<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>53,763.44</td>
<td>21,236.56</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>75,000.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>3,675,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3,675,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>53,763.44</td>
<td>21,236.56</td>
<td>3,675,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3,750,000.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -3,750,000.00
A) APPLICANT INFORMATION

1. Project Title:
Expanding student achievement in Cleveland and Cincinnati turnaround schools through infusion of Teach For America teachers

2. Executive summary: Please limit your responses to no more than three sentences.
In the large urban school districts in Ohio, a cohort of schools (which are high poverty and high minority) are chronically underperforming. In Cincinnati and Cleveland, many initiatives have been implemented to improve the performance of these schools including teacher recruitment and leadership training. In order to further accelerate these initiatives, both the Cleveland Metropolitan School District and the Cincinnati Public School District will leverage a innovative strategic partnership with Teach For America to provide an infusion of teacher and future leadership talent into specific lower performing schools.

3. Total Students Impacted:
10000

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 Shibya
Organizational name of lead applicant
Cincinnati Public Schools
Address of lead applicant
2651 Burnet Avenue Cincinnati, Ohio 45219
Phone Number of lead applicant
513-363-0338
Email Address of lead applicant
shibiyk@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
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:

Problem to be solved: Both CPS and CMSD, the large urban districts in Cincinnati and Cleveland, have a large cohort of underperforming schools in their districts. In the school year 2012 - 2013, CPS had nearly 60% of their 57 schools that met 3 or less of the 14 state performance indicators. Additionally, just over 30% of their schools met 0 performance indicators. Similarly, in the same year, CMSD had 80% of their schools that met 3 or less performance indicators and just over 50% that met 0 performance indicators. Specifically, the cohort of schools that met 0 indicators has a significantly higher minority and higher low income population (11% higher minority population in CMSD and 17% higher poverty in CPS). Put simply, the lowest performing schools in CPS and CMSD are underserving low income, minority students.

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

Solving this problem: This proposal would provide a one-time infusion of high performing teacher and future school leadership talent from Teach For America (TFA) specifically aimed at the lowest performing schools in CPS and CMSD (i.e. those with less than 3 performance indicators met). TFA is a national non-profit organization that recruits, trains, and supports highly talented and diverse individuals to teach in low-income public schools. Additionally, this proposal would create specific partnerships between TFA and these targeted schools in order to focus alumni recruitment and retention initiatives. Specifically, this proposal would bring 25 teachers to CPS and 50 teachers to CMSD. TFA recruits at over 150 college and universities across the country and, as a result, has access to a pool of candidates that is often more diverse than many Ohio college and universities. For example, last year 40% of TFA's teachers were people of color, and 40% come from a low-income background. In the short term, these teachers will contribute to short term student achievement gains in their first two years of teaching through targeted TFA's training and ongoing professional development. A growing body of independent research has shown that TFA teachers have a significant positive impact on student achievement. For example, a recently released, 5-year study by Mathematica Policy Research that randomly assigned students to TFA and non-TFA classrooms within the same school found that TFA teachers led their students to an additional 2.6 months of learning each year (even when compared to veteran teachers in the same schools). Longer term, TFA would partner with the leadership in each school district to create innovative pathways to retain this cohort of teachers in the school (either in the classroom or in school leadership positions) and recruit alumni with ties to Ohio back to the state in order to teach or lead within these specific schools. Nationally, nearly 2/3 of our alumni work in education once they finish their two year commitment. Of those who continue in education, over half continue in the classroom and nearly 10% of our alumni are in a school leadership position. Through this initiative, both CPS and CMSD will rapidly improve the student achievement within the classrooms and schools that these corps members are placed in and a long term leadership pipeline will be built in order to sustain and accelerate the gains made in these schools. Additionally, this initiative will support and accelerate turnaround efforts already in place (such as the Investment schools initiative in CMSD and the Elementary Initiative in CPS).

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.)

