

Budget

KIPP: Journey Academy (009997) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (206)

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		180,000.00	50,400.00	1,500.00	5,544.00	0.00	0.00	237,444.00
Support Services		185,000.00	51,800.00	0.00	0.00	0.00	0.00	236,800.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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>		<b>365,000.00</b>	<b>102,200.00</b>	<b>1,500.00</b>	<b>5,544.00</b>	<b>0.00</b>	<b>0.00</b>	<b>474,244.00</b>
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-474,244.00

Application

KIPP: Journey Academy (009997) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (206)

**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: KIPP Columbus Fellowship Program

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.

The mission of the KIPP Columbus Fellowship Program is to increase the number of highly effective educators who are committed to ensuring that every student makes it to and through college. The fellowship program aims to identify and support aspiring KIPP educators, developing them into strong instructional leaders who are equipped with the knowledge and skills to be successful in the classroom. By investing in a research-based internal talent development program, KIPP will increase teacher sustainability and increase student achievement.

4655 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Cecilia Shanahan

Organizational name of lead applicant: KIPP Columbus

Unique Identifier (IRN/Fed Tax ID): 009997

Address of lead applicant: 2750 Agler Road, Columbus, OH 43224

Phone Number of lead applicant: 614-657-9593

Email Address of lead applicant: cshanahan@kippcolumbus.org

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

First Name, last Name of contact for secondary applicant: Hannah Powell

Organizational name of secondary applicant: KIPP Columbus

Unique Identifier (IRN/Fed Tax ID): 009997

Address of secondary applicant: 2750 Agler Road, Columbus, OH 43224

Phone number of secondary applicant: 614.517.0949

Email address of secondary applicant: hpowell@kippcolumbus.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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.

[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.

KIPP Columbus has a track record of success in both student achievement and teacher development, positioning itself as a capable candidate for a talent development program. KIPP Columbus is part of the national network of college-preparatory KIPP (Knowledge is Power Program) schools, preparing students in underserved communities for college and life. In the KIPP network, 85% of alumni matriculate to college and KIPP alumni graduate college at a rate four times that of their peers from low-income communities. KIPP Journey Academy serves a student population where 85% of students qualify for a free or reduced lunch, 88% of students are African-American, and 21% of students have Individualized Education Plans. KIPP Journey Academy has produced significant student growth results each year, resulting in above average gains not only in comparison to nearby schools but KIPP peers nationally. In 2012, KIPP Columbus was one of 14 schools nationally to win a "silver" EPIC award from New Leaders for New Schools, which recognizes notable student achievement gains in high-poverty schools. Below are highlights from the 2012-2013 school year: - As measured by the NWEA MAP test, KIPP students' growth ranged from 1.4 years of academic growth to 2.2 years of academic growth in one school year (from the Fall to Spring assessment). Students across every grade averaged more than one year of growth in one academic year. - As measured by the State Report Card, KIPP received an "A" for overall value-added, value-added for students with disabilities, and value-added for the lowest 20% of performers, demonstrating significant growth for all students. KIPP Journey Academy ranked #24 out of all ranked districts in Ohio and #6 out of all ranked districts in Franklin County for the value added scores. - As measured by the Ohio Achievement Assessment proficiency scores, KIPP Journey Academy outperformed Columbus City Schools in 9 out of 10 tested subjects and grades. KIPP Journey Academy is measured each year on the KIPP Foundation's Healthy Schools and Regions survey, which assesses the organizational health of each school/region in the network. KIPP Journey Academy outperformed the network average in the following teacher categories: - Motivation, commitment and satisfaction - Values and expectations - Instructional planning and instructional strategies - Inspirational leadership - Results orientation - Communication and stakeholder management KIPP Columbus is committed to establishing new partnerships and programs that best meet our students' needs and equip them to successfully navigate the path to and through college. An example of an innovative partnership developed by KIPP Columbus is KIPP Connect, which offers an opportunity for students to stay after school for an additional three hours, exposing students to activities that tap into students' hidden interests and talents. Additionally, KIPP is successfully leading the third year of the KIPP Columbus teaching fellowship, with two fellows in the middle school, and two fellow alumni serving in full-time teaching roles. The selected Director of KIPP Columbus Teaching and Learning Program, Lauren Bailes, possesses the skills and experiences to successfully launch and grow an expanded version of this fellowship. Lauren Bailes currently works as a Leadership Intern at KIPP two days per week, coaching and supporting our teaching staff, while pursuing her PhD at The Ohio State University. She has published multiple articles and presentations on organizational effectiveness and student achievement. She also has experience in successful teaching, curriculum design, and instructional coaching in urban areas. Lauren is deeply committed to effective teacher development and the success of Central Ohio students.

