Health Center is a component to improve student performance; use of data to plan instruction and intervention for students by all district leadership; principals and teachers; use of technology to impact teaching and learning; and expand pre-K.

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

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In 2012, leadership from CCS and OSUWMC met to discuss forming a partnership to create a comprehensive education plan for the five (5) schools in the East High School Feeder Pattern, centered around a theme of Health Sciences. In February of 2013, staff from Partners Achieving Community Transformation (PACT) met with staff from the District to present a plan for proceeding towards the implementation of PACT. PACT is a partnership between The Ohio State University (OSU), the City of Columbus, and the Columbus Metropolitan Housing Authority and is focused on the goal of revitalizing the City’s historic Near East side. The district staff made recommendations for modifications over the next three months and on May 21, 2013, Elizabeth Seely, Executive Director of OSUWMC East, PACT Board Chair and two PACT staff members presented the plan to the CCS Board of Education to seek their approval to move forward in planning for the Health Sciences Academies. The plan was approved by the Board of Education with a unanimous vote. The Ohio State University has a commitment to partnering in raising long-term socio-economic living conditions of the Near Eastside community surrounding the OSU East Medical Corridor. The University is partnering with community residents, organizations, investors and other key stakeholders in planning for the future of what we hope will be a vibrant, robust community. It is clear, however, that to truly develop a prospering community, there must be a renewed interest in raising the educational level of the children and adults. The planning process will be broken into strategic segments by function, guided by an overview committee comprised of top stakeholders in the project. Three committees will convene to develop the curricular focus, the school day structure and policy and the community and engagement outreach plan. Each committee will meet regularly beginning in January and continue through the implementation of the project. Oversight Committee: An Oversight Committee consisting of six (6) people from OSU/PACT and six (6) people from Columbus City Schools will oversee the Annual Review of project milestones, and will also work with students in developing the school plans. The parties agree that they will designate a leadership team (Oversight Committee) that will meet at least monthly or more frequently as necessary to provide formal oversight of the Partnership Agreement, the actual curriculum units will be developed by the teachers who will be teaching them. This curriculum development is a form of embedded professional development and will occur under the oversight of the Curriculum Development Committee and the guidance of curriculum and professional development experts. Teachers will work together in trans-disciplinary, grade-level groups for two weeks in June to develop a rigorous, developmentally appropriate curriculum that is tied to the Common Core and State Academic Content Standards and solves real world health sciences problems identified by the Curriculum Committee. Prior to the start of school, teachers will spend an additional week working together in schools groups and across grade-levels to coordinate resources and the implementation of the curriculum. The partnership is already in operation. Many schools across the Eastside community have already begun implementation.

The implementation phase includes the development of the Health Sciences curriculum and the development and delivery of summer bridge program needed to prepare students for the more rigorous problem-based learning and content delivery. Implementation overlaps with the planning, and will begin in February of 2014. The East Health Academy program will be phased in over several years and will be implemented in Pre-K, kindergarten, fifth sixth, eighth and ninth grades in the 2014-2015 school year. In addition, the Parent and Community Engagement Committee will begin to implement the community engagement strategies. Curriculum/Professional Development While the Health Sciences curriculum framework will be designed by the Curriculum Committee, the actual curriculum units will be developed by the teachers who will be teaching them. This curriculum development is a form of embedded professional development and will occur under the oversight of the Curriculum Committee and the guidance of curriculum and professional development experts. Teachers will work together in trans-disciplinary, grade-level groups for two weeks in June to develop a rigorous, developmentally appropriate curriculum that is tied to the Common Core and State Academic Content Standards and solves real world health sciences problems identified by the Curriculum Committee. Prior to the start of school, teachers will spend an additional week working together in schools groups and across grade-levels to coordinate resources and the implementation of the curriculum. The partnership is already in operation. Many schools across the Eastside community have already begun implementation.

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In addition, the curriculum will be co-developed by OSU faculty and PACT teachers to help students adapt to college level work and thinking, as well as bring experts into the classroom from the OSU faculty. - There will be a shift from the current general practices and innovative thinking, such as extending the traditional school day for middle and high school students, use of technology to drive innovation such as blended classroom, distance learning and flipped classrooms. - The co-development of the curriculum for the Health Sciences Academies will be a “sustainable” process allowing for the development of the curriculum unit by unit from year to year. The co-development of the curriculum will also allow for a greater level of involvement of the high school classroom teachers in the planning process. - The parties agree that they will designate a leadership team (Oversight Committee) that will meet at least monthly or more frequently as necessary to provide formal oversight of the Collaboration Agreement and potential areas of collaboration, including but not limited to operational, personnel, and financial issues such as joint grant proposals. The leadership team will also develop a timeline for events and projects, and provide direct oversight of the development of initiatives. Changes in Organizational Practices: Having a firm belief that transformative schools require transformative leadership requires Health Science Academy administrators to have a demonstrated history of achieving positive academic results in their schools. - The partners will participate in the transformation of schools as joint partners with equal stakes in the successes and challenges of the Health Sciences Academies.
21. Is this project able to be replicated in other districts in Ohio?

