

Budget

Columbus City School District (043802) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (37)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	341,148.00	0.00	0.00	0.00	341,148.00
Support Services		0.00	0.00	331,500.00	0.00	0.00	0.00	331,500.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
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
Total		0.00	0.00	677,648.00	0.00	0.00	0.00	677,648.00
Adjusted Allocation								0.00
Remaining								-677,648.00

Application

Columbus City School District (043802) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (37)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Diplomas Now for the 21st Century Workplace at South High School

2. Executive summary: Please limit your responses to no more than three sentences.

Diplomas Now for the 21st Century Workforce at South High School is a multi-partner initiative that builds on an existing partnership between Diplomas Now and Columbus City Schools to ensure students stay on track to graduation while acquiring 21st Century skills and workplace readiness. With organizational, curricular and instructional innovations, a second shift of adults, an early warning indicator and intervention system and intensive support for the highest-needs students, Diplomas Now will expand its successful implementation at three high schools to grades 7-12 at South and add school-to-career partners to build students a pipeline out of poverty. The partners in Diplomas Now, Talent Development Secondary, City Year and Communities In Schools, with Learning Circle providing data maintenance, will be joined by Junior Achievement of Central Ohio, I Know I Can and Learn4Life.

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.

850 3. 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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Michael M. Fulwider Director, Innovation and Special Projects

Organizational name of lead applicant
Columbus City Schools

Address of lead applicant
270 E State Street, Columbus, OH 43215

Phone Number of lead applicant
614-365-4710

Email Address of lead applicant
mfulwider7158@columbus.k12.oh.us

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

Current state of workforce readiness and needs of Columbus' south side: By 2020, two-thirds of the newly created jobs in the U.S. will require at least two years of post-secondary education and/or training. These are the jobs that will support middle class families as well as emerging businesses and industries. Hence, a high school diploma is more important than ever as a stepping stone to a prosperous future, and Columbus City Schools faces a major challenge in graduating all students on time at several of the district's high schools. Tomorrow's employees, today's students, will need not only a strong foundation of academic knowledge and career-linked skills, but also systematic and increasing workplace exposure, experiences and competencies that employers have identified as keys to success in the 21st century: teamwork, self-organization, and oral and written communication skills and the flexibility demanded by rapidly evolving technology. South High School recently completed a community-wide assessment of how to infuse the surrounding and expanding health industry into the school. On Columbus south side, the health care industry is rapidly growing with practitioners and related technical occupations projected to increase 18.7% between 2010 and 2020, again beating the overall occupational growth average of 11% during that same period. In addition, more than 700 of these health care positions will need replacements annually, clearly calling for qualified new candidates to fill those roles. Private investment has been stimulated by more than \$750 million in building and expansion of the Nationwide Children's Hospital complex resulting in nearly 4,000 health-related jobs. Accordingly, after weighing many options, the South High Feeder Pattern Committee was unanimous in recommending an academy focused on health careers with a separate pathway for health-related information technology professions for South High School.

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

Diplomas Now for the 21st Century Workplace at South High School: The goal of this innovation is to create a middle grades-to-post-secondary school pipeline at South High School that will produce graduates prepared for the demands and opportunities of the 21st century workplace, especially in their community. Early and age-appropriate exposure to the world of work and high academic expectations required to obtain targeted positions, combined with career readiness skills, informed and enhanced by an early warning indicator and intervention system to identify students who are struggling, will keep students firmly on the path to graduation and postsecondary success. For students who have grown up in disadvantaged homes, this program will show them a clear pathway from poverty to prosperity with necessary supports, guidelines and milestones along the way. The innovation is a multi-grade, local and national partnership to prepare students living in poverty for rapidly expanding career opportunities and business sectors. By linking the already established and expanding Diplomas Now model with supplementary curriculum programs - Junior Achievement of Central Ohio, I Know I Can for college readiness and Learning4Life capturing accrued competencies through a digital "badge" - plus engaged local employers, the workforce investment board and institutions of higher learning, this partnership is designed to create a national model that can be replicated in other Columbus secondary schools, as well as in select districts in Ohio and across the country. The Diplomas Now 21st Century Workplace Initiative at South High School seeks to achieve four distinct but related objectives through the support of the Governor's Straight A Fund: 1) Sustain the Diplomas Now partnership in 9th and 10th grades and expand it to 11th and 12th grades with a wall-to-wall allied health and technology academy with multiple pathways. 2) Ensure access to paid and unpaid summer internships as well as college preparatory and dual enrollment opportunities aimed at professions in the high-demand health services sectors so dominant in South's community. 3) Expand the DN model to the middle grades at South with integrated and embedded school-to-college/career programming wrapped around life skills classes. 4) Build a wall-to-wall Allied Health Career Academy with at least two pathways, all focusing on student engagement, post-secondary planning, and thematic learning. With this academy providing focus, we seek to integrate those themes and opportunities into grades 7-8 in age-appropriate ways. The initiative partners are Columbus City Schools, South High School, and Diplomas Now, made up of Talent Development Secondary, City Year and Communities In Schools, Junior Achievement of Central Ohio, Learn4Life, I Know I Can, and Learning Circle, Inc. with support from the greater Columbus community.