**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.

Project Description The mission of the KIPP Columbus Teaching & Learning Program is to increase the number of highly effective educators who are committed to ensuring that every student makes it to and through college. The fellowship program aims to identify and support aspiring KIPP educators, developing them into strong instructional leaders who are equipped with the knowledge and skills to be successful in the classroom. This program proposal is built off an existing program that was developed two years ago and has successfully hired and trained four fellows. The proposal incorporates a new research-based framework and structure that will enable targeted support and the development of an increased number of fellows (50 over the next five years). These program improvements will not only

lead to teacher sustainability but also increased student achievement (as measured by the state Value Added data and NWEA MAP assessments). Problem Statement Over the next five years, KIPP Columbus will be expanding, increasing the number of students from 350 to nearly 2,000 students; and the number of teaching positions from 20 to nearly 90 positions by the end of the decade. The demand for highly effective teachers who are positioned to dramatically increase student achievement is significant. Additionally, the Columbus City Schools District has recently communicated a need to improve teacher recruitment and hiring practices. Based on this articulated need, we will aim to effectively support this effort by training and placing 50% of fellows in partnering Columbus City Schools, or other neighboring districts with similar needs. Program Activities The activities of the KIPP Columbus Teaching Fellowship Program are carefully designed to equip teachers with the knowledge, skills and experience needed to positively impact student achievement. Through a rigorous development program, fellows will participate in the following activities: -Summer Training: fellows will participate in a 3-4 week targeted training program, which will equip fellows with the foundational teaching knowledge and skills to successfully start the school year. -Coaching: fellows will receive regular coaching from their assigned mentor teacher, the Director of the KIPP Columbus fellowship program, and their school leaders. -Professional Development: fellows will participate in targeted professional development throughout the school year, following the research-based framework of Academic Optimism, outlined in more detail in question 12. -Teaching & Feedback: fellows will assist with classroom instruction, taking on increased responsibility throughout the school year, following a structured sequence designed for the fellow residency. They will receive regular feedback from their assigned mentor teacher. -Certification Coursework: fellows will have the opportunity to pursue an alternative route to teacher certification by completing a program through a selected partnering organization.

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.

The KIPP Columbus Teaching Fellowship will meet all three goals listed in question nine: (1) student achievement, (2) spending reductions in the five-year forecast, and (3) utilization of a greater share of resources in the classroom. This innovative project will increase the first goal of student academic achievement by increasing access to highly effective teachers within the KIPP network of schools and throughout central Ohio's public schools. Specifically, the KIPP Columbus Teaching Fellowship Program will train and deploy at least 50 highly effective teachers by 2019, which we estimate will impact the educational outcomes for approximately 3,655 KIPP Columbus students and more than 1,000 students in central Ohio schools. By placing novice teachers within a comprehensive induction program and linking them to mentor teachers, we plan to increase effectiveness and decrease teacher attrition simultaneously. Effective teachers are the most important resource available to students. If students have highly effective teachers for three consecutive years, they will score higher on achievement test by 50 points than students who have less effective teachers for three consecutive years (Sanders & Rivers, 1996). As a result of increased effectiveness and decreased attrition, more students will have access to highly effective teachers and the schools that employ these teachers will experience increased organizational efficacy. Finally, the teacher training aspect of the program will be built on a research-based construct, known as Academic Optimism, which leverages entire school cultures to increase student achievement. This framework for teacher preparation, once developed, will be shared with other districts through central Ohio. This framework is supported by a rigorous tradition of quantitative research (see Smith & Hoy, 2007; McGuigan & Hoy, 2006; Hoy, Tarter, & Woolfolk Hoy, 2006; Woolfolk Hoy, Hoy, & Kurz, 2008) and includes three pillars: collective efficacy, academic emphasis, and faculty trust in students. These three components are repeatedly shown to significantly increase student achievement in math, reading, and science, even when controlling for demographic variables and prior achievement. The fellowship program will also meet goal 2 of the grant, by creating eventual reductions in the five-year forecast. By the fifth year of the program, we anticipate saving at least \$7,857 per year by implementing this project. These savings are described in further detail in question 16 of this application. Lastly, this project will meet goal 3 of the program. Currently, 54% of KIPP Journey's budget is allocated for classroom expenditures. In this program, 73% of the project budget is allocated for classroom expenditures (Teaching Fellow salaries, benefits, and supplies), which will help KIPP utilize a greater share of resources in the classroom.

