## Budget

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

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

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**Adjusted Allocation**: 0.00

**Remaining**: -985,620.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Great Readers, Great Leaders

2. Executive summary: Please limit your responses to no more than three sentences.
Addressing a significant district-wide population of nearly 3,000 struggling readers in grades K-3, Cincinnati Public Schools (CPS) proposes to implement the Great Readers, Great Leaders Project, a year-long integrated effort to provide professional development and job-embedded supports to approximately 150 third grade classroom teachers during the 2014-15 school year. This concentrated effort will provide our teachers with the knowledge and skills needed to implement the district's newly created literacy framework with fidelity, as well as prepare a significant number of teachers to pass the Praxis Test #5203: Teaching Reading, to support reading instruction at the third grade level. By increasing the human capital of the district's third grade teachers, CPS aims to see an increased number of third grade students reading on grade level by the end of the 2014-15 school year, and anticipates considerable cost-savings as seen through a decrease in the number of students retained at the third grade, a decrease in the need for literacy intervention services for struggling reader.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2520. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:
- Pre-K
- Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Kara Shibiya, Grant Writer
Organizational name of lead applicant
Cincinnati Public Schools
Address of lead applicant
2651 Burnet Avenue, Cincinnati, OH 45219-2551
Phone Number of lead applicant
513-363-0338
Email Address of lead applicant
shibiya@cps-k12.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
- No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Over 11,500 students are enrolled in one of the district's 42 elementary schools. Academic data show that nearly 26% of these students are classified as struggling readers, while non-academic data show that over 71% of students are classified low-income, over 5% are English Language Learners, and almost 20% are identified special education students. To accommodate the varied educational needs of these students, reading intervention specialists are needed within each school building to support the roughly 3,000 struggling readers, as well as a district-wide, multi-layered system of supports to not only establish solid reading proficiency in all K-3 students, but ensure long-term and on-target grade-level reading achievement in grades 4, 5, 6 and beyond.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Beginning in the 2014-15 school year, CPS will launch a new literacy framework for grades K-3; a framework that will encourage transformational changes in how our teachers teach reading. Professional development in implementing the framework will take place in the summer of 2014, prior to the start of the school year. Despite however innovative this framework may be, launching this effort will be meaningless without classroom teachers who understand and can implement its reading and literacy components with fidelity, particularly at the third grade level. We propose to intensely develop the human capital of our third grade teachers, and strengthen the infrastructure supports for literacy achievement and proficiency for our third grade students, enabling them to achieve and exceed key reading proficiency indicators. All CPS third grade teachers, a cohort of approximately 150, will participate in grade-level Professional Learning Communities (PLCs) and will receive year-long, job-embedded supports through a Reading Coach from the Hamilton County Educational Service Center, to prepare for and pass the Praxis Test #5203: Teaching Reading in the spring of 2015. As part of this process, all third grade teachers will participate in a 4.7 hour workshop through the Mayerson Academy in the Fall of 214 that will cover an overview of the Praxis test requirements, allowing teachers to self-assess their knowledge of the content, and will provide resources to boost their content knowledge in each of the test areas. Job-embedded coaching will be personalized for each third grade teacher, and will be based on their identified areas of need from the workshop. Also supporting the implementation of the district's new literacy framework, all third grade teachers will receive an online subscription to Reading A to Z, an easy-to-use teacher resource that fills the teaching gaps left by many reading education programs. Outside of the workshop, competitive tuition scholarships will be provided to 25 third grade teachers looking to complete online coursework towards a Reading Endorsement through the University of Cincinnati, School of Education. This coursework will focus on strengthening the knowledge and skills a teacher must have to support reading development at the elementary level. Coursework will cover the five essential components of effective reading instruction as defined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension, along with other foundational reading skills, such as recognition and application of print concepts. Rationale surrounding this proposal is linked to the launch of the district's newly created literacy framework, which will begin its implementation with the start of the 2014-15 school year. A Straight A Fund grant would allow CPS to provide intense district-wide literacy supports for third grade classroom teachers, and will equip our teachers with a purposeful and capacity-building level of instructional support, helping to facilitate a significant number of teachers passing the Praxis Test #5203 by the end of the 2014-15 school year, and increase significantly reading proficiency in third grade students.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