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.)

Increase graduation rate at South High School by 10 percentage points to more than 80%. Increase by 5% OAA/OGT scores in all subjects in grades 7, 8, & 10 annually. Increase the number of students enrolling in dual enrollment programs by 50%. Increase the number of students attending post-secondary institution by 10% and certificate-bearing program by 25%. Decrease ninth-grade repeaters by 50%. Decrease off-track indicators for middle grades students by 50% by the time they enter 9th grade. Increase the number of families choosing South High

School first by 10%. Diplomas Now (DN) is a comprehensive school improvement model that helps America's most-challenged secondary schools ensure students graduate ready for college and career. The partnership, with its instructional components, early warning indicators, intervention system, and near-peer and adult tiered support of students, will expand support to South High School and generate positive students' outcomes. DN has shown significant success in keeping students in school and on track to graduation, aligning directly with the promotion goals and keeping middle-schoolers on track. With a combined 70 years of experience, the DN partners are: Talent Development Secondary (TDS). Program of the Johns Hopkins University School of Education, TDS is an evidence-based, school improvement model, offering organizational, curricular and instructional reforms, plus comprehensive professional development. TDS aims to produce a nurturing environment where students and staff know each other, instruction and materials meet students' needs, and students take college preparatory courses while acquiring 21st century skills and exploring career pathways. TDS is working with South High School to develop pathways in 10th-12th grades based on students' interests and community needs. City Year. AmeriCorps unites young adults, ages 17-24, for a year of service as tutors, mentors and role models at South. These "near-peers" work with students in classrooms and throughout the school day, providing academic and school-wide interventions to help students get and stay on track. Communities In Schools (CIS). The nation's largest dropout prevention organization works to connect students to needed support services through its site coordinators. The CIS Charting for Success program provides a comprehensive approach to college and career information for students in 9th and 10th grades at South. LearningCircle manages student performance data used to inform instruction. It also provides data training, technical support, and professional development. 21st Century Workforce Project will incorporate school-to-career programs that will be instrumental in developing a college-going culture and adding skills and accomplishments that will ready graduates for postsecondary success. These programs are: Junior Achievement of Central Ohio (JACO) teaches middle and high school students to know, learn, practice and develop personal finance, career and entrepreneurial skills. JACO will offer Real Jobs, Real World to South High School students and Economics for Success for South 7th grade students. JACO also provides BizTown and other elementary programs in the South High School feeder pattern. I Know I Can is a college awareness and planning program to start middle and high school students thinking about college, provide strategies to get them there, and engage parents and families the steps to college acceptance. The program provides books, curriculum and college advisors. Learn4Life coordinates a new technology, digital badging, so students can electronically compile a portfolio of lessons, achievements, skills, interests and competencies. In addition, Learn4Life has created a more coordinated approach to summer learning, asking all participating programs to incorporate reading and mathematics. With Make Summer Count! and Digital Badging, thinking and learning are a priority.

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.)

On February 18, 2014, the Columbus Board of Education approved reductions in the amount of \$8.9 million including the closure of four school buildings and the redesign and relocation of one school, the school involved in this proposal. These savings will be used to sustain the funding of this Straight A project beyond the initial startup year resulting in a net savings for the District of \$35.6 million for years 2 - 5 of the Straight A program.

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.)

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 consortia 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.

