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<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
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</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -507,583.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
   Breakthrough Comprehensive Leadership Improvement Program (CLIP)

2. Executive summary: Please limit your responses to no more than three sentences.
   Nine community schools in Cleveland are joining together as a consortium to create a professional development program to develop and grow school leaders in a cost-efficient and effective way. While much of the overall program is funded through a federal grant, this project speaks specifically to the unfunded, one-time start-up cost of creating an online education program for the consortium's leadership institute. The overall objective of the comprehensive Leadership Institute will be to grow and support exceptional school leaders that can maintain the high level of student academic achievement in these schools.

3. Total Students Impacted:
   7000
   This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

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

5. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant
   Jessica Cohen
   Organizational name of lead applicant
   The Intergenerational School
   Address of lead applicant
   11327 Shaker Boulevard, Suite 200E, Cleveland, Ohio 44104
   Phone Number of lead applicant
   (216) 539-9349 x2602
   Email Address of lead applicant
   jcohen@breakthroughschools.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
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

School leaders require adequate training before and during their leadership tenure. Traditional school districts may have tens of school leaders to train and can design PD programs with very low costs per participant for design and implementation. Stand-alone community schools need to invest significant dollars to train their school leaders, often only 1-5 people, resulting in a very high per-leader cost. This consortium seeks to maximize existing shared services and PD objectives between the nine schools by expanding their collaboration to create a standards-based school leader educational program.

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

In current programs the consortium has researched, material is presented in a classroom or one-to-one format. This educational program is comprised of a comprehensive PD curriculum presented through online learning modules. This will be utilized for all school principals, assistant principals, and aspiring/identified teacher leaders in all nine schools. The curriculum will be based on proven school leadership professional development topics and strategies implemented by districts and community school networks across the country. The consortium will work with American Institutes of Research (AIR) to develop the complete curriculum and the materials for each course, adapting them for online delivery. Breakthrough Schools (BCS) and Friends of Breakthrough Schools will provide project management, technology, and curriculum development support. Expected modules include making the transition to the role of principal as leader, including supporting the learning culture in a school, becoming a role model, understanding the community schools' history and culture. This introductory module will ensure leaders have a shared understanding of the job of school leader as it is envisioned in the consortium. Other modules will cover compliance sessions (special education, ELL, teacher/principal evaluation system regulations, human resources compliance), Ohio Principal Evaluation System's standards for leadership quality and expertise plus standards from other high performing charter networks tailored to our unique context, resource management (budgeting, finance, accounting and finance procedures, understanding private philanthropy, government grants compliance), people management (managing/developing direct reports, providing evaluative feedback to teachers, successful interview strategies), operations (facilities management, procurement policies), data analysis, enrollment/marketing, technology, parental engagement/cultural competency/diversity and inclusion. All modules will result in a one-year training curriculum for aspiring/identified future principals, while other school leaders will engage with the curriculum as assigned by supervisors. To develop these modules, BCS will work with academic officers and AIR to write a curriculum development plan template to be created and tailored for each module. AIR will create initial outlines for the modules to be presented for review. AIR will meet with BCS and academic officers to finalize the curriculum development plans, including the complete list of training modules, associated training templates, proposed outlines, and other related material. BCS's technology department will build a web platform to host the modules. All modules will have some interactive components, online assignments and discussion boards. To demonstrate competency and mastery of the material, AIR and BCS will create certification procedures for each type of school leader to meet upon completion of the curriculum. As a result of the program implementation, the schools will have a ready curriculum for every school leader or teacher leader that can be modified based on participant needs, assessed at any time and used for years to come.

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.)

Teacher leaders who engage in the program and school leaders who complete their assigned curriculum will be dynamic, informed, and capable leaders, able to manage their schools, build effective teaching teams, and provide a high-quality education for their students.

Together, the schools and BCS will build a lasting PD structure to ensure current and future school leaders are qualified and effective. The flexibility of the online module approach will enable supervisors and administration to assign modules to any staff member (even non-teacher leaders) if that person could benefit from the material. The program as a whole will enable the consortium to equip its leaders with the necessary knowledge they need to be effective school leaders. The advantage of this project is that the online modules, developed by AIR, will allow for greater time flexibility on the part of the participants. Leaders can view the modules and work on them from home or school, enabling them to organize their time in the most efficient way possible. Also, the online format enables participants to review material or work through it more than once, something that would not be possible with in-person delivery. This approach focuses on mastery of the material and allows for human nature to be harnessed for the good, accommodating busy schedules, diminished attention spans, and busy lifestyles. It also provides participants with greater work/life balance, enabling them to infuse their energy into the classroom instead of being drained through participation in person-to-person during the school day on top of their instructional and planning periods. Currently, the students in the consortium, on average, outperform their peers in Cleveland, Cuyahoga County and the state in proficiency on the Ohio Achievement Assessments. The consortium anticipates that as a result of engagement in the curriculum, the schools will maintain or increase student achievement in every subject at every grade level. Specifically, since there will be modules that focus on special needs population, including
special education and English language learners, the consortium predicts an increase in achievement among those populations in all grade levels.