The district's proposed project is primarily aimed at improving student academic achievement in reading proficiency through an intense focus on developing the human capital of our third grade teachers. As part of the district's strategic improvement efforts, CPS has set a goal of achieving 80% of third grade students meeting or exceeding state mandated third grade reading proficiency indicators by the end of the 2014-15 school year. These efforts will influence directly student academic achievement and a student's ability to perform well on the Ohio Academic Assessment test. In the short-term, we propose this project will support measurable decreases in the number of students being retained at the third grade level, as well as significant decreases in the amount of intervention services needed for struggling readers in grade 3. In the long-term, the project holds great promises of influencing indirectly the district's dropout and graduation rates in the coming years, as students with higher levels of reading proficiency are linked to higher levels of academic engagement and achievement in high school, resulting in less drop outs and higher graduation rates. We aim to achieve at least 20% increases in grade 3 student literacy proficiency between the start and the end of the 2014-15 school year, decreasing the number of students identified as "Not on Track" and "Needs Further Assistance." We also anticipate our struggling readers to show increased literacy proficiency and greater performance on
state required assessments used to determine on-track grade-level reading of at least 15% within three years of the project's implementation. Ultimately, these efforts will lead to decreases in reading achievement gaps across our student subgroups, as well as increases in the rates at which our third grade students excel at meeting grade-level reading proficiencies, and higher percentages of proficient readers in grades 4, 5, and 6 within a five year period. Overall, our project's goal is to intensely prepare our third grade classroom teachers for success in leading their students to achieve reading proficiency indicators in the third grade, as well as prepare our students for long-term academic success in future grade levels that can be linked to high reading proficiency. Implementing a new literacy framework throughout the district will not only support increased reading proficiency by the third grade, but job-embedded coaching and additional professional development supports will strengthen our third grade teachers' skill set needed to implement evidence-based, systematic and explicit reading instruction and intervention, and will provide a direct conduit to prepare them for success in passing the Praxis Test. This effort will increase the number of highly-qualified third grade teachers in our district, and will create a multi-tiered system of support and interventions that will serve the student and the teacher alike.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

While the primary focus of our district's efforts will be geared towards student academic achievement in reading proficiency, we also anticipate spending reductions in the coming years as an indirect result of our work. For example, as students across the district's 42 elementary schools improve literacy proficiency in grade 3, fewer students will be held back as a result from not achieving on-grade-level reading indicators by the end of third grade. Anticipated savings from this effort will be seen in the decreased need for additional reading specialists. One-to-one coaching, completion of online coursework through the University of Cincinnati towards a Reading Endorsement, and a significant number of third grade teachers passing the Praxis exam will better equip our teachers to identify and serve the struggling readers in their classrooms, decreasing the number of students who will need to be pulled out of the classroom for additional literacy interventions throughout the school year. As a result, the district anticipates spending reductions in the number of full time reading intervention specialists needed each year, as well as a decreased need for contracted Reading Coaches through the Hamilton Co. ESC. These reductions are anticipated to save the district approximately $1,605,550 in the five years following the grant.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

N/A

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortium partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide...
additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