This project will improves students achievement in three ways: (1) recruiting outstanding, diverse talent into CPS and CMSD that typically goes elsewhere, (2) training and developing its teachers to go above and beyond what is typical, and (3) developing and connecting teachers and future leaders. Recruiting outstanding and diverse talent: TFA aggressively recruits top-performing college seniors from a diverse set of backgrounds at college and universities across the country. As a result, last year 48,000 people applied to TFA, including 27% of seniors at Spelman and 18% of seniors at Harvard (2012), and TFA was the top-employer of several Ohio college seniors (e.g. Denison, Kenyon). TFA puts these applicants through a rigorous selection process (14% admit rate) that is based on statistical analysis of data from 15 years and over 20,000 teachers on what best predicts future teaching success. A 2011 Harvard study independently validated the predictive power of TFA's selection model. Training and developing its teachers: TFA's teachers complete a rigorous summer training program that includes a mentored student teaching experience in an urban setting, as well as significant ongoing coaching and support. Recent teacher pipeline studies from Tennessee and North Carolina that examined the value-added of new teachers found that TFA was among the most effective (and in some cases the most effective) new teacher training program in the state. Alumni Leadership: TFA alumni have had significant impact in education both inside the classroom and outside of the classroom. For example, the current chancellor of the DC public schools and the superintendent of Tennessee’s Achievement School District, are both TFA alum. Through these and other leaders, TFA alumni contribute to increased student achievement through their leadership.

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
This project will gain savings in both districts through a combination of four key sources which are as follows 1. CPS and CMSD will gain savings through the decreased use of substitute teachers in two avenues. The first is the decreased use of substitute teachers in the event a position is vacant at the beginning of the year. CPS and CMSD would save between 15 and 20 days at a rate of 113-138 per day with 39.5% fringe benefits. The second is the decreased use of substitutes from the decrease in teacher absences. TFA estimates that corps members will lead to a 25% reduction in absences based on internal data as compared to teachers from other sources. This would lead to a decrease in between 2 to 5 substitute days per year at a rate of 113-138 per day with 39.5% fringe benefits. 2. Both CPS and CMSD save through the increase teacher retention. The National Council for Teaching and America’s Future (NCTAF) estimates that for new teachers, the retention rate over two years is near 80%. Based on historical estimates and future projections, TFA estimates that this cohort of teachers will be retained at a level of 95% over two years (and 67% in year 3, 45% in year 4, and 37% in year 5). The difference in retention rate will lead to savings from the decrease in number of "teacher leavers." The NCTAF estimates that each "teacher leaver" costs an urban school district $8,750. By saving CPS and CMSD from significant costs from "teacher leavers" due to higher retention in these hard to staff, lower performing schools, this project will decrease expenditures. 3. TFA estimates that a smaller subset of teachers will enter pathways to lead a school as a principal. CMSD spends $3,500 to recruit one principal. For every principal developed through this cohort, CPS and CMSD would save at least $3,500. 4. Typically, CPS and CMSD pay TFA $5,000 per teacher per year (for the first two years) to offset the costs of recruiting, selecting, training and supporting these teachers. However, since this grant would be used to fund the full costs of each teacher and additional supports, these costs would be waived for each district.

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)
- * 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.**

<table>
<thead>
<tr>
<th>3,750,000.00 State the total project cost.</th>
</tr>
</thead>
</table>

* Provide a brief narrative explanation of the overall budget.