677,648.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The Diplomas Now for the 21st Century Workplace project requires program materials, program and school staff training, operations, data/evaluation, and dedicated personnel to ensure fidelity of implementation and student achievement at South High School 7-12. Outlined below are descriptions of the costs associated with the proposed project. Talent Development Secondary School Transformation Facilitator (\$63,000) - lead for Diplomas Now and Talent Development Secondary program staff in a school and is responsible for partnering with the school to ensure success on all metrics. They will work closely with the principal to ensure high quality implementation of the Diplomas Now model, facilitate Academy planning and early warning indicator meetings, manage data collection and analysis, and facilitate logistical details of providing work related experiences for students. Talent Development Secondary Field Manager (\$30,282) - responsible for overall management of the implementation of the Diplomas Now model in the city of Columbus, including school and district partnerships. South High School 7-12 represents one third of the overall oversight within Columbus; therefore, only that portion of the salary is included in the grant request. Communities In Schools Site Coordinators - provide school-wide prevention and climate support as well as case-management and high intensity supports for the most challenged students in order to address the underlying issues hindering their success. Middle School Site Coordinator - will focus on grades 7-8. (\$45,758). High School Site Coordinator - will focus on grades 9-12. (\$45,758). The School of Education at the Johns Hopkins University, where Talent Development Secondary is located, uses a fringe benefit rate of 34.5% for full time employees (\$32,182). Communities In Schools of Columbus uses a fringe benefit rate of 21% for full time employees, resulting in (\$19,218) in fringe benefits for the two Site Coordinator positions. TDS Technical Assistance (\$120,000) - through school organization and instructional support experts, technical assistance is provided at a rate of \$2,000 per day that provides comprehensive, on-site support focused on building a strong and safe school environment, creating and refining effective professional learning communities, and ensuring effective teaching and learning in every classroom. The number of technical assistance days will decrease as schools build their own internal capacity and expertise. TDS Data Analysis Fee (\$10,000) - supports the Johns Hopkins University research office that creates and maintains a data collection system to enable program improvement and evaluation and produces quarterly formative data reports. City Year AmeriCorps Members - team of 16 young adults (\$160,000) who provide school-wide and targeted supports, which include attendance and behavior monitoring and coaching, tutoring, mentoring, homework support, and extended day activities. Request includes \$10,000 per AmeriCorps Member, which is the district portion of the overall cost of the team. Success Highways (\$25,000) - research-based assessment and curriculum that identifies at-risk students and provides predictive, actionable data so educators can analyze the root causes of disengagement and identify students for RtI tiers. TDS Course Materials (\$70,000) - curricular materials that support a college and career ready environment. DN Summer Training Institute (\$5,000) - summer training conference for all Diplomas Now staff that provides them with the tools and knowledge they will need to ensure school and student success. DN Principals Network - twice yearly conference (\$2,500) that builds up principal's capacity as the school leader and establishes a national network of peers for sharing and learning. CIS Student Programming Services & Operations - materials, supplies and activity funding (\$15,966). CIS Student Programming Functional Costs (\$17,300). CIS materials (\$15,684).

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.

Costs will be incurred for 1 math teacher (\$95,500) , 1 reading teacher (\$95,500) and program fees (\$167,000) in the years beyond the grant period (2-5). CCS is transitioning to Site-Based Management, where South High School leadership will have discretion over their budgets and use of funds to support this initiatives.

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

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.

8,900,000.00 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

On February 18, 2014, the Columbus Board of Education approved reductions in the amount of \$8.9 million including the closure of four school buildings and the redesign and relocation of one school, the school involved in this proposal. These savings will be used to sustain the funding of this Straight A project beyond the initial startup year resulting in a net savings for the District of \$35.6 million for years 2 - 5 of the Straight A program. The district expects savings over the longer-term at South High School from reduced costs and less instructional time associated with student remediation and intervention support as students progress through the Mastery School program.

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.

South High School will sustain the program by developing school leadership teacher capacity to provide the DN curriculum and instruction. South High School leadership will assess the depth of student support services needed, including near peer counseling provided by City Year and Communities in Schools case workers, from partnering organizations. South's leadership will have the decision-making authority to use General Revenue Funds to pay for needed services. In February 2014, the Board of Education approved the closure of four schools. Additional costs of up to \$1.22 million in years 2 - 5 of the program for support from City Year and Communities in Schools will be offset by savings of \$35.6 million over the same period in reductions from the school closures.

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 May - August 2014

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

Scope of work: Extension of Diplomas Now (DN) to grades 11 and 12 at South High School, and its expansion into middle grades.
Coordination of DN with local, external partners who will provide school-to-college curricula and activities on college and career readiness

and integration of these programs into key TDS skills courses: Mastering the Middle Grades (7-8) and Freshman Seminar (9). Building awareness and support for the Diplomas Now 21st Century Workforce Initiative: Ensuring that DN partners communicate with all stakeholders. The activities below will occur while the grant is under consideration, so that the school will be prepared to implement should funding be received: May Confirm core and elective course sequences Host "Career Investigation Day" for 9th-graders and engage external partners in presentations Present all students with options for pathway selection. June Finalize facilities plan for academy Finalize staffing process and initial staffing Finalize elective course sequences and complete student schedules July Assign academy staff Hold training for new elective teachers and all academy teachers August Hold teacher training conference to prepare all teachers for Opening Strong Provide employer and supplementary program training opportunities for staff to learn about health careers and industry Hold Small Learning Community retreat to prepare for incoming students.