985,620.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

-Instructional (Supplies): Reading A to Z classroom subscriptions will be provided to each third grade classroom teacher. Costs for a three year subscription is $175 per teacher x 150 classrooms = $78,750. -Support Services (Purchased Services): The district will contract with the Hamilton Co. ESC to provide five full time Reading Coaches to support the approximately 150 third grade classroom teachers with job-embedded supports throughout the 2014-15 school year. Costs are estimated at a contractual rate of $111,860 per coach x five individuals = $559,300. -Grant Administrator's salary and fringe benefits for grant oversight. Estimated at $28,395 in salary costs + $18,539 in fringe benefits. Fringe benefits are calculated at a rate of 39.5%. -Professional Development (Salaries, Fringe, and Purchased Services): Extended time will be paid to all 150 teachers who successfully complete the 4.5 hour test prep course through Mayerson Academy. Costs are estimated at a contractual rate of $29.88 x 4.5 hour x 150 teachers = $20,169. Fringe benefits on this extended time are calculated at 39.5% of $20,169 = $7,967. Tuition scholarships will be offered to up to 25 teachers interested in pursuing coursework to complete a Reading Endorsement within the twelve month time frame of the grant. Costs are estimated at 18 credit hours x $350/credit hour x 25 teachers = $157,000. Teacher stipends also will be paid to those teachers successfully passing the Praxis exam in spring of 2015. Estimating a 75% passage rate on the first try, costs were calculated at a $1,000 stipend x 115 teachers = $115,000.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

The district designed the project to produce measurable long-term results through significant investments into the human capital of our teachers over a twelve month time frame. An increased number of teachers qualified to teach third grade reading will be present within the district, as well as the implementation of the district's new literacy framework will be rolled out in its entirety by the end of 2014-15. The district will not need to sustain additional Reading Coaches beyond the initial grant award period. Ongoing costs to subscribe to Reading A to Z will be covered through district cost savings as a result of the grant, and will not add any additional dollars to the district's general operating funds.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

111,860.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

The average cost of one full-time Reading Coach as provided by the Hamilton County ESC to the district is $111,860 each year. As teachers complete training in reading strategies and pass the Praxis #5203 test to be qualified to teach third grade reading, the district will experience cost savings in the decreased need for the continued contractual use of Reading Coaches for teacher training and support. Increasing supports to third grade teachers through the presence of dedicated Reading Coaches in 2014-15 will eliminate the need for the grant funded Coaches' continued use in the coming school year, AND will reduce the need for other Reading Coaches in the future, as teachers become better equipped to teach reading to all learners. As a result, the district anticipates seeing savings of 1 FTE ($111,860) annually, as seen through a decreased need for the contracted coaches. The average cost of a full-time Reading Intervention Specialist is $104,625, including fringe benefits. Significant numbers of teachers passing the Praxis test also will decrease the district's need for Reading Intervention...
Specialists throughout the district. As a result, the district anticipates cost savings of 2 FTE ($209,250) annually, as seen through a decreased need for Reading Intervention Specialists. In total, the district anticipates annual cost savings of $321,110 and a total of $1,605,550 in the five years following the grant award.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The district developed this project as a strategic effort to make a significant investment into the human capital of our third grade classroom teachers. While Straight A Funds will be encumbered during the grant's allotted twelve month time-frame, CPS will be able to realize benefits from the grant's investment long after the funds are expended, and will experience significant returns on student academic achievement for years to come. For example, teacher professional development expenses will be front-loaded in advance. In the coming years, the district will utilize a "Train the Trainer" method to train incoming K-3 teachers in the district's literacy framework, eliminating the costs for a training facilitator. CPS also will use Teacher Leaders to sustain teacher collaboration in grade-level PLCs that will support teacher preparation in taking the Praxis test #5203 after 2014-15. The investment of Reading Coaches and teacher professional development will be one time investments, with no additional expenditures after the grant award is over. As a result, we anticipate seeing increased savings in remediation and reading intervention specialist services, as students begin to improve academically through the implementation of the new literacy framework, and increased teacher preparation. Expenses associated with continuing Reading A to Z subscriptions will require no additional costs to the district in order to sustain the project, as the district will cover the minimal expense through estimated spending reductions.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range April 2014 - August 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Project planning took place in the weeks leading up to the grant submission and involved district senior leadership, curriculum vendors, classroom teachers and central office administrators. The planning committee recognized the great need to provide intense reading supports for both teachers and students; however also recognized the relatively short implementation timeline in which to prepare over 150 teachers to pass the Praxis test and rollout completely a new literacy framework within its 42 elementary schools. Planning discussions revealed possible apprehension from teachers about completing 18 graduate credit hours within the time frame.