<table>
<thead>
<tr>
<th>Total Cost: The total cost of the project is $3.75 Million dollars (1.25 Million to be allocated toward CPS and 2.5 to be allocated toward CMSD).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative: The total cost of recruit, select and train each teacher is roughly $20,000. These costs specifically cover the recruitment selection and training of the teachers. Recruitment and Selection: Cost of national recruitment and selection of new corps members who will be in Cincinnati and Cleveland. It includes salary and program costs for the Recruitment and Admission team as well as &quot;transitional assistance&quot;, a need-based financial-aid program which supports the corps members as they transition to the region. Historically, more than 50 percent of corps members receive transitional assistance, which ranges from $1,000 to $6,000. Training: The majority of the costs for pre-service training are associated with the five-week intensive summer training institutes, are held in Atlanta and Phoenix for corps members who teach in Cincinnati and Cleveland. Common allocated costs include: travel, temporary housing and meals for corps members, rental of facility space, training materials, and full-time and stipend staff positions. Also included in this category are expenses for the induction and local orientation of incoming corps members prior to and following institute, which allows them to become familiar with our vision to create academic opportunities for low income children, gain exposure to local school district programs, curricula and standards, participate in content-specific trainings, and set their vision for their classroom and begin to plan for the upcoming year. Additionally, each year of professional development for each teacher is $12,500 per teacher. Professional Development: Corps member professional development expenses are primarily for the ongoing support provided to corps members by local program staff members. In addition, this category includes a share of the costs incurred by our national program team to create and refine instructional materials and to train regional staff members in how to implement the corps member support continuum, including providing tools such as TFAnet, our organization's website providing best-in-class instructional resources, video role models, online, customized e-learning experiences, and advice and community support and the Teaching As Leadership Online Navigator (TALON), a multimedia guide providing specialized instruction for first and second year corps members. Roughly, this equals $45,000 per teacher to recruit, select, train and develop high performing teachers and future leaders in a school district. Additionally, this proposal will invest an additional 5,000 per teacher aimed at innovative alumni recruitment and retention initiatives. These initiatives will be designed in collaboration with CPS and CMSD but could look like the following: Long term teaching support: Additional professional development and coaching for teachers who are teaching in the district for more than two years and additional coaching and training on teacher leadership within the school environment School Leadership coaching: Professional development from TFA and other sources (e.g. NYC Principal Academy - which is partnered with CMSD) to create pathways for TFA corps members to become school principals Community partnership investment: In order to maximize retention for this cohort, we could create a sequence to ensure that corps members are actively involved and engaged in their school and city communities to build investment. Opportunities to meet w/ fellow TFA alumni in specific community pathways Opportunities for national educator conferences, excellent school visits - access to best practices from high performing school models and leaders across the country Grant Administrator salary and fringes at $75,000 Therefore $50,000 for 75 teachers is 3.75 Million dollars.</td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th>Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project will have nearly zero new additional costs after June 30th of the grant year. The only cost that we estimate is the cost for a grant accountant for CPS (who is the lead applicant) who will spend 2 hours a week in the first year of implementation (FY16) to monitor the use of the grant. We estimate that this accountant will be paid at a rate of $17 per hour and given benefits at the CPS - 39.5% rate which totals 5,491 for one year. All additional costs to sustain the project are costs that the districts already employ toward their teaching staff (e.g. professional development). Thus the only cost to sustain the project is the cost for the accountant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>No</th>
</tr>
</thead>
</table>