* Anticipated barriers to successful completion of the planning phase

Short timeline - Beginning of grant period is close to opening of 2014-15 school year. Coordination - Completing planning goals, and coordinating work streams across a complex partnership. Starting to integrate the work of all the partners during the application period, and developing and using communication and decision-making protocols during that time will mitigate against this potential barrier.

18. Implementation - Process to achieve project goals

* Date Range Sept. 1, 2014 to May 31, 2015

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

Scope of Work: Implementation goals will focus on the opening of the Allied Health and Technology Academy (grades 10-12) at South High School, expanding services to 7th and 8th grades, including implementing Mastering the Middle Grades (grades 7 and 8), using it and Freshman Seminar as a conduit for the work of our partners. Specific goals will focus on three areas: School organization: Create staffing models and master schedules Develop curriculum and instructional materials Expand data systems and project management tools Professional Development: For teachers of new courses and teachers of core subjects within career pathways For school leaders and staff to ensure their ability to implement the DN model and coordinate the work of all partners with fidelity Student Supports: Partners coordinate work within the framework of the career academy. Small Learning Communities for all students, and student supports within them organized around career pathways and student needs Draft Timeline Fall 2014: Academy with career paths open for students and families All partner services in place At least one career-blended lesson or project in each unit of core coursework Bi-monthly academy meetings focused on integration of career themes into all courses. Partners actively engaged in planning, used as guest or co-instructors when appropriate Spring 2015: Internships for summer 2015 confirmed Job shadowing and/or dual enrollment opportunities for first group of students Bridge Ceremony for rising sophomores Half Cap ceremony for rising juniors On-going activities to monitor implementation: Monthly meeting of the advisory council Quarterly Implementation Reviews for DN facilitators and school administrators to examine data and levels of implementation Quarterly report card/progress report conferences

* Anticipated barriers to successful completion of the implementation phase.

None

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

* Date Range April 15 to June 30, 2015

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

Scope of Work: Analysis of evidence related to the key project milestones - results goals as stated earlier. This analysis will provide stakeholders with the necessary information to gauge effectiveness of the first year, and also to inform adaptations for future years. The analysis will include the following student level outcomes: Average daily attendance rates of students and number and percentage of students below 90% attendance Suspensions and the number of students with one or more Course passing rates and the number of students passing all core courses The analysis will also include the following implementation outcomes: Number of students served as a whole and by individual organization Number of paid and unpaid internships Number and commitment of business partners Interim evaluations: Teacher teams will use their Early Warning Indicator meetings each quarter to examine student achievement trends, as well as data on chronic absenteeism, student behavior, and course grades, to gauge the effectiveness of their efforts and make data-driven corrections and identify professional development needs. We will also add the key outcomes, as well as service and participation goals to the existing performance management system, which provides monthly updates on the DN program implementation and outcomes. Also, through the established monthly implementation review meetings, school district officials, the school and academy principals, the DN implementation support team, including representatives from City Year, Communities In Schools and our college and career connections partners, will review on-going implementation and impact data.

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

The biggest threat to the evaluation is potential flaws in the data collection process. This can be mitigated by detailing the data collection process before the start of the project, and building redundancies into data collection and storage throughout the project.

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:

Organizational practices: South High School will shift its organizational practices with the development of The Allied Health and Technology Academy with two career pathways, in addition to the existing Freshman Success Academy, to organize the school into theme learning communities. This will provide a shift for teachers to include time on interdisciplinary planning for monitoring and tracking data, identifying