* Anticipated barriers to successful completion of the planning phase

To overcome these barriers, the district will offer an application process for teacher looking to pursue a Reading Endorsement, encouraging participation only from teachers willing and able to make the required time investment into the reading endorsement program. For those not pursuing the reading endorsement, test prep coursework and job-embedded coaching will be available to all third grade teachers, and will be flexible enough to benefit all third grade teachers within this cohort. The district will provide a timeline of coaching and content exploration to all third grade teachers, highlighting opportunities to attend prep course workshops and key items to review before sitting for the Praxis in spring of 2015. Key planning outcomes during this phase include: 1) the completion of the new literacy framework; and 2) the alignment with partners to prepare for professional development opportunities for teachers.
18. Implementation - Process to achieve project goals

* Date RangeSept 2014 - May, 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

| Training around the implementation of the new literacy framework will take place in the summer before the start of the 2014-15 school year; this will include all K-3 teachers. With the start of the new school year, CPS will begin accepting applications for teachers interested in online coursework towards a Reading Endorsement. The district also will distribute a timeline of prep course offerings, working to have all third grade teachers complete the "Identifying your pathways to Gr. 3 Requirements" workshop through Mayerson Academy by December, 2014. All third grade teachers will be given subscriptions to Reading A to Z materials with the start of the school year, and will begin using this tool within their classrooms. Job-embedded coaching from Hamilton Co. ESC will be provided throughout the 2014-15 school year to all third grade teachers. Coaches will use data identified through the test prep course to tailor their sessions with each teacher. Finally, in the spring of 2015, third grade teachers will begin taking the Praxis #5203 test. The district's goal is to have 100% of third grade teachers take the Praxis test by the end of June, with at least a 75% passing rate on the first try. Teachers participating in online coursework towards a Reading Endorsement will begin coursework in the fall of 2014 and complete their last semester over the summer of 2015. |

* Anticipated barriers to successful completion of the implementation phase.

Recognizing the time commitment for teachers to invest in test prep throughout the 2014-15 school year could be a barrier, the district will provide a detailed timeline of test prep courses to allow for year-long planning. Job-embedded coaching will develop specific plans for each third grade teacher, in an effort to prepare them for success in passing the Praxis exam in the spring of 2015, and providing continual and ongoing support throughout the year.

19. Summative Evaluation - Plans to analyze the results of the project

* Date RangeJune, 2015 - July, 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

| Evaluation will take place in phases throughout the next 5 school years. While benchmark assessments will occur frequently throughout the 2014-15 school year, the district will ultimately look for measurable changes in reading proficiency in third grade students between the beginning and the end of the 2014-15 school year. Baseline data from the spring of 2014 also will be used. The district is particularly interested in the number of teachers passing the Praxis #5203 test by the end of the 2014-15 school year and will be qualified to teach third grade reading. Data will be collected on the number of teachers taking the test and passing with the first try. Qualitative feedback from teachers and coaches also will be used to evaluate the implementation of the new literacy framework and opportunities for improvement in the coming school year. Teachers will be surveyed regarding implementation of the framework within their classrooms, ways to enhance reading instruction, and participation in Praxis test prep coursework. A toolkit of "best practices" will be created over the summer of 2015, highlighting key instructional strategies within the framework. This toolkit can be shared widely throughout the district, as well as with other surrounding urban, rural, and suburban districts. Key milestones for project evaluation include: 1) All funds are encumbered by June 30, 2015 per grant requirements; 2) All required grant reports are filed with the ODE; 3) The district's literacy framework has been implemented in all K-3 classrooms; 4) 75% of third grade teachers have passed the Praxis #5203 test; 5) A digital toolkit of "best practices" has been created for Grade 3 and is available to share widely throughout the district and with other districts; 6) Third grade students show measurable improvements on achieving on-grade level reading within one year; and 7) Changes in student academic achievement result in increases in students achieving at least a 420 on the Ohio Academic A |

* Anticipated barriers to successful completion of the summative evaluation phase.