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.)

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.)

Creating online modules not only reduces active staff time for necessary school and teacher leader PD by delivering it in a flexible, effective, research-based format, but also enables one-on-one staff time to be focused on the monitoring and improving of practice to ensure that leaders are internalizing the material. This approach to PD will increase the effectiveness of school/teacher leader PD delivery and development across nine schools with almost 250 educators. The one-time cost of the development and creation of the curriculum and the modules themselves (including videos and course materials) will be shared by the community schools, but instead of recurring every year for the current cohort of leaders as one-to-one or in person trainings require, this cost will be spread out over future years of use and multiple annual leader cohorts. Overall, this program will serve as a log of institutional memory for the consortium. In an era of significant educator turnover, we will not have to rely on staff to provide PD and context, rather institutional memory will be encapsulated in the module. Furthermore, this system frees up in-person learning time to be focused solely on deliberate practice, habit-forming, and coaching and feedback on the information/skill at hand by the BCS Human Capital staff. This project shifts their time from introducing to coaching, maximizing staff capability and eliminating time-intensive meetings. Lastly, in addition to certification from just viewing the online modules, available Human Capital staff time can be used to monitor the growing mastery of the skills in the leaders, coach where more support is needed, and ultimately “sign off” that the leaders have mastered the skills, knowledge, and mindsets in real life. Time and energy is saved on the front-end of the PD process and reinvested into the more important aspect of PD: the monitoring and improving of practice. One particularly interesting aspect of the project that the consortia is proposing is that, although the consortium schools reflect 4 educational models, this collaboration will demonstrate that there can be a way to intelligently structure centralized PD that saves on cost but does not limit on quality or differentiated PD opportunities for each educational model. By compiling exemplars of PD web platforms and internally building its own, as well as creating its own online training modules, BCS can demonstrate a cost-effective way to customize PD. BCS anticipates that some of the modules will be able to be shared or sold to interested charter schools and districts should they want to use them in their PD efforts. To completely transfer the program, planning with another district or charter school would include identifying which modules are transferrable and which would need to be customized, sharing the best practices in building the web platform, and offering consultations with our academic officers as to their approach to the coaching and mentoring component. Complete replication would likely entail some web design costs, as well as advisory from our academic officers on the mentoring and coaching as a complement to the modules. We anticipate that some of the modules could be completely transferrable, while others could be used as a template upon which districts and other charters could build their own material. Having the templates and structure, however, should make it easier to replicate than build from scratch as the consortium endeavors to do. Should the consortium receive the funds to complete this project, future plans could include packaging the program as a fee-for-service opportunity to other districts and charters, running workshops for other educational leaders regarding best practices around PD material, or presenting the success and challenges of the project at various convenings and conferences as we do with other initiatives.

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.

<table>
<thead>
<tr>
<th>12. What is the total cost for implementing the innovative project?</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>507,583.00 State the total project cost.</td>
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* Provide a brief narrative explanation of the overall budget.

The budget includes $200,000 for the contract with American Institutes of Research (AIR), to be executed after receiving notification of a successful grant application. Additionally, there is $8,940 budgeted for travel of AIR staff to Cleveland for onsite meetings. That total takes into account three trips for four people with three nights in a hotel at $250 per night, airfares estimated at $400 each, daily ground transportation estimated at $60 each, and daily meals estimated at $75 each. In regards to the creation of the online modules, the lead applicant will pay a two-year project development fee to Breakthrough Schools, in addition to the service fee. This project development and management fee will be pre-paid in the first year of the grant. The total fee was determined as follows: BCS will be devoting its own staff time to the project. The Manager of Educational Systems Support and the Web Developer will devote 33% of their time to the project and the budget includes $19,470 and $18,480 respectively to cover the cost of their efforts towards the project. We've allocated 15% of the Director of Technology's time to the project for $11,016. For the content creation for the online modules, we've included 10% of the educational model leaders' time for $22,000 total. For grant oversight and administration, we've allocated 10% of the Chief Operating Officer's time ($9,400), 10% each for two accountants' time ($10,500), and 5% of the Senior Director of Grants and Foundation Relations' time ($4,100). We have allocated 25% of our Associate Director of Human Capital Performance and Pathways to this work ($16,250). On all these salaries, an average benefits allocation of 21% was included to account for STRS/SERS, Medicare, employer taxes and healthcare benefits costs. The consortium has used this average benefits calculation in all its federal grants and is a generally accepted average. This makes a total of $269,143 budgeted for personnel salaries and benefits for time spent directly on the project design for each year. The total cost for the project management and development fee are all the aforementioned personnel allocations and account for two years of service delivery. The arrangement will be governed by an additional contract between the consortium, BCS and Friends of Breakthrough, making the entire cost a purchased services cost for the lead applicant to be paid out of the grant. When the design and initial implementation stage of the project is over on June 30, 2015, these salaries will continue to be funded by the pre-paid agreement as a result of the partnership through June 30, 2016, and thereafter by general operating funds at the Breakthrough Management organization without any additional cost in the school/BCS service fees. This will not cause any additional cost to the schools following the grant period as these are general operating costs/resources that are being diverted to the grant project and are Breakthrough Management expenses, not on the schools' budgets. Also included is $1,000 for any necessary supplies during the course of the project, and $1,500 for the purchase of two new laptops that will enable the BCS staff working on the project to have the necessary hardware and software to actualize the program. The budget also includes $25,000 to cover the cost of videotaping and preparing for inclusion 25 half-hour videos ($1,000 per half-hour video). This cost is based on the lowest quotes received by the consortium from companies producing educator exemplar videos that can be adapted for our purposes. Estimates were also garnered from the United States Patent and Trademark Office to estimate $2,000 in copyright and licensing fees, enabling the consortium to protect its proprietary materials that result from this project.