**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.**

<table>
<thead>
<tr>
<th>731,250.00 If yes, specify the amount of annual expected savings. If no, enter 0.</th>
</tr>
</thead>
</table>
This project will gain savings in both districts through a combination of four key sources which are as follows 1. Both CPS and CMSD will gain savings through the decrease of substitute teachers in two avenues. a. The first is the decreased use of substitute teachers in when a position is vacant at the beginning of the year. CPS estimates that on average, teaching positions in hard staff areas / schools can be vacant up to three weeks (15 days). In CMSD, 50 classrooms were without a regular teacher according to the Plain Dealer; we have conservatively estimated that teaching positions would be vacant for 20 days. Each teacher would save the district the substitute pay for these periods of times, respective of the district that that they are placed in. CPS estimates that substitutes cost the district $115, CMSD estimates $138 a day. Additionally, the districts save the fringe benefits at the rate of 39.5% of salaries / wages for the substitutes. This would save 252,669 in Year FY16, 240,036 in FY17 169,541 in FY18, 113,954 in FY19 and 94,498 in FY20. b. The second is the decreased use of substitutes from teacher absences. TFA estimates that corps members will lead to a 25% reduction in absences based on internal data as compared to teachers from other sources. CMSD estimates that on average, teachers are absent 19 days per year. According to ODE, CMSD's attendance rate for teachers is 89%. A 25% reduction of this absenteeism rate, leads to a decrease of 5 days. CPS's teacher absenteeism rate is 95% which translates to 9 absents per day. A 25% decrease in this absenteeism rate would lead to a decrease of 2 days. Additionally, the districts save the fringe benefits at the rate of 39.5% of salaries / wages for the substitutes. This would save 72,191 in Year FY16, 68,582 in FY17 48,440 in FY18, 32,558 in FY19 and 27,000 in FY20. 2. Both CPS and CMSD save through the increase teacher retention. The National Council for Teaching and America's Future (NCTAF) estimates that for new teachers, the retention rate over two years is near 80%. Based on historical estimates, TFA estimates that this cohort of teachers will be retained at a level of 95% over two years (and 67% in year 3, 45% in year 4, and 37% in year 5). The difference in retention rate will lead to savings from the decrease in number of "teacher leavers". The NCTAF estimates that each "teacher leaver" costs an urban school district $8750. By saving CPS and CMSD from significant costs from "teacher leavers" this project will decrease expenditures. CPS and CMSD estimate that this project will save the district the following teacher leavers: 4 and 8 (CPS and CMSD) in FY17, 5 and 9 teacher leavers in FY18, 6 and 13 teacher leavers in FY19, and 8 and 15 teacher leavers FY20. This would save, 98,438 in FY17, 120,094 in FY18, 164,666 in FY19 and 200,795 in FY20. 3. We estimate that a smaller subset of teachers will enter pathways to lead a school as a principal. CMSD spends approximately 3,500 per principal. CPS and CMSD would realize the savings by not having to recruit additional principals, if principals are developed in the district. We estimate that 1 teacher from the initial cohort of 25 teachers hired by CPS will become a principal by FY20. CMSD would realize similar savings when 3 teachers (1 in FY19, 2 in FY20) become principals. When these teachers become principals, these costs savings would be permanent. This would lead to annual savings of 3,500 in FY 19 and 10,500 in FY20. 4. Typically, CPS and CMSD pay 5,000 per teacher per year (for the first two years) to TFA to offset the costs of recruiting, selecting, training and supporting these teachers. This grant would be used to fund the full costs of each corps member and additional supports, these costs would be waived for each district permanently for this cohort. This will lead to permanent savings of 375,000 in FY 16 and 356,250 in FY 17 from both districts.

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 permanent savings from decreased substitute pay, the permanent elimination TFA support fee for this cohort combined with the permanent savings from decreased teacher leavers outweighs the sustaining costs of the grant administrators. Because the savings over the five years massively outweigh the costs(which are only in FY 16), this project is not only self-sustaining for over five years, it has the potential to provide more savings past the five year forecast in teacher retention savings and principal recruitment savings (as more long term teachers become principals).

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: 8/1/14 - 8/15/15

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

The planning activities will take place over three phases Phase 1: 8/1/14 - 9/15/14. Data input / pathway creation The leadership of CPS, CMSD, and TFA in Cincinnati and Cleveland will hold a series of collaborative meetings to 1) identify priority low performing schools 2) collaborate on additional local recruitment sources and selection criteria and 3) create additional prework/ trainings Phase 2: 9/15/14 - 4/31/15. Recruitment / selection of cohort members TFA will use its national and local recruiting structure to recruit the highest quality candidates that will be successful not only in TFA but also within CPS and CMSD. For example, specific focus will be on local sources such as the University of Cincinnati, Miami University, Case Western Reserve University and John Carroll University. Then TFA will utilize its highly rigorous selection process to select the teachers with the highest potential for student impact and long term leadership. Phase 3: 5/1/15 - 8/15/15. Training and placement TFA will then progress these teachers through a three part training sequence of 1) a week long induction to the community, 2) five week basic skills training in Atlanta or Phoenix, 3) 1-2 week training to prepare teachers for the year. Corps members will be placed at specific schools in CPS and CMSD through a structured interview process where they will interview with several school leaders within either CPS or CMSD and the school leaders' preferences will determine final placement. This interview process takes place in late May and final placements are confirmed by July 1.

* Anticipated barriers to successful completion of the planning phase

The anticipated barriers are as follows: 1) Inability to prioritize schools on teacher need due to planning a year in advance 2) potential lack of interested candidates to join the cohort in Cincinnati / Cleveland 3) conflicts in placement for multiple schools in the June placement process.