[ ] Yes
[ ] No

22. If so, how?

Paramount to the success of the Health Sciences Academies will be the support provided by OSUVMC, hence the first step in the replication of the Health Sciences Academies is the development of a relationship and shared vision between the local medical facility and the school or school district. Once the relationship is established, the implementation goals and timelines can be developed. The curriculum design process, authentic Health Sciences real world problems for students to solve and the Health Sciences curriculum thematic units used to deliver content while solving the real-world problems will be shared as requested.

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

Columbus has a comprehensive plan to foster business and economic growth within the region which will increase the quality of life and standard of living of its residents. In order to achieve these goals, Columbus needs a strong and rigorous education system that provides an excellent education to all and prepares students to be college and/or career ready. To that end, the Columbus Education Commission, a group of education, business and civic leaders, was formed and tasked with developing a plan to move Columbus City Schools (CCS) from a level of stagnant and mediocre performance to one of excellence. This plan maps out changes in district infrastructure, organization, technology, curriculum, pedagogy and content delivery, in order to provide the technology-rich, rigorous, individualized education Columbus students deserve, in a way that fosters and “enterprise-wide expectation for excellence”. The Columbus Education Plan focuses on six key areas: 1. Make sure that every Columbus child is kindergarten-ready 2. Recruit and retain high-performing teachers and principals 3. Support state-of-the-art teaching tools and materials 4. Create more high-performing neighborhood schools and school choices 5. Give students a clear purpose 6. Partner with the community to serve the whole child. The transformation to the Health Sciences Academies in the East Feeder Pattern embraces all 6 of the Plans key areas. As indicated by the timeline in the Plan it is understood that the process of true school reform will be long and protracted. To adequately assess the impact of the proposed investment in the PACT Education Pattern, it will likely take 5-10 years. As partners there is a clear understanding and commitment of at least ten (10) years in this education pattern. The educational decline of the schools in this pattern has been decades in the making, thus it is wise to allow at least one decade to repair that which has been broken. The metrics by which the long-term program effectiveness will be evaluated are: - 85% of the available Pre-K spaces in the 3 elementary schools will be filled - 95% of the children who enroll in kindergarten in the Health Sciences Academies will be “Kindergarten Ready” at enrollment - Each school will earn an A or B on all Ohio Department of Education report card indicators - No less than 85% of the children living in the feeder pattern will attend the Health Sciences Academies - 100% of the East High School graduates will be prepared to go to college, get a job, start a business, or join the military. - The Near Eastside of Columbus will be an Education Destination.

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.

Using the 2012-13 ODE report as baseline data, the project will track student objectives annually in the following areas: Enrollment Kindergarten readiness Reading at Grade 3 Math & reading at grades 5 and 8 Graduation rate Attendance (monthly) Post-secondary placement and retention Short-term success will be measured by continuing incremental improvement in each of these areas, with a long-term goal to achieve or surpass state standards in each area. ODE ratings for each school will progress toward excellent as student achievement, attendance and graduation rates improve. Program objectives will be monitored on a monthly basis to include: Identification of ICCP advisory team Identification/employment of project staff Establishment of data management procedures for monitoring project implementation Planning and implementation Family & Community Engagement Centers (FACE) Health/sciences staff development activities (ongoing) Development of graduated health/sciences curriculum, K-12 (see #12) In addition, it is hoped that the project will have long-term impact on the community, including health awareness, increased use of preventive care for children and adults, improved employment of neighborhood youth and adults in health/sciences occupations, links with other related services.

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.

Short-term objectives related to student achievement will be measured using established measures required by ODE. Kindergarten readiness will be assessed using the KRAL. These measures are administered annually. Student enrollment and attendance will be monitored using the district’s Infinite Campus student data system. Achievement indicators, frequency and measure are listed below. Student Achievement Indicator, Frequency, Measure Enrollment (by grade level), Twice annually, District/ODE guidelines Kindergarten readiness, Annual, KRAL Grade 3 Reading, Annual, 3rd-grade Guarantee Math/reading achievement, (grades 5 & 8); Annual OAA High School Graduation rate, Annual, 4-year matriculation Attendance, Monthly, Student Information System Post-Secondary plans/placement, Annual, Student declarations, college acceptance, scholarship data Formative outputs will be monitored regularly by project staff and advisory team. These activities guide the implementation of the project, and are responsible for its success. Oversight Committee representing project partners is in place, Summer 2014, Oversight Committee meets quarterly Health/Science Academy Teachers assigned, committed to success Summer 2014 Continuity of teaching staff in project schools over a five-year period June 2018 Health/sciences staff development activities (ongoing) Summer 2014 Development of graduated health/sciences curriculum, K-12 (see #12) Data management procedures established to monitor project implementation September 2014 Family & Community Engagement Centers (FACE) planned January 2015 FACE centers located/equipped/staffed (beginning phase in) September 2014 Full enrollment in Pre-K programs at three project elementary schools September 2016 Health Science Academies sustained in collaboration with partners June 2018 An additional layer of data will be generated through evaluation/survey instruments designed to assess user effectiveness of services and activities, e.g., teacher evaluation of staff development experiences, parent survey of FACE services, and informal teacher assessments of student satisfaction. These data will provide valuable information for making adjustments in curriculum, and in decision making as well as the role of partners and out-of-school experiences that support the academic program. Overall project implementation will be closely monitored by the IPC advisory team to assure that resources and procedures are used effectively.

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.

Accept, Michael Fulwider, Special Assistant to the Superintendent, Columbus City Schools, October 25, 2013