needed student supports, coordinating expectations across classrooms and interdisciplinary lesson planning. Classroom Organization: Classrooms will be organized in cooperative pods instead of traditional rows. In a TDS/DN classroom the teachers become models, facilitators and instructors of content and inquiry, serving as catalysts for student-centered learning. Students are more engaged because teachers have the necessary strategies to meet students where they are and move them to grade level and state and district standards quickly so that students perform better on high-stakes tests. Professional Development: Instructional coaches and staff will receive comprehensive professional development, including ongoing support in implementing TDS acceleration courses. TDS instructional experts spend up to eight days a month in each school, building the capacity of coaches to provide high-quality instructional support to faculty across all curricula. All teachers will engage in systematic reflective practice, frequently assessing, co-planning and co-executing lessons with district-assigned coaches. City Year will provide 10-15 corps members, another layer of support as part of the teacher's support model. They will plan with teachers how to best extend their instructional capacity and ensure that students understand and stay on track with key assignments, and appropriate classroom behavior. Corps members stay with a homeroom all day and work with identified students in various venues. Scheduling: Variations of the block schedule in grades 9-12 and extended periods in math and English in grades 7 and 8 allow teachers to go deeper into content, and students to work cooperatively to gain knowledge, develop team-building skills and build off each other's strengths, perspectives and assets. Extended time also gives teachers the chance to present materials in different ways to accommodate varied learning styles. South's schedule adapts well to block scheduling, allowing students who are two-to-three years below grade level to catch up by taking TDS evidence-based acceleration courses in the fall semester in ELA and/or math so they are better prepared to tackle the required district courses in the spring semester. With the block, students get the catch-up opportunities they need without losing credits in key areas. It also accommodates dual enrollment students, career electives and perhaps even internships. Based on DN's successful implementation at South during the 2011-12 and 2012-13 school year, we will extend these instructional and organizational changes to support grades 7-12. South will have the integrated, implementation support team from the DN partners, plus staff from the three supplementary programs focusing on the school-to-work pipeline. Academics and Career Readiness: All students receive the same high-standards academic offerings that are strictly aligned with the state's graduation and college and career readiness requirements. South High School will build on this foundation in six critical school-to-career areas: a) developing an integrated set of career-focused classes linked to the career academy and its pathways; b) blending applications from relevant occupations into their core subjects; c) infusing 21st century workforce readiness skills; d) developing certifications for key competencies in relevant occupations; e) strengthening existing dual enrollment opportunities; and f) supporting paid and unpaid internships facilitated

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.

Diplomas Now: According to comprehensive studies in multiple high-poverty school districts, there are three key "off-track" indicators of student performance that predict student success: Attendance, Behavior and Course Passing in math or English. Students in high-poverty areas who are off-track in even one of these indicators between 6th and 9th grades typically have no more than a 25% chance of graduating from high school. About 80% of eventual dropouts fall "off-track" in one or more of these indicators between 6th and 9th grades. In the high schools that produce most of the nation's dropouts and the middle grades that feed into them, it is common for hundreds of students to be off-track. Reducing the number of students with off-track indicators would mean more children attending school, succeeding academically and, therefore, becoming less likely to fail or drop out. Created in response to these findings, Diplomas Now builds on a whole school reform model and proven intervention models and uses real-time student performance data to identify students who need help, and to determine the most effective interventions to support them. DN then provides evidence-based interventions for students at the individual, class, and whole-school levels, including: One-on-one and small-group tutoring in English and math; Attendance and behavior coaching; Mentoring; and Intensive case management for the highest-need students with referral to outside agencies. DN increases the capacity of teachers and school staffs to serve students by supporting math and ELA curriculum coaches to support instruction, personalizing the learning environment, integrating common planning time into the schedule. In 2012-13, DN schools produced the following results nationally: 41% reduction in the number of students with poor attendance 70% reduction in the number of suspended students 59% reduction in the number of students failing English 52% reduction in the number of students failing math Beginning in 2012, Columbus City Schools partnered with DN to implement the model in 9th grade at three high schools: South, Mifflin, and Linden-McKinley. At South High School, the outcomes were: 39% decrease in the number of 9th-graders with poor attendance 57% decrease in students with poor behavior 75% decrease in students failing English 33 % increase in students failing math Junior Achievement of Central Ohio: 96 % of Junior Achievement alumni report that the program made them confident about working effectively in teams. 95 % of alumni said that participating in Junior Achievement helped prepare them effectively for a job interview. 88 % of alumni are confident in their ability to manage their personal finances effectively. Learn4Life: Because digital badging is such an innovation, there is little quantitative research on its impact. The Alliance for Excellent Education, however, recently reported on the promise of using digital badges to connect K-12, workforce, and higher education. In K-12, badges provide a consistent, digital and expanded way to recognize student skills, achievements and accomplishments both in school and out. The alliance cites that "communities are already seeing the potential of badges and using them as a bridge between informal and formal education settings, encouraging connections between in- and out-of-school learning, and tapping into student interests to drive engagement, and achievement. In addition, digital badges can help make the connection to postsecondary, whether this is workforce, training, or traditional college coursework. I Know I Can: Fall 2013, college advisors met with nearly 3,000 high school students, resulting in 670 students registering for a college entrance exam and 856 college applications. In 2013-14, 16 FAFSA assistance workshops will ensure that 400 families complete on-time submission. National data show that 90% of low-income students who complete a FAFSA enroll in college within one

year of graduation.

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.