### 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.

We plan to recruit, hire, train, and support a total of 50 teaching fellows over the next five years. Year 1: 6 Teaching Fellows Year 2 and 3: 9 Teacher Fellows/Year 4 and 5: 13 Teaching Fellows/year The Project Budget is listed below. Question 14 describes each cost in more detail. Teaching Fellow Salaries and Benefits Year 1: \$230,400 Year 2: \$348,300 Year 3: \$351,000 Year 4: \$510,900 Year 5: \$514,800 TOTAL: \$1,955,400 Staff Salaries and Benefits Year 1: \$236,800 Year 2: \$243,423 Year 3: \$169,000 Year 4: \$96,285 Year 5: \$0 TOTAL: \$745,508 Supplies Year 1: \$5,544 Year 2: \$8,316 Year 3: \$8,316 Year 4: \$12,012 Year 5: \$12,012 TOTAL: \$46,200 Contractual Expenses Year 1: \$1,500 Year 2: \$2,250 Year 3: \$2,250 Year 4: \$3,250 Year 5: \$3,250 TOTAL: \$12,500 Total Costs Year 1: \$474,244 Year 2: \$602,289 Year 3: \$530,566 Year 4: \$622,447 Year 5: \$530,062 TOTAL: \$2,759,608

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

474,244.00 \* 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 above total project cost enables the Year 1 launch of the program. Overall Budget Notes: - Teaching Fellows will spend over 90% of their time on hands-on support and development working in classrooms to drive student achievement. - In this project, 73% of the overall project costs are allocated for direct investments to enable Teaching Fellows to drive this achievement (Salary, Benefits, and Supplies). - We will hire three staffing roles for Year 1 to build a strong foundation for this robust program. All three roles will be funded by the Straight A grant in Years 1 and 2. Beginning in Year 3, as our student enrollment increases, KIPP Columbus will gradually be able to assume the cost of each staff role in the Operating Budget. By Year 5, our student enrollment will reach a point when all three staffing roles will be paid through the Operating Budget funds. Teaching Fellow Salary and Benefits: Teaching Fellows will receive a \$30,000 salary during their year of training. Additionally, they will receive benefits, including medical, dental, and vision, as well as participation in the State Teacher Retirement System. We estimate benefits to initially average 28% of one's salary, growing by 1% per year to 32% of one's salary by Year 5. Teaching Fellow Supplies: We will make sure our Teaching Fellows are equipped with important materials to grow as a professional and serve students. We will select critical books for training purposes, averaging \$125/Teaching Fellow. Each Teaching Fellow will receive an iPad for use throughout the program, to track student data, and for direct use with students (cost: \$599). We also anticipated purchasing certification materials, averaging \$200/Teaching Fellow. Staff Salary and Benefits: The Director of Talent Acquisition will oversee efforts to recruit and select the most highly qualified Teaching Fellow candidates. The anticipated salary for this role is \$60,000. The Director of the Teaching Fellow Program will oversee all functions of the program and Teaching Fellow training and development, with an anticipated salary of \$70,000. The Manager of Teaching and Learning focuses on the trajectory of Teaching Fellow development, and ensures the programming meets certification requirements. The anticipated salary of this role is \$55,000. There is an expected gradual overall salary increase of 5% from Year 1 to Year 4 for these positions. We are requesting Straight A funds to support these three staff positions in Years 1 and 2, the Director of the Teaching Fellow Program and Manager of Teaching and Learning in Year 3, and the Director of the Teaching Fellow Program in Year 4. These three roles will continue throughout the program, with KIPP Columbus gradually assuming the costs within our operating budget as student enrollment increases. Contractual Expenses: The KIPP Columbus staff will lead most of the Teaching Fellow programming. In addition, outside experts will also be used to provide training and development opportunities. This cost will average \$250/Teaching Fellow/year. Funding Sources: In addition to Straight A funding, we will also fund this project through private funding sources, through partnerships with local and national foundations, investments by local individuals and corporations, and other grant opportunities. Funding Percentages: Year 1: Private: 5% Grants: 95% Year 2: Private: 10% Grants: 90% Year 3: Private: 15% Grants: 85% Year 4: Private: 20% Grants: 80% Year 5: Private: 30% Grants: 70%

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.