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

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

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

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

This project is wholly contained within the costs indicated in the grant budget narrative. The contractual agreement with the consultants to create the online modules will only span the grant period. All aspects of the project only incur the startup costs detailed in the budget and budget narrative. The evaluation costs for the project and any maintenance or refinement of the technological platform that could be needed after the grant period will be covered by a two-year pre-paid maintenance agreement with BCS. This will give the consortium and BCS the...
time and funding to tweak and adjust the online modules following the first year of implementation. Any future costs associated with the program after the two-year service contract will be funded by the consortium’s federal Teacher Incentive Fund grant and be incurred by BCS as it does with all other consortium-wide technology systems, leaving the schools with no additional ongoing increase in operational costs, nor any increase in their service fee to BCS as a result of the project.

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

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<th>No</th>
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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.

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<th>If yes, specify the amount of annual expected savings. If no, enter 0.</th>
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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. No. This would be a new project for the network and expenses that will be incurred or might have been incurred in the schools had chosen other professional development methods or solutions were not considered in the schools' five-year forecasts.

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. All of the schools in this grant consortia have entered into a services agreement with Breakthrough Schools management to provide agreed upon services for a set fee. As a result of this project, although the services that Breakthrough will be providing the schools will increase, the service fee between the schools and Breakthrough will not increase. There will be no additional operational costs to the schools after the grant period has ended. Breakthrough is committed to providing the schools with the resources they need to train and support their educators and leadership to achieve the high academic standards and student growth that make our schools the highest rated network of public charter schools in the state. This project is an outgrowth of the substantial Human Capital and educator evaluation and compensation work that the network has prioritized and any ongoing unexpected maintenance or unexpected other costs will be absorbed by the Breakthrough management organization. Implementing the online modules will enable the same content to be delivered year after year at no additional cost to the schools or the partners. Technology platform costs will be absorbed by Breakthrough Schools and any material changes to the content can be made at any time by staff already in place, again, at no additional cost. Changes to video content can be made by changing course/module materials to reflect the change. This would preclude the need to rerecord the videos. Should new materials be needed to cover new state laws or changes to practice implemented over the five years, current staff can incorporate those changes to the materials at no cost, since the materials and the platform will be wholly owned and operated by BCS and the consortia members.

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
 **Planning - Activities prior to the grant implementation**

* Date Range: 07/01/2014

<table>
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<tr>
<th>* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).</th>
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<tbody>
<tr>
<td>The initial planning for the project has already occurred. BCS has already vetted consultants for all aspects of the project and The Intergenerational School will execute those contracts in January, following the formal approval of the contract by the CLIP Steering Committee. Important to note is that the network has done considerable work over the last 18 months since the network was awarded the Teacher Incentive Fund grant from the USDOE to lay the foundation for this project. The academic officers have spent considerable time comparing and contrasting their educational, PD, and career pathways approaches. This knowledge will directly feed into the content that will be included in the online modules. All the schools' boards have already been made aware of this project and recognize the initiative as critical to the network's long-term leadership pipeline needs. Further, BCS's Human Capital department already provides the models with access to leadership best practices, and advisory on Ohio regulations regarding teacher and leader evaluation and compensation. This foundation will enable the network to launch this project quickly, with many of the inputs already present and the objectives, outputs, and outcomes already decided upon. As part of the planning process for this project, the academic officers, board members, and BCS support leadership convened to evaluate the need for the project, identify objectives and outcomes, and define the implementation plan. The project planning team also screened various vendors and providers to respond to the identified needs of the educational model leaders. For the online modules, the planning team corresponded with representatives from three potential external consultants. As a result of these conversations, each potential vendor submitted a draft proposal of work for consideration. The American Institute for Research's overall ability, quality of work, excellent reputation, and lowest bid stood out among the competition.</td>
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* Anticipated barriers to successful completion of the planning phase

| Since the planning for implementation has been completed, the largest barrier in moving to the implementation state is funding for the AIR contract and to cover the one-time increased project cost at BCS. If funding is secured, the partners are committed to realizing this project. |