Again, recognizing the time commitment for teachers to invest in test prep throughout the 2014-15 school year could be a barrier for actually taking the Praxis exam on time, the district will provide a detailed time line of test prep courses to allow for year-long planning. Coaches will provide continual and ongoing support throughout the year to ensure that teachers aren't falling behind in their test prep and will address issues as they come up throughout the year. The leadership and implementation team also will meet routinely throughout the project to ensure data is being collected in a timely manner, and to work collectively to address any teacher issues that may come up through the coaching sessions. Continual communication between all parties will ensure timely program implementation and program data collection to complete a thorough evaluation.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The district aims to make transformational changes in the way we approach reading in grades K-3. While each of the district's 42 elementary schools serve varying student populations, the needs between all schools are the same: addressing reading comprehension to ensure long-term academic success in our students. This need is not unique to CPS, our region, or even our entire state, but is a challenge that school districts across the country are facing. "How do we best serve our students to create competent and proficient readers, prepared for long-term academic success?" We know that by changing instructional practice and developing the human capital of our teaching staff, we will benefit the students in these classrooms. We envision equipping our teachers with the best possible tools to support reading proficiency, knowing that our teachers who understand the importance of reading and can target differing learning needs within their classroom will make more impactful and sustainable gains in their students' reading abilities. Our proposed efforts will build on this evidence of promise, following rationale in supporting third grade classroom teachers AND third grade students through tiered interventions that will ultimately lead to a strengthened teaching force, who are qualified to address reading and literacy gaps in their students, and students who are prepared for and achieve academic success both in the third grade and in future years to come.
E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

New educational research has confirmed that even more urgent efforts are needed to boost children's' reading abilities before the third grade, especially for students within low-income communities. Findings from Donald Hernandez, a Hunter College sociologist, confirm the important link between third grade reading and high school graduation, finding that children who are not proficient readers by the third grade are four times less likely to graduate by age 19 than their proficient reading peers. His findings also confirm that even for students with higher levels of reading who live in high-poverty situations, they cannot compensate for the risk of living in these neighborhoods: "14% of good readers from high-poverty communities fail to graduate compared to only two to four percent of good readers from affluent or middle-class neighborhoods." (2012) While research continues to encourage immediate action to support reading proficiency by the third grade, some new cost-benefit studies also are showing promising results on how school readiness efforts can lead to savings in K-12 education. For example, according to a 2011 study by the Wilder Foundation, an Illinois program serving 90,000 3-5 year olds was found to have generated between an estimated $353 to $530 million in combined costs savings and annual revenue over a 23 year period. Figures translated into nearly $40 million in savings for Illinois K-12 schools, $259 million in reduced government spending and increased tax revenues, $231 million in reduced social costs, and $72 million in increased wages and tax revenues from high school graduates entering the labor force.