Sue Murphy 614-753-8961 Transformation Specialist Ohio Department of Education Sue.Murphy@education.ohio.gov Sue Murphy is the person that is the transformation specialist for South now who will be doing the evaluation.

* 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).

Data collection is another area where our proposal is able to build on a strong existing foundation. Because South High School, already part of the Diplomas Now network, is part of the randomized control trial (which could be expanded at South with this grant), it has in place a strong data collection system, provided throughout Columbus City Schools by Learning Circle, which will continue in that relationship. South High will continue to have a full time on-site school transformation facilitator who transmits quarterly data on student participation and outcomes to a dedicated data team at the Center for Social Organization of Schools at Johns Hopkins University School of Education. The school-to-career partners will be able to build their own short- and long-term goals into the existing performance management system, which will then provide monthly updates on the Diplomas Now for the 21st Century Workforce initiative implementation and outcomes.

* 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.

Through the established monthly implementation review meetings, school district officials, the school principal, and all support partners will review on-going implementation and impact data. This will provide a ready-made mechanism for program management and continuous improvement efforts. Upon being awarded this grant, DN leaders would go through the Johns Hopkins University Institutional Review Board to insure that all data collection and analysis protocols continue to be in compliance with FERPA and other data use regulations. Finally, South HS is finishing a 3-year SIG grant and as such is required to evaluate a standard set of outcomes for three years after the completion of the grant. CCS, the Ohio Department of Education and Diplomas Now staff are actively integrating the three different sets of evaluation data and protocols to ensure one integrated approach that gets all outcomes to all invested evaluation stakeholders on a regular basis.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Diplomas Now for the 21st Century Workplace Initiative at South High School will have substantial value and lasting impact on several levels. First and most importantly, it will make a difference in the lives of hundreds of present and future students of South High School, with the potential to affect thousands of others if the model is replicated. Diplomas Now has shown that it can keep students in school, improve promotion and attendance rates, and help students achieve on grade level in a college preparatory curriculum. With the wraparound services provided by its three partners, Diplomas Now is able to build a pipeline to graduation and beyond, ensuring that students have the skills and knowledge to tackle college or other postsecondary training. With an additional trio of school-to-college-and-career partners, this initiative will provide skills and supports that will open opportunities, such as college readiness, the chance to earn college credit through dual enrollment programs, work experience through internships and summer jobs, and a digital portfolio of accomplishments that students can use to advance to additional education and employment. For students raised in poverty, this pipeline and its enhancements put them on a path to prosperity as they prepare for employment that will provide middle class incomes. The immediate results, as stated in Question 9, will be quantifiable achievements, such as increased graduation and promotion rates and decreased absenteeism and fewer dropouts and 9th grade repeaters. But the larger, lasting impact is making South High School students more aware and ready for the opportunities before them. And there will be more of those opportunities because of their expanded skills and knowledge. The second level of impact is the community - through transformed schools and a qualified workforce. Diplomas Now started working in its three Columbus high schools because those schools were in need of improvement - and South High School is the recipient of a School Improvement Grant. The goal of Diplomas Now, beyond student success, is to build the capacity at the school and district level to maintain instructional and organizational supports that are implemented as part of Diplomas Now. If the Diplomas Now effort is successful, teachers and staff will be able to build upon the efforts during this grant and continue the reflection and improvement cycles. Furthermore, by institutionalizing such an effort within a district, leadership has the opportunity to expand this model to other schools that need improvement, while using pieces of the comprehensive approach for schools that may need help in specific areas (Early Warning Indicator systems, small learning community structure, specific acceleration and life skills courses). Outside of the schools, the Columbus business community will also benefit. Employers will gain a deeper understanding of the skill development occurring at each school; have an opportunity to provide input into programming and soon benefit from a pipeline of qualified and eager entry-level employees. It is common for employers throughout the country to say they cannot find qualified candidates from public schools and colleges. That should no longer be the case in the south side of Columbus.. And as graduation rates increase between 10 and 20 percentage points, there will also be an economic impact -- \$292,000 per student over the course of each student's working lifetime, as estimated by Northeastern University. Successful implementation of Diplomas Now for the 21st Century Workplace will also make Columbus, and perhaps all of Ohio, a model not only for school improvement and student success, but also of a community collaboration and partnership.

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.