18. Implementation - Process to achieve project goals

* Date Range: 8/15/15 - 6/30/20

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

The implementation activities will take place over three phases Phase 1: 8/15/15 - 4/15/17. Initial 2 years of teaching Over the initial two year commitment of these corps members in CPS and CMSD, the teachers will be charged with significantly improving their academic achievement within a specific grade or subject. TFA will work collaboratively with CPS and CMSD to provide one on one coaching to enhance these corps member's teaching, leadership skills and community investment. TFA estimates that through these initiatives, 95% of the initial cohort will stay through two years in their initial placement. Phase 2: 4/16/17 - 8/14/17. Alumni transition to long term teaching TFA, CPS and CMSD staff will work with each teacher to understand their underlying passions. Within these conversations, a strong push towards long term teaching within CPS and CMSD will be highlighted as the most effective pathway to long term leadership for education. We believe we will retain 67% of these teachers in long term teaching positions within CPS and CMSD lower performing schools (which is 10% better than TFA's national average) Phase 3: 8/15/17 - 6/30/20. Leadership pathways After long term teaching is secured for this cohort of teachers, TFA will collaborate with CMSD and CPS on specific interventions to create a cohort of master teachers in these low performing schools and a subset of future principals. Such interventions could look like the following: Long term teaching support, school Leadership coaching, community partnership investment and national conferences and excellent school visits. TFA estimates overall 37% retention rate in FY20, TFA estimates that a subset of these teachers will become principals in FY 19 and FY 20 - 1 in CPS and 3 in CMSD.

* Anticipated barriers to successful completion of the implementation phase.

The barriers here are mainly around drivers of increased retention losses (e.g. more than expected retention losses in first two years of teaching, not enough leadership pathways after year 2 to retain 67% of teachers, etc.).

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

* Date Range: 8/1/15 - 6/30/20

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

There are two key work streams for this evaluation process Ongoing Evaluation, 8/1/15 - 6/30/20 TFA and CPS / CMSD will jointly monitor mid-year and end of year student achievement results for this cohort of teachers to understand progress and to adjust development and support. Additionally, TFA will periodically survey this cohort of corps members to understand current mindsets, future plans and barriers to long-term leadership in Cleveland or Cincinnati. Finally, TFA will collaborate with CPS / CMSD on an exit evaluation process in order to solve systemic challenges within the district or within TFA to minimize retention losses Year 2 and Year 5 evaluations: 8/1/17 - 9/1/17, 8/1/20 - 9/1/20 After year 2, TFA and CPS / CMSD will jointly utilize student achievement data (using OAA testing information) and retention results and ongoing evaluation metrics to identify strengths and weaknesses of the two years teaching phase to determine future next steps for any additional cohorts of teachers and to also plan short term next steps for the future leadership of the current cohort. After year 5, TFA and CPS/CMSD will collaborate to analyze student achievement results (using OAA testing information), retention results and leadership placement w/ ongoing evaluation metrics to determine strengths and weaknesses in the leadership pathways phase and identify places for future impact with future cohorts.

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

Barriers to successful evaluation process would be as follows 1) ineffective data collection mechanisms, 2) differing perspectives on causes of data and implications of data.

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
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. The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