530,062.00 \* 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.

After the first five years of the program, we will continue to train an average of 13 Teaching Fellows per year. We will continue to incur costs for Teaching Fellow salaries, benefits, supplies and contractual expenses. These costs will average \$530,062/year, but will be offset by the savings described in Question 16 below.

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

7,857.00 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Each year of the program, we expect to realize savings or new revenues in the following three areas: Teaching Salaries and Benefits: Without this program, we would still hire the same number of teaching support positions each year (ie, co-teachers for each Kindergarten classroom, interventionists for other grades). The average salary for these positions assumes five years of experience and a bachelor's degree (\$53,450). By choosing to invest heavily in the support and development of Teaching Fellows, we will realize an annual savings in Year 1 of \$30,016 per Teaching Fellow, when compared to hiring as originally planned (this is the combined savings of salary and benefits per Teaching Fellow). Due to expected increases in the cost of benefits, this amount will increase to \$30,954 per year per Teaching Fellow by Year 5. Reduction in Costs Associated with Teacher Turnover: Students will benefit from Teaching Fellows by being able to participate in small groups and more 1:1 instruction. Additionally, teachers will benefit from the support of trained Teaching Fellows, creating a more sustainable environment for hard-working teachers. We anticipate a reduction in teacher turnover, retaining an additional three teachers in Year 1 of the program, four teachers in Year 2, five teachers in Year 3, six teachers in Year 4, and seven teachers in Year 5. Using the average "Teacher Leaver" cost of four school districts calculated in a recent study, we anticipate a savings of \$11,860 per additional or retained teacher per year. (<http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Cost-of-Teacher-Turnover-2007-policy-brief.pdf>) [1] Revenue from Partner Organizations: After successfully completing the year of programming, Teaching Fellows will be able to interview for an on-going staff position within KIPP Columbus. In addition, Teaching Fellows will have the opportunity to interview with partner Central Ohio schools with whom we will build partnerships. For the work to recruit and develop each Teaching Fellow, partner organizations will compensate KIPP \$7,500/hired Teaching Fellow. As Teaching Fellows join the teaching staffs at partner schools, they will be able to drive achievement for a greater number of students throughout the area. With these two reductions and one new revenue source, we anticipate an overall savings of \$7,857 in Year 5 of the program. Anticipated Savings and New Revenues: Reduction in Teacher Salary and Benefits: Year 1: \$180,096 Year 2: \$272,255 Year 3: \$274,365 Year 4: \$399,354 Year 5: \$402,402 TOTAL: \$1,528,471 Reduction in Cost Due to Higher Teacher Retention: Year 1: \$35,579 Year 2: \$47,438 Year 3: \$59,298 Year 4: \$71,157 Year 5: \$83,017 TOTAL: \$296,488 Revenue from Partner Organizations: Year 1: \$22,500 Year 2: \$30,000 Year 3: \$30,000 Year 4: \$52,500 Year 5: \$52,500 TOTAL: \$187,500 Gap Between Reductions/New Revenues and Project Costs Year 1: \$236,070 Year 2: \$252,597 Year 3: \$166,904 Year 4: \$99,437 Year 5: -\$7,857 (overall savings) TOTAL: \$747,150

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. After founding this program, we will continue to train and develop 13 Teaching Fellows per year. Given the anticipated savings in Year 5 of the program, we anticipate sustainability in Year 5 and beyond. See question 16 for more details about how specific cost reductions and new revenues make this project self-sustaining.

#### 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): 01/05/2014

##### \* Narrative explanation

Planning, Program Development: November 2013-May 2014 The planning and program development is underway and will continue through the May of 2014. The Director of the KIPP Columbus Fellowship Program will oversee this program development with oversight and direction from the KIPP Columbus Executive Director and Chief Academic Officer. Relationships within the KIPP network will be utilized to get feedback and insight from the KIPP foundation and other KIPP regions that have successfully implemented a fellowship program. Recruitment/Hiring: November-March; annually Since the fellowship program currently exists at KIPP Columbus on a much smaller scale, fellowship job postings for 2014-2015 have been posted and recruitment is underway. Both school leaders are spearheading the efforts to recruit talented, passionate, and committed fellows for their schools and have received strong interest from the community. With grant funding, the Director of Talent Acquisition would take over recruitment to increase efforts and place additional fellows by March. A recruitment plan has been developed, outlining community organizations and local colleges for potential partnerships (many of which have already been established for KIPP talent recruitment). These include, but are not limited to: City Year, Teach For America, Boys & Girls Club, local colleges and universities, current KIPP teaching staff referrals, etc. Due to the strong interest already received from candidates, we don't anticipate recruitment to be a challenge.