**Implementation - Process to achieve project goals**

* Date Range: 07/01/2014

<table>
<thead>
<tr>
<th>* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).</th>
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<tbody>
<tr>
<td>The consortium is prepared to implement this project as soon as funding is secured. Implementation will include contracting with the external consultants and moving through the execution of the project to have it up and running by January 2015. Starting in July 2014, the Human Capital team will already have begun leadership recruitment for the 15-16 school year. In July and August, BCS leadership will work with AIR to develop the content of the online modules and the tech team at BCS will finalize plans for the web platform. Ultimately, The Intergenerational School will execute the contracts on behalf of the partnership. The work in this early stage of the project will be divided: the entire project team will be involved in developing content modules and other BCS staff will be engaged as necessary. The technology team at BCS will compile platform demos to be reviewed by the project Steering Committee. The Steering Committee will meet monthly to assess progress and address any structural or programmatic issues, allowing for midcourse corrections. The internal planning team will meet weekly to assess project management needs. September and October will be devoted to developing and finalizing the module content. AIR will have an in-person session with the Steering Committee to present the modules and get final approval in November. Model leaders and the internal planning team will have weekly meetings with the tech team from November to December to offer guidance as to the design of the platform. In January, the Human Capital team will pilot the web platform first to the network's teacher advisory committee (already convened for the network's TIF project), and all school and lay leaders to request their input on content, design, and ease of use. After approval, the site will go &quot;live&quot; and model and school leaders will have the option of assigning modules to their leadership. The first class of fellows will begin the program in January or upon hire, whichever is earlier.</td>
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</table>

* Anticipated barriers to successful completion of the implementation phase.

| While this project management plan has been proven successful for the TIF work, one barrier could be not leaving enough time to tweak and improve the technological platform or the module materials. Given the changing nature of policy and educational law in the state and the country, one barrier to the quick implementation could be a major policy change during the modules' development. That might delay the finalization of a module affecting the project's ultimate implementation deadline. Another barrier could be deciding on the approach to ongoing changes to education law and policy. The plan is to incorporate them into written materials and the modules themselves. As we move into implementation, the consortium will have to evaluate if that will be effective. |

**Summative Evaluation - Plans to analyze the results of the project**

* Date Range: 07/01/2015

<table>
<thead>
<tr>
<th>* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).</th>
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<tbody>
<tr>
<td>The evaluation of all components will be on a different timetable depending on the project components. Initial evaluation of the web platform and online modules will be completed during the implementation phase. Twice a year in 14-15, all schools will administer the Instructional Culture Insight Survey to gauge any improvements in leadership abilities among school leaders. The project's internal planning team will work with The New Teacher Project who administers this survey as part of the network's TIF project to draw connections and causality between PD utilized and culture improvements or, potentially, culture decline. Throughout the school year, short-cycle assessments and the PARCC performance-based test results will be analyzed to understand the PD needs of teachers and school leaders, as well as the impact on student achievement. Data teams and leadership at each school regularly compile and analyze this data as part of their instructional practice. The online modules, as a central part of BCS's Human Capital strategy, will be included in the network's independent evaluation of its Human Capital management system, planned to be conducted in the summer of 2015. This independent evaluation will be paid for by the TIF grant and be executed with the guidance of our project's technical assistance providers including Westat, the University of Wisconsin, the American Institutes for Research, Synergy Enterprises, and J. Kopich &amp; Associates. The independent evaluation will be coordinated by the Human Capital department and the internal planning team. Advance notice of the evaluation will be given to all school leaders by May 2015.</td>
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We expect the independent evaluation to take up to 3 months and look forward to adjusting our programs as necessary consistent with the evaluation recommendations.

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

A barrier to evaluation could be timing. If any part of the project is delayed, it could be that the program will not have been implemented for a long enough time to be adequately evaluated in the Human Capital management system evaluation in summer 2015. BCS and the consortium members, however, have committed to delay the independent system evaluation to include the online modules program if necessary.

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

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

Please enter your response below:

The design process allows our academic officers to step back and evaluate what core competencies our school leaders need to have. Prior to BCS’s creation, each of our schools were operating independently. Now as a consortium, there is an opportunity to identify common leadership competencies and create a network framework for identifying, promoting, and supporting school leaders. This is an organizational change for our schools that are used to working only within their educational model. The network framework of BCS is encouraging intra-network dialogue, the sharing of best practices, and strategies to acquire efficiencies in all areas. While the TIF project has placed a focus on teachers, this project will spur that same dialogue and best practice-sharing regarding issues of school leadership. All of the schools are using the Ohio Principal Evaluation System standards for their leadership evaluations. However, while each of our schools have a distinct idea of what school leadership entails, with the assistance of AIR in the development of the modules, the network will ultimately be able to articulate a shared understanding of what being a successful school leader means and what it means to lead a successful, high-quality urban school serving low-income and minority students. The work with AIR will build on current knowledge and also empower the schools to crosswalk the Ohio standards with resources and guidance from AIR and other leadership training programs for high-performing charters. This leadership framework will inform teacher and leader recruitment strategies, enabling the network to recruit highly qualified candidates for school leadership and teaching positions. These efforts will produce a product that is incredibly strong, rooted in research, standards, and best practices, and tailored to our unique context. Prior to now, the consortium has not been able to fully articulate leadership pathways and support for those leaders when employed. The content development for the modules will add a capstone of information to the work undertaken with the TIF project to develop career pathways. Not only will we be able to demonstrate leadership trajectory options to candidates, but with this grant, we will be able to inform candidates what support is available for teachers and for leadership positions. This will enhance our candidate pool and ensure the best candidates actually enter the classroom and administration. Furthermore, new school leadership will enter in their first year prepared to lead, manage, and serve, eliminating some of the trial and error the network experienced with its second class of new principals. Ultimately this PD program for leaders within the network will drive educational excellence and improve instructional outcomes.

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:

This project is about streamlining exceptional development from beginning to active mastery. It is an incredibly efficient and research-proven means of introducing new information to school leaders. In a rapidly-changing world, online courseware, mass open online courses (MOOCs), and other integrated technologies have propelled higher learning forward. Some of our educators have even received their endorsements or teachers’ certification through online university programs. The consortium’s educator cohort has first-hand experience interacting and learning from technology-based programs. The online modules would apply what universities and higher education have been employing for years to the ongoing needs for educator professional development. The consortium sees this project as representing the next generation of educator professional development, seamlessly integrating educators’ learning preferences and abilities with the supports and information they need to have an exceptionally positive impact on student and school performance. American Institutes of Research (AIR) has extensive experience developing and implementing trainings that enhance the professional knowledge and practice of education leaders. AIR has deep knowledge about principals and their work and currently hosts the federally-funded Center on Great Teachers and Leaders. AIR is contracted by Ohio for principal evaluation and works with the consortium providing technical assistance on its TIF project. By contracting with such a well-regarded firm, we anticipate that the outputs from the module creation will meet the project objectives. Research indicates that online professional development and certification programs for principals have the same impact and outcomes as a classroom based program (Korach, 2011). However, for Breakthrough, as with other programs, the cost to launch the online program is high but the long-term costs are almost negligible because there is no reliance on additional staffing or in-person delivery. Furthermore, the costs are minimized because the modules can be used by as many staff as needed without any additional marginal cost. Research is also
outspoken on the ideal professional development for new principals. The most effective principals were found to have had job-embedded and formal PD (Duncan, 2011). A particularly effective method includes principals participating in an "internship," instead of being forced to train as a principal while teaching or being pulled out of the class, leaving students with a substitute. Research has indicated that the "ideal internship occurs when participants can work full-time with a practicing administrator," (McGregor and Watson, 2008). The Wallace Foundation has been outspoken on the need for principal coaching (2011)- a role that will be filled by BCS academic officers and the project manager, an experienced educational coach. All the key components of project proposed here meet the best practices of new principal development as indicated by peer-reviewed research. Anecdotally, other high-performing charter school networks like KIPP and Achievement First have undertaken their own leadership development programs and are having success building their leadership pipelines. Because of the consortium's unique structure with four different educational models and our much smaller cohort of school leaders, simply importing these charter programs would be impossible. A principal's ability to lead is dependent on his or her ability to implement the successful instructional model of the school. For this reason, the individual apprenticeship component and the BCS-specific modules are critical to the success of our principal training.

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 progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

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

The consortium will utilize both internal and external methods of evaluation. Sandy Abraham, the Project Manager that will be responsible for conducting the evaluation, can be reached at (216) 458-2086 extension 1311.

* 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).

The consortium will use a variety of methods to produce quantitative and qualitative data to evaluate the project objectives. Human Capital staff will work with the Project Manager to ensure that all measures under that objective are met by the network. The Project Manager, reporting to the Director of Human Capital and working with the network’s Performance and Data Analyst, will be responsible for using school and CMO level data to analyze educational, organizational, and operational effectiveness at the school building, model, and CMO levels as it relates to objectives one and two. The program components and communication plan for the initiatives will be evaluated through leader feedback and periodic review during workgroup and Steering Committee meetings. The program’s satisfaction will be measured by 34 surveys during the course of the program and in-person interviews conducted by a non-supervisor. For the achievement outputs, BCS will compile and analyze data from ODE. The DAA results will be analyzed and independently verifiable by ODE. To measure leader satisfaction with the PD opportunities offered to them through the project and the effect of CLIP on school culture, BCS will continue to administer the Instructional Culture Insight Survey with The New Teacher Project twice a year. The results will provide comprehensive quantitative and qualitative performance feedback that BCS can compare to the initial BCS benchmark survey conducted in April 2013 (the results of which indicated to BCS leadership the need for CLIP). They will help BCS assess the progress made towards achieving intended outcomes and examine the effectiveness of CLIP’s implementation strategies. Lastly, BCS will engage an independent evaluator in 2015 after one year of the program as part of its overarching strategic Human Capital management improvement efforts to measure the effectiveness of various PD components providing for BCS principals, assistant principals, and teacher leaders.