These programs focused on early childhood interventions to support student readiness, and created a replicable model for achieving measurable academic gains in students and significant cost-saving in the long-term, showing the importance of reading proficiency and the impact the study had on student academic achievement not only at an earlier age, but for years to come. As a district, our reading proficiency levels have increased over the last several years through an intense focus on language and literacy support. Our Elementary Initiative has dramatically turned around low-performing elementary schools through intense professional development, academic support programs, and innovative academic programs. Through this effort, we have implemented reading specialists, intervention specialists, offered summer bridge programming to struggling readers, provided at-home reading materials and books to our parents, and worked with local agencies to provide after school tutoring; however we recognize an opportunity to do more, as our struggling reader population still hovers around 3,000 students. While we have done everything we can do to increase reading scores and are pleased with our progress, now is the time for an extra boost. We recognize the future our students and struggling readers can have and understand the incredible difference increased coaching and classroom supports can bring to our students, particularly the struggling readers. The time to implement these changes is now.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The success of CPS' evaluation efforts will depend heavily on a rigorous evaluation plan that ensures key implementation milestones are achieved and data is collected with fidelity. Evaluating the impact of our project's efforts will be addressed through multiple methods, both short and long term, while changes in student behavior and increased student academic achievement will be considered leading indicators. Process outcomes will be monitored by an internal evaluator and the project leadership team to ensure continued progress towards set objectives is met. CPS evaluation efforts will be led by CPS Research & Evaluation Department, Brian Serson.

* 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 project's progress).

In the classroom, both formative and summative evaluation measures will be implemented by the teachers, gauging changes in student reading comprehension and ability, while quantitative and qualitative data will be collected from the participating teachers regarding changes in understanding and practice around supporting reading instruction for ALL learners. Clearly defined, communicated, and measurable student learning objectives, along with assessments for accessing real-time progress data, will inform teachers of proactive measures that can be put into place before a student falls behind, as well as support students in a proactive approach to learning. Students with more intensive needs will be supported through a model of tiered interventions at the school-wide, small group, and individual level. In this environment, both knowledge and technological innovation will be inextricably related and integral to every aspect of the school culture.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Data from the 2013-14 school year will be used to establish baseline measurements and will be based on the student's performance on the Ohio Academic Assessment test and ongoing progress assessments using the DIBELS, MAPP, and Iowa assessment tools. These tools will be used frequently throughout the school year to gauge project implementation success and identify areas for reading improvement as they occur, rather than waiting until the end of the school year to try and address them. Academic data collected on third grade students will be used to influence the development and continuous improvement of instructional strategies in the classroom. The project's leadership team
23. Describe the substantial value and lasting impact which the project hopes to achieve.

* Student Achievement

During the grant period, CPS aims to increase reading proficiency district-wide in the third grade by 20% from the Fall of 2014 to the Spring of 2015. This is by the end of the 2015-16 school year, exceed an 80% reading proficiency indicator as demonstrated by student data from the Ohio Academic Assessment test. The district also will look at tracking data to support decreased performance gaps among subgroups, including students of color, low-income students, and English Language Learning (ELL) students. Short-term grant outcomes will include: 1) the implementation of a new literacy framework for K-3 students to provide new instructional strategies for teaching reading; 2) workshop training and year-long job-embedded supports for ~150 third grade classroom teachers to increase the amount of teachers qualified to teach reading; 3) increased academic achievement in third grade students; and 4) the creation of a digital “best practices” toolkit that will provide a resourceful value to share with other urban, suburban, and rural districts. Long-term outcomes will include: 1) qualified third grade classroom teachers that can address the needs of ALL students; 2) increased grade by 20% from the Fall of 2014 to the Spring of 2015; 3) the % of third grade students achieving the 80% reading proficiency indicator by the end of 2014-15; 4) the % of third grade students reading “on track” within one academic year; 5) the % of third grade students identified for reading intervention supports; 6) the number of third grade teachers receiving a Reading Endorsement on their teaching license; and 6) the completed digital “best practices” toolkit.

* Spending Reduction in the five-year fiscal forecast

While the primary focus of our efforts will be geared towards student academic achievement, we also anticipate spending reductions in the coming years as direct and indirect results of our work. Short-term outcomes will include the following: 1) decreased need for intervention reading specialists and 2) decreased need for contract Reading Coaches through the Hamilton Co. ESC. These reductions are anticipated to save the district approximately $1,605,550 in the five years following the grant.