Implement (MM/DD/YYYY): 6/30/14

##### \* Narrative explanation

Summer Training: July-August; annually Summer training for all fellows will be a mandatory part of the program and will run for a minimum of three weeks during the summer. Fellows will participate in a targeted summer training program specific to their fellowship, while also participating in select components of the annual summer development for all KIPP teaching staff. This will not only establish a strong foundation of instructional knowledge, but will also provide an overview of important expectations, and team and culture building for all KIPP staff. The Director of the KIPP Columbus Fellowship program would oversee and lead the fellow-specific portion, while the Chief Academic Officer and school leaders would oversee and lead the professional development program for all staff. Similar to all professional development within the KIPP Columbus network, surveys to elicit feedback from all participants will be given throughout the training. This will ensure that the program is meeting the needs of the fellows and can be adjusted as necessary. Additionally, particularly in year one, the Chief Academic Officer will provide feedback directly to the Director of the KIPP Columbus Fellowship Program throughout the training. Professional Development: Ongoing, monthly sessions during the school year In addition to the summer training, professional development will be provided throughout the school year to all fellows, ensuring that they continue to build on the foundational skills learned over the summer, increasing their knowledge, skills, and ability to effectively execute in the classroom. The Director of KIPP Columbus Fellowship Program will lead these sessions, while also partnering with other "experts" on certain topics. This could include master teachers, school leaders, curriculum directors, etc. Coaching: Ongoing, weekly sessions during the school year All fellows will receive weekly coaching and feedback sessions from their mentor teachers, which will enrich their experience in the classroom and foster regular reflection on fellows' strengths and areas of development. Additionally, the Director of KIPP Columbus and school leaders will help oversee, manage, and coach all fellows. Teaching & Feedback: Ongoing/daily throughout the school year All fellows will take on teaching responsibilities beginning the first week of school, following a structured framework that outlines a gradual release of responsibility. This framework was created with thoughtful consideration of how fellows can most effectively build their confidence, experience, and ability to effectively execute in the classroom. The scope and sequence of these responsibilities was created with input from current KIPP mentor teachers, fellows, school leaders, and the KIPP DC fellowship program, which successfully trains and places nearly 80 fellows per year. Certification Coursework: July-May; annually The KIPP Columbus Fellowship program aims to attract a diverse group of fellows, open to candidates with teaching experience and those who may be career changers, with little to no experience in the classroom. As such, KIPP Columbus will pursue a partnership that will allow fellows to work towards an alternative route to certification throughout the school year. While this presents a challenge, KIPP Columbus has conducted research and is hopeful that such a partnership can be created with a program such as Project KNOTT, which works with high need school districts, non-profit organizations, and foundations that will work independently and interdependently to recruit, prepare, support and retain teachers. Communication has been initiated and will continue, with the goal of establishing a formal partnership by February 2014.

Summative evaluation (MM/DD/YYYY): 06/30/15

##### \* Narrative explanation

Interviews & Teacher Placement: April-May; annually Upon successful completion of the fellowship, all fellows will be invited to participate in interviews for full-time teaching positions. It is anticipated that 50% of these positions will be at KIPP Columbus, while the other 50% will be at a partnering Columbus City School (or other neighboring schools with similar needs). The Director of KIPP Columbus Fellowship Program, along with school leaders from all participating schools, will oversee the interviews to determine the best possible placement for each fellow. This presents the highest potential challenge, due to the number of invested stakeholders. It is of utmost importance that KIPP Columbus can select 1-3 committed partner schools that will follow a clearly outlined interview process and be open to the final decisions made by the interview panel. Additionally, it is critical that all fellows are open and agree to be placed at any of the partnering schools upon successful completion of the program. This will be communicated at all phases of the interview and hiring process. Additionally, KIPP Columbus will seek to get insight from other regions that have successfully partnered with other schools (outside of the KIPP network) to determine the best possible pathway to effectively identify placement schools. Summative Program Evaluation: Data collected annually; final evaluation July 2019 The KIPP Columbus Teaching Fellowship program will be measured against unbiased, quantitative metrics, collected annually and recorded over the duration of the project. A final summative report will be created upon completion of the five-year grant terms. The three primary measures will be utilized to assess on the goals outlined in question 24: (1) teacher contracts, (2) NWEA MAP assessments, and (3) State Value-Added Data. Final project findings will be disseminated to community leaders and all stakeholders.