There are three main changes to the instructional and organizational practices in CPS and CMSD through this partnership with TFA focused on specific low performing schools. The first is an innovative defined talent pipeline structure for teachers in CPS and CMSD to become long term teachers with increasing responsibility, skill building and professional development so that teachers can move into school leadership and district leadership in the future. For example, a structure could look like the following: Year 1-2 - move from beginning teacher to lead teacher for a grade level or subject, Year 3 - continue teaching while expanding in school leadership responsibilities (e.g. leading teacher committees while shadowing the dean of instruction or principal), Year 4 - become the dean of instruction and plan on entering principal preparation fellowship in the summer. Year 5 - first year of principal fellowship. Through this project each district will be able to create and adjust this talent pipeline structure in order to attract and retain top talent, not only from TFA, but from other sources. This talent pipeline structure will maximize the potential of all teachers in the district and allow the strongest leaders within the district to move into leadership positions. The second change is a more structured and regular conversations between CPS and CMSD leadership and the leadership of TFA and additional collaboration between CPS and CMSD around talent recruitment and retention. Currently, CPS and CMSD have regular conversations in the late spring (March-May) with TFA in order to ensure an efficient hiring and placement process. However, CPS, CMSD and TFA have little conversations around the recruitment, selection and training of the teachers and little conversations around the future leadership potential / retention of the teachers. Currently conversations are mainly focused on maximizing teacher performance in the classroom after the teachers are placed. This project will create more structured conversations around the entire continuum (from recruitment to leadership), and will create efficiencies through the ongoing collaboration between the CPS/CMSD and TFA. Additionally, this project will create additional opportunities for the leadership of CPS and CMSD to collaborate with each other and share best practices from different approaches they are using in each district. We believe that this project will form a strong foundation for future collaboration after the project ends. Finally, this project will create a much deeper and more nuanced understanding of strengths and limitations of the CPS and CMSD, and TFA. This understanding will allow TFA to be more intentional on investing in and implementing the necessary supports to recruit, retain and develop leaders in CPS and CMSD. Additionally, this understanding will lead to more effective professional development and supports for TFA corps members within CPS and CMSD. This will lead to the long term success of future cohorts of TFA corps members (which will be funded through private donations) within CPS and CMSD.

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.

Selection model: A 2011 Harvard University study by Will Dobbie found that TFA’s selection model successfully identifies teachers who will have a positive impact on student achievement. The study found that the selection criteria help predict who will be most successful in their first year of teaching. Impact in the classroom: Mathematica Policy Research released in September of 2013 the results of a 5-year, federally commissioned study that randomly assigned secondary math students to TFA and non-TFA teachers within the same low-income schools. It found that TFA teachers led to an additional 2.6 months of learning in a single year, even when compared to veteran teachers in the same schools. Three states (Louisiana, Arizona and North Carolina) compared the test score growth (“value added”) of new teachers across all teacher training programs in the state in 2009 and 2010; in each study TFA was either the most effective or among the most effective teacher training programs in the state. Clustering impact: This clustering strategy has been implemented in other parts of the country with TFA corps members with significant success. For example, before TFA had a presence at the Central High School in Miami, the students who were retaking the state mandated achievement test had a passing rate of 10 percent during the fall season. The following year, a TFA cluster of teachers more than doubled the results from the previous year, with one teacher quadrupling her impact over the previous year’s results. Similar results exist from schools in New Orleans, South Louisiana and Houston.

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.

Evaluation party: Since this will be an internal evaluation, Lora Cover (lora.cover@clevelandmetroschools.org), Pat Neal-Miller (millerp@cpsboek12.oh.us), Benjamin Lindy (Benjamin.lindy@teachforamerica.org), Holly Trifiro (holly.trifiro@teachforamerica.org) will be responsible for 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
Methodology: TFA's primary outcomes are student achievement gains, and TFA will assess the magnitude of those gains using Ohio's value-added data system wherever possible (with the goal that teachers perform in the top 75th percentile of Ohio teachers). In subjects where there is no value-added data, TFA will use its national student achievement benchmarking system. TFA, CPS and CMSD will also analyze surveys of teacher satisfaction and leading indicators of retention to identify progress to retention benchmarks while also measuring retention at the beginning of each school year.

* 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.

Methods / process / time lines / data requirements: For measuring value-added gains or gains using TFA's national benchmarking system, data collection occurs in the spring of each year, and TFA will have access to CPS and CMSD student performance data. For measuring interim teacher performance, the coaching team collects data prior to four deadlines (10/31, 12/31, 2/28, 4/30) each year. TFA, CMSD, and CPS will collaborate semiannually to review results of retention and leadership surveys to adjust interventions and plan next steps. How lessons will be shared was to collect videos of strong teaching techniques as well as interviews with parents, students, and colleagues and makes those videos available with commentary online. TFA also collects strong instructional materials (e.g., lesson / unit plans, assessments, tracking tools, investment tools) and makes them available online. TFA, CPS, and CMSD will work to codify learnings of retention interventions and plan on creating and sharing their aligned, defined teacher leadership pathway.