* Utilization of a greater share of resources in the classroom

N/A

* Implementation of a shared services delivery model

N/A

* Other Anticipated Outcomes

N/A

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Spending Reduction in the five-year fiscal forecast

While the primary focus of our efforts will be geared towards student academic achievement, we also anticipate spending reductions in the coming years as direct and indirect results of our work. Short-term outcomes will include the following: 1) decreased need for intervention reading specialists and 2) decreased need for contract Reading Coaches through the Hamilton Co. ESC. These reductions are anticipated to save the district approximately $1,605,550 in the five years following the grant.

* Utilization of a greater share of resources in the classroom

N/A

* Implementation of a shared services delivery model

N/A

* Other Anticipated Outcomes

N/A

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

Yes
If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

The district consistently strives to share best practices and successful project implementation outcomes with its peer districts in an effort to create strong partnerships throughout the region, the state, and beyond. Recognizing the power in these partnerships, we acknowledge the potential benefit for surrounding rural and suburban districts to implement this literacy framework in a similar approach, through job-embedded supports for classroom teachers and changes in instructional practice. Feedback from participating teachers and the Hamilton Co. ESC Reading Coaches from on-site observation and 1:1 coaching will allow the district to create a toolkit of “best practices” that other districts can use to implement a similar approach in the coming school years. Using technology as a medium in which to digitally share the framework toolkit and implementation findings will create an easily accessible resource in which other districts can use. We feel this approach will be incredibly helpful for the hundreds of smaller districts in the state of Ohio in building bridges to connect with larger school districts that create greater economies of scale, and ultimately, increased academic achievement in their students.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, Mary Ronan, Superintendent, Cincinnati Public Schools April 17, 2014
No consortium contacts added yet. Please add a new consortium contact using the form below.
### Partnerships

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
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<th>IRN</th>
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<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer</td>
<td>Machir</td>
<td>513-674-4200</td>
<td><a href="mailto:jennifer.machir@hcesc.org">jennifer.machir@hcesc.org</a></td>
<td>Hamilton Co. Educational Service Center</td>
<td></td>
<td>State Support Team Region 19, 11083 Hamilton Avenue, Cincinnati, Ohio, 45231</td>
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</tr>
<tr>
<td>Jillian</td>
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<td>Mayerson Academy</td>
<td>140939</td>
<td>2650 Highland Ave, Cincinnati, OH, 45219-2302</td>
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</tr>
<tr>
<td>Kim</td>
<td>Heyob</td>
<td>513-556-6399</td>
<td><a href="mailto:kim.heyob@uc.edu">kim.heyob@uc.edu</a></td>
<td>University of Cincinnati, Teachers College</td>
<td></td>
<td>Director of Professional Development, PO Box 210002, Cincinnati, Ohio, 45221</td>
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### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea</td>
<td>Faulkner</td>
<td>ELA Curriculum Manager for CPS and will share joint responsibility in grant implementation and supervision with Cheryl Broadnax.</td>
<td>Andrea is the ELA Curriculum Manager for CPS and will share joint responsibility in grant implementation and supervision with Cheryl Broadnax. She will be responsible for overseeing grant expenditures as related to the project, will oversee the rollout of the literacy framework, ensure that teachers are participating in test prep course at Mayerson Academy, will handle the application process for tuition scholarships, will monitor coaching and job-embedded supports throughout the school year, and will oversee teacher participation in PLCs.</td>
<td>Andrea holds BA and ME from Morehead State University and is completing her Educational Leadership Doctorate at Northern Kentucky University.</td>
<td>Andrea was an English teacher and Department chair for Georgetown Exempted Village Schools for nearly six years. During that time, she was as an acting administrator in the evenings and the drama director. Andrea also served on the building and district level leadership team for Georgetown, as well as participated in multiple committees at both the district and state level.</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Machir</td>
<td>Supervisor of the State Support Team Region 13 for the Hamilton Co. Educational Service Center</td>
<td>Jennifer is the Supervisor of the State Support Team Region 13 for the Hamilton Co. Educational Service Center. Jennifer will serve the project as the staff coordinator through the Hamilton Co. ESC to provide Reading Coaches as outlined in the proposal.</td>
<td>Jennifer has presented at several local, regional and state conferences on school improvement and administration of federal programs. Previous experience includes fifteen years of classroom teaching and twelve years in administration, most recently as Director of Instruction for Marietta City Schools. Jennifer has worked as an adjunct professor for Ashland University, Marietta College and Rio Grande University. She received her bachelor's degree in fine arts, master's degree in curriculum and instruction and certification in educational administration from Ohio University.</td>
<td>Jennifer works with school districts to build their leadership capacity through the implementation and monitoring of the Ohio Improvement Process and the Ohio Leadership Advisory Council’s leadership framework. Her primary work is coaching districts that have schools that did not meet their AYP goals and are in school improvement status. She also supervises Hamilton County ESC instructional coaches assigned to Cincinnati Public Schools.</td>
</tr>
<tr>
<td>Jillian</td>
<td>Darwish</td>
<td>President of the Mayerson Academy. She will provide leadership and oversight of the test prep course</td>
<td>Jillian is the President of the Mayerson Academy. She will provide leadership and oversight of the test prep course</td>
<td>Jillian holds a doctorate in education curriculum and instruction from the University of Cincinnati and is a nationally</td>
<td>Jillian has been heavily immersed in the education field for 22 years, first as a teacher and then later in several roles helping teachers and school administrators improve their craft.</td>
</tr>
</tbody>
</table>
Kim Heyob
Assistant Director of Professional Development at the University of Cincinnati, Teachers College