* Student Achievement

Here is the table of growth on the Ohio standardized tests over the duration of the project: Test Grade Level 2013 2014 2015 2016 2017
Reading 7 42.25 47.25 52.25 57.25 62.75 Math 7 50.8 55.8 60.8 65.8 70.8 Reading 8 63.5 68.5 73.5 78.5 83.5 Math 8 53.6 55.6 63.6 65.6 73.6
Reading 10 38.75 43.75 48.75 63.75 58.75 Math 10 41.8 46.8 51.8 56.8 61.8 Additional measures of our collective success include the following: Teacher Teams using Early Warning Indicator meetings: 33% in 2014/5; 50% in 2015/6; 75% in 2016/7 and 100% in 2017/8 EWI Meetings led by teacher Leaders 25% in 2014/5; 40% in 2015/6; 75% in 2016/7 and 100% in 2017/8 All teachers engaged in reflective practices via the TDS Coaching Cycle (pre-briefing together with coach; co-facilitating lesson; debriefing together for improved practice next time out). 25% in 2014/5; 40% in 2015/6; 75% in 2016/7 and 100% in 2017/8

* Spending Reduction in the five-year fiscal forecast

On February 18, 2014, the Columbus Board of Education approved reductions in the amount of \$8.9 million including the closure of four school buildings and the redesign and relocation of one school, the school involved in this proposal. These savings will be used to sustain the funding of this Straight A project beyond the initial startup year resulting in a net savings for the District of \$35.6 million for years 2 - 5 of the Straight A program.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

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.