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.

In terms of substantial value and lasting impact, this project hopes to achieve three specific aims. 1. Improved academic achievement in lower performing schools: CPS, CMSD and TFA will work together collaboratively to ensure that every teacher in each cohort operates at the level of a 75th percentile teacher. TFA utilizes a “rigorous benchmark” system to compare a teacher in a specific classroom to other teachers in a similar grade / subject. Through understanding the relative performance on specific assessments (both national and local), TFA can identify how many teachers achieved the “benchmark” of a 75th percentile teacher. For context, last year over 80% of TFA teachers achieved this benchmark in their classrooms. Additionally, in the cases that TFA teachers make up a majority of a specific grade or subject in the subset of low performing schools, school wide results on OAA and other state mandated exams will be utilized to assess the academic achievement gains as well. The goal is that through this infusion of TFA talent in lower performing schools, that over time the performance of the specific schools will improve in the short term through individual classroom gains. And over the long term, as TFA corps members move into leadership positions, school wide performance will also improve through broader changes that these individuals make in partnership with students, parents and the broader community. 2. Increased teacher retention for not only TFA teachers but teachers from other sources. Through the defined leadership pathways that will be created through this process, CPS and CMSD will further improve the short term and long term retention of teachers and future leaders in the district. Specifically, this improvement would not be strictly confined to TFA teachers but would also be applicable to teachers from other sources. Overall, improved retention increases the consistency within schools and leads to a more stable environment within specific schools and allows deeper relationships to be built between staff and students. Specific to this cohort, we expect a subset of this cohort of TFA teachers will continue to teach and lead in these schools and in the broader district beyond the 5 year time frame. In order to ensure that this project stays on track to meet this lasting impact objective, CPS, CMSD and TFA will track year by year retention and adjust plans accordingly. 3. Long term leadership - The projected four principals from this cohort of 75 teachers (1 in CPS, 3 in CMSD) will lead specific schools to improved academic achievement and could be a source for future higher level leadership in the district. For example, Maria Carlson is an alum of TFA and is leading Collinwood High School and Elisa Hoffman is also an alum and is a member of the CPS school board. We believe that this cohort of teachers will be a long term source for future leadership for CPS and CMSD.

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

Quantifiable measures: In classes where value-added data is available, TFA is setting the goal of performing in the top 75th percentile of state teachers (while still working with a high-need, low-income population). In classes where value-added data is not available, TFA is setting the goal of performing in the top 75th percentile of teachers nationally using its internal benchmarking system (which leverages other assessments like the NWEA, DRA, AMIS, and others). Successful attainment of project goals: By generating growth in student test score performance at the levels mentioned above, the TFA teachers and future leaders will make a significant impact on student achievement. The TFA teachers will continue teaching beyond the grant cycle. Further, of TFA's 32,000 alumni, 2/3 remain in education long term. We expect a similar outcome in CPS and CMSD.

* Spending Reduction in the five-year fiscal forecast

Spending Reduction in the five-year fiscal forecast: Our projected savings are based on the year to year retention of the initial cohort of TFA teachers in CPS and CMSD over the five years post the grant year. Our retention benchmarks are as follows: Year 2: 95%, Year 3: 67% in year 4: 45% Year 5: 37%). These benchmarks are 10% higher than the TFA national average and local TFA staff believes this 10% increase is possible through the innovative alumni leadership programming.

* Utilization of a greater share of resources in the classroom
* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Successful attainment of project goals: By generating growth in student test score performance at the levels mentioned above, the TFA teachers and future leaders will make a significant impact on student achievement. The TFA teachers will continue teaching beyond the grant cycle. Further, of TFA's 32,000 alumni, 2/3 remain in education long-term. We expect a similar outcome in CPS and CMSD.