Kim is the Assistant Director of Professional Development at the University of Cincinnati, Teachers College. Kim will serve the project as the liaison to the University of Cincinnati and will be crucial in supporting the enrollment of 25 teachers into the online Reading Endorsement program.

Kim holds a bachelor’s degree in Elementary Education from Miami University and a master’s degree in Educational Administration from the University of Cincinnati.

Kim teaches undergraduate courses in the University of Cincinnati, Teachers College. Prior to her position with UC, Kim was the Principal for Edgewood City Schools for four years. Kim also has experience working with the Ohio Department of Education as a licensure consultant. Her work with UC helps to develop professional coursework and programs for teachers in expanding their skill set and instructional practices.

Cheryl Broadnax
Director of Early Childhood

Cheryl is the Director of Early Childhood for CPS and will share joint responsibility in grant implementation and supervision with Andrea Faulkner. She will be responsible for overseeing grant expenditures as related to the project, will oversee the rollout of the literacy framework, ensure that teachers are participating in test prep course at Mayerson Academy, will handle the application process for tuition scholarships, will monitor coaching and job-embedded supports throughout the school year, and will oversee teacher participation in PLCs.

Cheryl Broadax earned a BA in Elementary Education from The University of Tennessee, a Masters of Professional Development from the College of Mount Saint Josephs, and Administration Certification from Xavier University.

Cheryl is the former principal of Hartwell Elementary in the Cincinnati Public School district, leading Hartwell to an "Excellent" rating for the 2009-2010 school year. Her demonstrated leadership skills placed her on the Turnaround Team as a principal coach assisting other administrators in the Cincinnati Public School district. She has also been an Ascend Coach, providing data-driven decision-making professional development and leadership training to area school districts. She has also been a presenter and speaker with the Leadership Academy for administrators in Cincinnati Public and Dayton City Schools. Cheryl was awarded the 2010 Greater Cincinnati Valentine Leadership Award by the University of Cincinnati’s Economic Center for her commitment, involvement, and innovation. In 2013, Ms. Broadnax received the James N Jacob’s Award from the Cincinnatus Association for...
Outstanding Administrator.