* 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.

The surveys will allow for customization and improvement of a leader's experience, enabling a 100% completion rate. With each survey, Breakthrough will have the opportunity to refine the program to include any leadership development needs that are surfaced by survey responses. By doing so, BCS can assess the progress made and gain performance feedback to refine the project if necessary after one year of operation. BCS is committed to the dissemination of this project by presenting at convenings and conferences, responding to private inquiries, or sharing public information upon request.

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.

The consortium of schools has become a local leader in providing high-quality education and is viewed as the Cleveland District's main partner in transformational education reform within the city. When it comes to consortium-wide initiatives, local, state, and federal support is indicative of the network's ability to undertake large strategic initiatives and effect positive change in the network and the city. BCS believes that this project will answer the essential question at BCS of how to grow by adding more schools while also maintaining the high level of academic achievement its school leaders and teachers effect. If successful, the schools will have proven their ability to maintain high levels of instructional excellence by demonstrating consistent or growing achievement results (currently consortium students perform on par or better than the Ohio state average and high performing suburban districts). The consortium is only one of many growing charter school networks in the country. It is unique in that it is replicating four different educational models. With this project, the consortium can serve as a national leader and a model for other charter networks and districts that feature different educational models but want to implement cross-model PD. This is becoming increasingly more common as school districts move to a portfolio approach and the proliferation of STEM and specialty schools continue. These trends signify that soon, schools within districts and charter networks will not always teach their students the same way. Therefore, their school P/APs will not lead their teaching staff the same way. PD approaches like the one proposed here will be looked at to provide answers on how to satisfy the distinct needs of these new hybrid districts. Therefore, this project will be able to meaningfully contribute to increased knowledge and understanding of how to provide diverse and common PD opportunities for leaders across one district or network implementing different educational models. These efforts could create a greater understanding of the benefits of a hybrid district or network that could then lead to studies on the effectiveness and greater sustainability of providing PD for more than one educational model.
within a network or district and potentially change the conversation around school choice for all students. Our work will address how a
centralized staff can effectively and sustainably train and develop leaders who subscribe to the belief that not every child learns the same way.
The consortium provides a real solution to the public education crisis in Cleveland. Our students’ continued academic performance proves that low-income and minority children can learn. With this project, the consortium can grow while maintaining its exceptional outcomes in student achievement and teaching. This growth will result in high-quality schools in the most underserved neighborhoods in the city where students have no other high-quality educational options. These schools are bringing hope to residents, stemming flight from depressed neighborhoods and encouraging the development of the surrounding areas and businesses. Achieving the project outcomes will result in continued system change and improvement here in Cleveland, resulting in a renewed city and serving as a model for how other cities can achieve similar academic achievement levels among minority students. After the grant period expires, the program will continue to serve educators each year since project costs are one-time expenditures. Any unexpected cost after the grant period will be funded by the consortium’s federal Teacher Incentive Fund grant or absorbed by BCS with no additional service fee to the schools.

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

At least 80% of students will score proficient in math as certified by the Partnership for Assessment of Readiness for College and Careers (PARCC) test score rubric in year 1 and subsequent years. At least 85% of students will score proficient in reading as certified by the PARCC test score rubric in year 1 and subsequent years. The consortium will achieve a network-wide weighted average PARCC metric performance index score of 94 (excluding year one of new schools) in each year of the grant. 100% of the schools in the BCS network will meet the student growth objectives listed above as certified by the ODE as a result of having their P/APs participate in the grant-funded PD programs. 85% of the teachers in each school will be rated effective or highly effective as defined by the consortium standards-based Educator Evaluation System as a result of their school leadership participating in Straight A-funded PD programs. Data from the Ohio Department of Education will be used to measure these objectives and provide benchmarks.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

100% of BCS P/APs will complete the grant-funded PD programs each year. BCS will increase network-wide teacher satisfaction, as indicated by the Instructional Culture Insight survey, by three percentage points each year for five years for questions relevant to leadership quality and educator evaluation quality. At least 80% of program participants at BCS will be rated effective or highly effective by year 5 as measured by the Ohio Principal Evaluation System, an approved principal evaluation system by the U.S. Department of Education. This percentage will only measure those Principals/Assistant Principals at the end of their second year in a BCS school. BCS also seeks to create a culture where educators feel valued for their contributions and supported professionally in their practice. The network hopes to measure this using the Instructional Culture Insight survey as described in question 22. Although components of this project are similar to successful projects in other charter networks and districts, BCS is unique in its composition with four educational models and the only known organization undertaking a leadership fellowship program in Ohio with this structure as far as we are aware. However, we will use comparable benchmarks of the Cleveland Metropolitan School Districts’ school leader evaluation results as one potential benchmark to compare our tech-based program with their in-person PD program.