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

TFA partners with low-income schools across the country, and in its 24-year history it has grown from 9 regions to 48 regions. Demonstrated success in this CPS/CMSD partnership would provide proof - points for further expansion in Cleveland and Cincinnati area school districts and other districts in Ohio. Specifically, through this project, both CPS and CMSD will learn how to further maximize new teacher talent and create pathways for long term teaching and future school leadership. These learnings can be translated to any school district but can be utilized particularly in large urban school districts in the state, which have a cohort of underperforming schools with a majority population of students who are classified as low income.

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 04/18/2014
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lora</td>
<td>Cover</td>
<td>216.838.0045</td>
<td><a href="mailto:lora.cover@clevelandmetroschools.org">lora.cover@clevelandmetroschools.org</a></td>
<td>Cleveland Municipal</td>
<td>043786</td>
<td>1380 E 6th St, Cleveland, OH, 44114-1606</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Telephone Number</td>
<td>Email Address</td>
<td>Organization Name</td>
<td>IRN</td>
<td>Address</td>
<td>Delete Contact</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
<td>-------------------------------</td>
<td>-----------------------</td>
<td>-----</td>
<td>---------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Lindy</td>
<td>646.556.5821</td>
<td><a href="mailto:benjamin.lindy@teachforamerica.org">benjamin.lindy@teachforamerica.org</a></td>
<td>Teach For America</td>
<td></td>
<td>1110 Main Street, Cincinnati, Ohio, 45202</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Pat Neal</td>
<td>Miller</td>
<td>Director of Human Resources, CPS</td>
<td>Pat will be responsible for managing the collaboration between CPS and TFA and past members will be eligible for the infusion of corps members. She will be the primary contact for the schools to facilitate this process and will collaborate with the leadership on TFA on the retention, and leadership interventions in order to maximize this cohort's impact in CPS</td>
<td>Pat has over 5 years leading the CPS Human Resources department combined with nearly 20 years of private sector human resources.</td>
<td>Pat has spearheaded TFA's initial two years working within CPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lora</td>
<td>Cover</td>
<td>Chief Talent Officer, CMSD</td>
<td>Lora will be responsible for managing the collaboration between CMSD and TFA and past members will be eligible for the infusion of corps members. She will be the primary contact for the schools to facilitate this process and will collaborate with the leadership on TFA on the retention, and leadership interventions in order to maximize this cohort's impact in CMSD</td>
<td>Lora has over 10 years of education industry related Human Resources leadership experience.</td>
<td>Before her current role, she served as the SVP for TFA's national organization that oversees 48 regions across the country and Lora was a corps member in the D.C. Region, where she entered the program in 1996.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin</td>
<td>Lindy</td>
<td>Executive Director, TFA - Southwest Ohio (Cincinnati/Dayton)</td>
<td>Ben will be responsible for overseeing the recruitment, selection, placement, training and ongoing support and leadership development of the CPS cohort of 25 teachers. He will be the main point person for collaboration between CPS and TFA.</td>
<td>As an Eastern North Carolina corps member, Ben taught seventh grade social studies for three years. After graduating Yale Law School, Ben worked for Washington D.C. Public Schools where he endeavored to redesign the district's teacher selection strategy. Ben has been leading TFA's work in Cincinnati since the region launched in 2012.</td>
<td>As an Eastern North Carolina corps member, Ben taught seventh grade social studies for three years. After graduating Yale Law School, Ben worked for Washington D.C. Public Schools where he endeavored to redesign the district's teacher selection strategy. Ben has been leading TFA's work in Cincinnati since the region launched in 2012.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holly</td>
<td>Trifiro</td>
<td>Executive Director, TFA - Northeast Ohio- Cleveland</td>
<td>Holly will be responsible for overseeing the recruitment, selection, placement, training and ongoing support and leadership development of the CMSD cohort of 50 teachers. She will be the main point person for collaboration between CMSD and TFA.</td>
<td>Holly joined the TFA - Baltimore corps in 2007 and taught high school English for three years in her placement school. In 2009, Holly was named a Maryland Teacher of Promise and earned her Master's of Arts in Teaching degree from Johns Hopkins University. Holly has been leading TFA's work in Cleveland since the region launched in 2012.</td>
<td>Taught high school English for three years in her placement school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>