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

As a result of the KIPP Columbus Teaching Fellowship Program, we expect to affect permanent, significant changes to individuals who participate in the program, the organizations that surround the program, and the instructional practices and impact of both individuals and organizations. The Academic Optimism framework (outlined in item #12) is empirically rigorous but at the same time, also a new conceptualization of how to frame teacher training. As a result of the Fellowship Program, we anticipate permanent and significant changes to take place within individuals who are selected to participate. Teaching Fellows will undergo rigorous, sustained, coordinated, and practical teaching instruction from mentor teachers, the Director of Leadership and Learning, and other KIPP Columbus personnel. The KIPP Columbus Program differs from conventional pre-service and in-service teacher training programs because 90% of the learning happens with students in the classroom. Because the program is designed to cultivate high-quality instruction based on current research in teacher training, psychology, and organizational studies, we anticipate that changes to instruction will be permanent and pervasive, thereby contributing to significant gains in student achievement. As a new framework for teacher training, Academic Optimism promises to strengthen the quality of educational organizations as they seek to improve achievement outcomes for students. The components of Academic Optimism share a reciprocal and positive relationship; that is, as each component grows stronger, it contributes to a greater realization of the other two components. Thus, we expect that when teachers increase in academic emphasis or trust in parents and students through the explicit training of the Fellowship Program, the collective efficacy of the educational organization will also increase. As teachers become more effective in their individual practice, the schools and districts which house these highly effective teachers will be permanently and significantly changed to reflect the quality of instruction occurring within individual classrooms. More effective organizations are more likely to perpetuate cycles of achievement, so teachers are likely to continue to receive appropriate professional development and support to maintain high levels of effectiveness. The Fellowship Program is engineered to elicit change at every level: individuals change to adopt more efficacious classroom practices and such changes reverberate through larger organizations, which then support and replicate the practices of effective individuals. More students have greater access to highly effective teachers. Individual pockets of excellence become permanent landscapes of excellence.

#### 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.

Student Achievement: Effective teachers are the most important resource available to students. If students have highly effective teachers for three consecutive years, they will score higher on achievement test by 50 points than students who have less effective teachers for three consecutive years (Sanders & Rivers, 1996). As a result of increased effectiveness and decreased attrition, more students will have access to highly effective teachers and the schools that employ these teachers will experience increased organizational efficacy. Finally, the teacher training aspect of the program will be built on a research-based construct, known as Academic Optimism, which leverages entire school cultures to increase student achievement. This framework for teacher preparation, once developed, will be shared with other districts through central Ohio. This framework is supported by a rigorous tradition of quantitative research (see Smith & Hoy, 2007; McGuigan & Hoy, 2006; Hoy, Tarter, & Woolfolk Hoy, 2006; Woolfolk Hoy, Hoy, & Kurz, 2008). Additionally, KIPP Columbus will be leveraging insight and resources from KIPP DC. Their region has successfully implemented a similar Teaching Fellow program (Capital Teaching Residency), impacting students across the nation's capital. Since its inception, this DC program has trained over 300 teachers, and will train over 400 teachers by 2015. By 2015, close to 24,000 students in DC will be taught by graduates of their program. In these schools, 100% of school leaders believe the program is effective in training teachers who have a significant impact on student achievement. Spending Reductions: As stated in Question 16, the initial investments in this program will result in two savings and one new revenue stream: Teaching Salaries and Benefits: By choosing to invest heavily in the support and development of Teaching Fellows, we will realize a savings of \$1,528,471 from Years 1 - 5, when compared to hiring co-teachers with an average of five years of experience (this is the combined savings of salary and benefits per Teaching Fellow). Reduction in Costs Associated with Teacher Turnover: By reducing teacher turnover, we anticipate saving \$296,488 over the next five years (in costs for recruiting, hiring, administrative processing, on-boarding, etc.) Revenue from Partner Organizations: Following the successful completion of this program, we anticipate 50% of Teaching Fellows (a total of 25 Teaching Fellows over five years) will join other local schools to impact student achievement. Over the course of five years, we anticipate generating \$187,500 in revenue from these partnering schools. Greater Share of Resources in the Classroom: KIPP Columbus' decision to train and develop its first four Teaching Fellows demonstrates the school's investment in talent development that will

directly impact students. In this Teaching Fellow program, 73% of the project budget is allocated for classroom expenditures (Teaching Fellow salaries, benefits, and supplies), which will help KIPP utilize a greater share of resources in the classroom.