* Other Anticipated Outcomes

Each new principal designated to serve in a consortium school will participate in the program for a 100% participation rate each year of the grant and be certified according to certification procedures developed under the grant before assuming his/her titled principal position. Current school leaders and teacher leaders will engage with the program at different levels as decided by their supervisor, but 100% will engage with the program at some level. The BCS Human Capital team will track participation and provide benchmarks.

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

BCS is optimistic that other community schools or districts are also considering the exponential benefits that optimal technology use could provide for the way schools educate their students and train their teachers. As online education also becomes more robust, and educators are turning to online programs for certification, BCS believes that this PD approach for school leadership is the next generation of PD, building on national trends and proven implementation successes. One particularly interesting aspect of the project that the consortia is proposing is that, although the consortium schools reflect 4 educational models, this collaboration will demonstrate that there can be a way to intelligently structure centralized PD that saves on cost but does not limit on quality or differentiated PD opportunities for each educational
model. By compiling exemplars of PD web platforms and internally building its own, as well as creating its own online training modules, BCS can demonstrate a cost-effective way to customize PD. BCS anticipates that some of the modules will be able to be shared or sold to interested charter schools and districts should they want to use them in their PD efforts. To completely transfer the program, planning with another district or charter schools would include identifying which modules are transferrable and which would need to be customized, sharing the best practices in building the web platform, and offering consultations with our academic officers as to their approach to the coaching and mentoring component. Complete replication would likely entail some web design costs as well as advisory from our academic officers on the mentoring and coaching as a complement to the modules. We anticipate that some of the modules could be completely transferrable, while others could be used as a template upon which districts and other charters could build their own material. Having the templates and structure, however, should make it easier to replicate than building from scratch as the consortium endeavors to do. Should the consortium receive the funds to complete this project, future plans could include packaging the program as a fee-for-service opportunity to other districts and charters, running workshops for other educational leaders regarding best practices around PD material, or presenting the success and challenges of the project at various convenings and conferences as we do with other initiatives.

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).

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<tr>
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<th>Organization Name</th>
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<tr>
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### Implementation Team

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<tr>
<th>First Name</th>
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<th>Responsibilities</th>
<th>Qualifications</th>
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| Sandy      | Abraham   | Project Manager, Breakthrough Charter Schools | Breakthrough (BCS), a project partner, will provide project management, technology, and curriculum development to support the Comprehensive Leadership Improvement Program. Sandy Abraham, Project Manager at BCS, will coordinate all project efforts for this grant in addition to managing the network's Teacher Incentive Fund project. Sandy will review materials, streamline the entire leadership development process, and guide the academic officers and BCS staff toward successful implementation of the project. As needed, she will assign specific modules to staff and follow up with Academic Officers, principals, school leaders, and teachers to ensure effectiveness and ease of access. | BCS has proven itself to be a leader in high quality education. January 2013, the Center for Research in Education Outcomes at Stanford University ranked BCS as 1st in the nation for reading growth and 4th in the nation for math growth. BCS was recognized as a national leader in 2010 when it became a member of the Charter School Growth Fund and in 2011, when it became 1 of only 19 charter networks to receive a replication and expansion grant from the USDOE ($8.6 million). Sandy began working with Teach for America (TFA) on the recruitment team while in college, then as a teacher in Chicago Public Schools, as an advisor at their training institute, as a teacher coach, and as a manager of teacher coaches. Through her latter years on TFA staff, Sandy and her team led the leadership and instructional development of 50-70 high school science teachers each year, resulting in consistent attainment of student achievement goals and leadership goals of Corps Members. | BCS has over three years of experience managing the consortium of schools. As relevant to this program, BCS received 1 of only 35 Teacher Incentive Fund grants in 2012 to develop and refine its Human Capital management system ($10.3 million). Sandy worked with Teach for America (TFA) for 7 years as a teacher in Chicago Public Schools, a training institute advisor, a teacher coach, and a manager of teacher coaches. Sandy led the leadership and instructional development of 5070 high school science teachers each year, resulting in consistent attainment of student achievement goals and leadership goals of Corps Members. |}