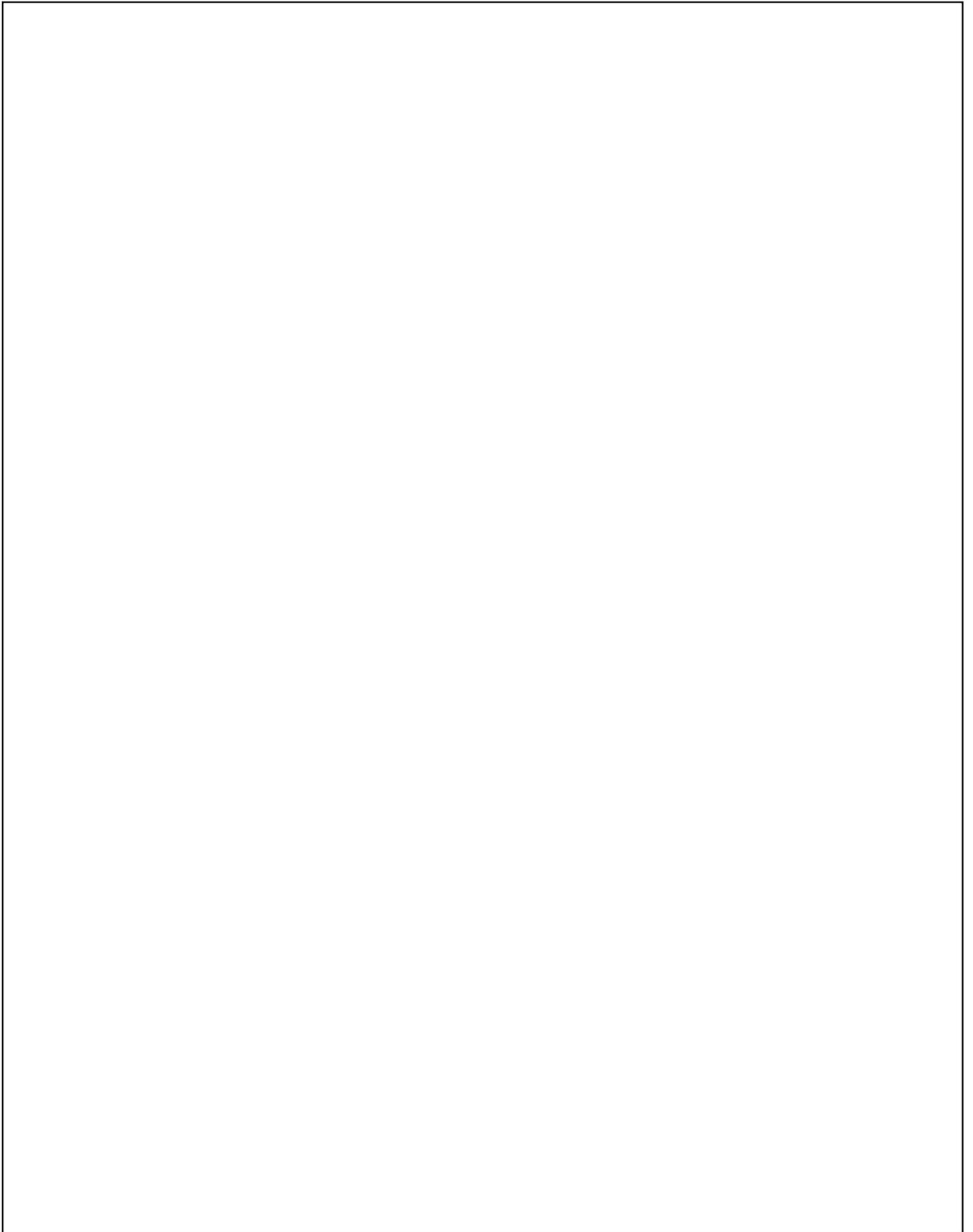
* Explain your response

Diplomas Now, without the workforce readiness component, is being implemented in nearly 40 schools across the country. So, that framework is obviously replicable. With the partners gathered for this innovation, Diplomas Now for the 21st Century Workforce at South High School could be replicated in other Columbus City Schools, beginning at Mifflin High School and Linden-McKinley STEM Academy, where DN teams have been working for the past two years. Adding Junior Achievement, Learning4Life and I Know I Can to that established program is highly possible. The partners obviously are in place and eager to work together. From there, it could expand to other Columbus schools, depending on the presence of all partners and the budget. Beyond Columbus, the most obvious site for replication is Cleveland, which has City Year, and affiliates of I Know I Can and Learn4Life; Junior Achievement also has a strong presence in schools across the state. TDS needs only a six-month launch period to lay the necessary foundation for success. Communities In Schools may be interested in exploring a partnership in Cleveland, as would Learning Circle, which would support the automated Early Warning Indicator data. Many additional communities may also have resources that could provide case management at schools, such as that provided in our model by Communities In Schools. Such a model requires, of course, adequate financial support from the school district and the community, as well as commitment to a program that demands hard work but enables young people to get and stay on a path that will take them to a rich and productive life.

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).

Michael Fulwider Director, Innovation and Special Projects Columbus City Schools 270 E State Street 614-365-5888



Consortium

Columbus City School District (043802) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Columbus City School District (043802) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Barbara	Boyd	6142496838	N/A	Learning Circle		1 West Nationwide Plaza MC 3-11-302, , Columbus, OH, 43215	
Mike	Davis	614-704-3707	mdavis@jacols.org	Junior Achievement of Central Ohio		68 E. 2nd Avenue, , Columbus, OH, 43201	
LaShaun	Carter	614.754.1413 x102	lcarter@learn4lifecolumbus.org	Learn4Life LaShaun Carter		78 S. 5th Street, , Columbus, OH, 43215	
Amy	Wade	614-233-9510, x133	awade@iknowican.org	I Know I Can		3998 E. Broad Street, , Columbus, OH, 43213	

Implementation Team

Columbus City School District (043802) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Edmund	Baker	Principal, South High School	Mr. Baker is responsible for concept design and overall project management and oversight. This includes program design, professional development, technology acquisition, building and budget management, and community relations with the staff, families, neighborhood, and community organizations connected to the school.	Mr. Baker is an administrator in the Columbus City Schools district with seventeen years of experience and accomplishments in middle-level education. He is currently in his first year as the head principal at South 7-12 High School. He has been widely recognized for his expertise and invited to present throughout the district on best practices. Mr. Baker has demonstrated commitment to ensuring quality education for all students based on their unique social, emotional, physical and intellectual characteristics.	Edmund Baker earned a Bachelor's degree from Central State University in Education and a Master's degree in Administrative Education from The Ohio State University. He strongly believes in the collaboration between school and community and works tirelessly to build a positive relationship between Champion Middle School and the surrounding community.	
Ernesto	Martinez	Field Manager, Columbus, Diplomas Now	Team Support	Ernesto Martinez has over fourteen years of combined professional education administration and military administrative leadership experience, including his current role as Field Manager- Diplomas Now/Talent Development Secondary, Johns Hopkins University in Columbus, Ohio.	Prior education administrative appointments include: Turnaround Principal-George Washington Carver High School, New Orleans, LA; Superintendent of Schools, West Fresno K-8 School District, Fresno, CA.; CEO/Principal Edison Bethune Charter Academy-Edison Partnership Charter, Fresno, CA.; CEO/Principal RAPAH Academy-Edison Partnership Charter, Pittsburgh, PA.; Principal 9th Grade Academy Chester High School-Edison Partnership Charter, Chester, PA. and Dean of Students-FDR Middle School, Cleveland Municipal School District, Cleveland, OH. Mr. Martinez holds a Master's Degree (Curriculum & Instruction) and Administrative Licensure (Education Administration) from Cleveland State University and Bachelor's Degrees from the University of Missouri and Dillard University of New Orleans, LA. He also served honorably in both the United States Air Force and United States Army.	