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

Yes

No

22. If so, how?

This program is replicable in other districts. All data and findings will be disseminated upon completion of the project, along with the fellowship framework. Similar to KIPP Columbus, it would be highly encouraged that districts start with a small, internal program, before expanding into a larger fellowship. At a small scale, it is possible for these efforts to be led by the school leader; however, if brought to scale, would require additional capacity on staff. KIPP Columbus would also be interested in expanding the fellowship to increase the number of external fellows if the demand was high.

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

The foremost value of the KIPP Columbus Teaching Fellowship is building a cadre of highly effective teachers who are likely to stay in the profession, thereby increasing student achievement and reducing recruiting and hiring expenditure in the long term. Using a training framework with research-verified outcomes, these teachers will be equipped to teach at the highest level, contribute to professional learning organizations, and increase the efficacy of the larger educational sector, be it a school or district. The Fellowship Program will train and deploy 50 teachers by the end of the 2018-2019 school year. This means that the program has a lasting impact: full time, in-service teachers return to their own classrooms throughout the district with greater efficacy and effectiveness while pre-service teachers enter classrooms highly skilled and likely to remain in the profession. As this project comes to fruition, we plan to measure its success against unbiased, quantitative metrics. We project that 80% of Fellows who successfully complete the program will remain at their assigned schools (both KIPP and Columbus City Schools schools) for at least five years. Teacher effectiveness will be assessed through several student achievement growth goals (for those teachers who, upon successful completion of the program, are assigned to KIPP schools): teachers will receive 'above expected growth' on their annual value-added reports and will lead 80% of their students to achieve their growth goals on the MAP tests from September to May. An annual project report that summarizes the program's progress will be developed and released to various stakeholders. As we build into a full K-12 program, we will not have the same number of available KIPP lead teacher positions each year. However, we will continue to train at least 13 new Teaching Fellows, accelerating their ability to drive student achievement. Following the program, a greater percentage of these Teaching Fellows will be placed in partner schools and districts to have a long-term impact on students in Central Ohio.

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.

The following benchmarks will be measured for each goal: Teacher Sustainability: 80% of Fellows who successfully complete the program will remain at their assigned schools for at least five years. Student Achievement: Fellows that are placed in a full-time teaching position at KIPP Columbus will: (1) Receive 'above expected growth' on their annual value-added reports; and (2) Lead 80% of their students to achieve their growth goals on the NWEA MAP tests from September to May. Spending Reductions in the 5-year Forecast: By the fifth year, the program will yield an annual savings of at least \$7,857. Greater Share of Resources: 73% of project resources will be devoted directly to the classroom (Teaching Fellow salaries, benefits, and supplies)

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.

The KIPP Columbus Teaching Fellowship program will be measured against unbiased, quantitative metrics. The four primary measures will be utilized to assess on the goals outlined in question 24: (1) teacher contracts, (2) NWEA MAP assessments, (3) State Value-Added Data, and (4) annual budget-to-actual reports. Each of these will be measures will be assessed each year, with reports compiled annually on the progress and success of the program. In addition to the formal program evaluation, KIPP Columbus will be collecting the following data on a quarterly basis: -Student progress monitoring measures (MAP and Interim Assessments) -Fellow program feedback and satisfaction -Mentor Teacher/Coach Feedback -School Leader Feedback -Fellow "alumni" feedback -Budget reviews Based on these measures, KIPP Columbus will be regularly assessing the program's efficacy and will continually modify the program to best meet the needs of the participating fellows and schools. The KIPP Columbus Chief Academic Officer and Director of KIPP Columbus Teaching Fellowship Program will meet on a monthly basis to review the key performance indicators and determine appropriate adjustments.

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. Hannah Powell Executive Director KIPP Columbus 10/24/13