<p>| Katie      | Grootegoed | Manager of Educational Systems Support, Breakthrough Charter Schools | Katie Grootegoed, Manager of Educational Systems Support at BCS, will lead the technology work for the online module development. | Katie is a certified K-12 teacher with over 10 years’ experience teaching and training. She also has 8 years’ experience managing and implementing technology in schools. Katie holds a Bachelor of Arts degree, Masters of Science degree, | Katie served as the project lead for Google Apps for Education deployment and implementation for over 20,000 students and staff. Engaging course, content, and website design has been her main professional focus. |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
<th>NETS-T certificate, and this May, will receive her Educational Technology Specialist Masters Certificate.</th>
<th>Katie will lead the technology development efforts for the project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Cohen</td>
<td>Senior Director of Grants and Foundation Relations, Friends of Breakthrough Schools</td>
<td>Friends of Breakthrough, a project partner, will manage the grants on behalf of BCS and the consortium.</td>
<td>Friends of Breakthrough has been commended for its management and administration of these multimillion dollar grants and facilitated clean audits and annual reviews for all. As the Senior Director of Grants and Foundation Relations at Friends of Breakthrough Schools, Jessica Cohen has oversight over the network's robust portfolio of community, corporate and family foundations. In addition, Jessica serves as the Project Director for the network's other federal grants from the USDOE. She directs discretionary government grant application efforts and is the main point of contact with the USDOE. Together with her team, including a grants manager and a grants accountant, they provide advisory support and tactical administrative support for budget and project revisions, ensures programmatic, financial, regulatory and non-regulatory compliance.</td>
<td>Friends of Breakthrough has overseen the fundraising and advocacy activities for the consortium of schools for over three years. In addition, Friends of Breakthrough has managed multiple government grants for the consortium, including the Charter Schools Program (CSP) and Teacher Incentive Fund (TIF) grants. Prior to joining BCS, she garnered support for education reform efforts, nationally and in Ohio, on behalf of a national network of over 250 private schools. An experienced development professional, Jessica began her fundraising career as a nonprofit consultant, specializing in foundation relations and nonprofit operations. She received her undergraduate degree from Harvard University. Jessica will also be the liaison between the Steering Committee and FOB.</td>
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| Dr. Cathy Whitehouse | Academic Officer | Dr. Cathy Whitehouse is the Academic Officer of the lead applicant, The Intergenerational School. As an Academic Officer, Cathy will assign specific online modules to both new and seasoned staff to continue leadership development throughout the schools. The assigned modules will vary from person to person, and the Academic Officer will need to determine the needs of each individual staff member as well as modules that will be relevant to their position in the school. Cathy will also have a role in creating the modules by pointing out the strongest resources to be used as course content. Finally, Academic Officers may be video recorded and directly influence the creation of the online modules. | Dr. Whitehouse has been a child development psychologist for over thirty years. | She was a classroom teacher for six years before deciding to found The Intergenerational School, a bold and innovative new educational model that has demonstrated exceptional academic achievement among its students. The model’s philosophies and instructional methods are a result of her academic expertise and pedagogical experiences. She has led the school to 9 consecutive Excellent (2 years with Distinction) ratings from the ODE. |
Lisa Vahey

Lisa Vahey is the Academic Officer of four schools in the consortium, and will also serve as the lead Academic Officer of the project. As an Academic Officer, Lisa will assign specific online modules to both new and seasoned staff to continue leadership development throughout the schools. The assigned modules will vary from person to person, and the Academic Officer will need to determine the needs of each individual staff member as well as modules that will be relevant to their position in the school. Lisa will also have a role in creating the modules by pointing out the strongest resources to be used as course content. Finally, Academic Officers may be video recorded and directly influence the creation of the online modules.

Lisa has eighteen years of experience teaching, coaching educators, and leading educational teams to excellence. As the founder of the Chicago New Teacher Center, Lisa grew the team from 10 to 40 educators and catalyzed a data driven and results-oriented partnership that improved teacher retention in hard-to-staff schools and informed NTC’s national model. Since 2009, Lisa has provided leadership level support for schools, districts, and nonprofits, implementing innovative solutions that improve outcomes for urban students, with a focus on instructional coaching, teacher quality, and leadership. Lisa will serve as the lead academic officer for the project.

Terry Salinger

Terry Salinger is an AIR Institute Fellow and chief scientist for literacy research at AIR. For over 15 years at AIR, she has conducted research that has focused on interventions for struggling readers of all ages; teacher professional knowledge of instructional practice in reading; and measurement of literacy skills through both standardized and informal assessments.

Prior to joining AIR in 1997, Dr. Salinger’s professional experiences included serving as the director of research at the International Reading Association; leading the development of tests within the NTE/PRAXIS series and conducting research on classroom-based assessment approaches at Educational Testing Service; and teaching graduate and undergraduate courses in early childhood education and reading instruction and theory as a faculty member at the University of Texas at El Paso and the University of Cincinnati. She began her career with ten years of experience as a New York City public school teacher, during which time she also did clinical intervention with adult struggling readers. American Institute of Research, a project partner, has the capacity for its role in the work, demonstrated by its deep past work on the Ohio Educator Evaluation Systems, quality of technical
assistance provided already to the schools through its Teacher Incentive Fund grant project monitoring, ability and willingness to create summative principal/assistant principal certification measures, and excellent national reputation.