

Budget

Cincinnati City (043752) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (132)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	180,000.00	40,000.00	0.00	0.00	220,000.00
Support Services		0.00	0.00	40,000.00	0.00	0.00	0.00	40,000.00
Governance/Admin		13,594.00	8,156.00	0.00	0.00	0.00	0.00	21,750.00
Prof Development		0.00	0.00	0.00	0.00	175,000.00	0.00	175,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		13,594.00	8,156.00	220,000.00	40,000.00	175,000.00	0.00	456,750.00
							Adjusted Allocation	0.00
							Remaining	-456,750.00

Application

Cincinnati City (043752) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (132)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Expansion of My Tomorrow

2. Project Summary: Please limit your responses to no more than three sentences.
Expansion of the district's long term strategic academic plan, My Tomorrow.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year									
Education	Pre-K Special	K	1	2	3				
2697	4	2412	5	2382	6	2474	7	2410	8
2891	9	2417	10	1900	11	1717	12		

Year 1									
Education	Pre-K Special	K	1	2	3				
2724	4	2436	5	2406	6	2499	7	2434	8
2920	9	2441	10	1919	11	1734	12		

Year 2									
Education	Pre-K Special	K	1	2	3				
2751	4	2460	5	2430	6	2524	7	2458	8
2949	9	2466	10	1938	11	1752	12		

Year 3									
Education	Pre-K Special	K	1	2	3				
2779	4	2485	5	2454	6	2549	7	2483	8
2979	9	2490	10	1958	11	1769	12		

Year 4									
Education	Pre-K Special	K	1	2	3				
2807	4	2510	5	2479	6	2574	7	2508	8
3008	9	2515	10	1977	11	1787	12		

Year 5									
Education	Pre-K Special	K	1	2	3				
2835	4	2535	5	2504	6	2600	7	2533	8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

We anticipate future expansion of these principles to grades K-2 in the coming five years. This would achieve a district-wide model of support, serving over 34,000 students annually.

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

First and last name of contact for lead applicant

Kara Shibiya

Organizational name of lead applicant

Cincinnati City School District

Address of lead applicant

2651 Burnet Avenue Cincinnati, OH 45219

Phone Number of lead applicant

513-363-0338

Email Address of lead applicant

shibiyk@cps-k12.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

a. The current state or problem to be solved; and

"An economy built to last demands that we keep doing everything we can to help students learn the skills that businesses are looking for." - President Obama. Preparing our students for postsecondary success requires a completely different educational experience than it did even just one generation ago. According to a recent University of Cincinnati report, more than 40,000 young people drop out of high school in Ohio each year. This report states that each year's new "class" of 40,000 dropouts in Ohio costs taxpayers over \$156 million annually, approximately ~\$3,900 per dropout. Among the students who do graduate, one-third of these students need remedial courses in college and far too few go on to earn a college degree. Research from The College Board Education Pays report continues to corroborate the linkage between education and employment. Average annual net earnings for those with no high school diploma amounts to just \$19,000 per year, while those earning a high school diploma earn 36% more per year (\$26,700) and those earning a bachelor's degree earn 60% more than the high school graduate (\$42,700). These percentages translate to more than \$640,000 additional dollars earned throughout a 40-year career for those with more than just a high school diploma. Comparing the district's 4-year graduation rate in 2013-14 of 73.6% to a state-wide average of 82%, our region's students are falling behind and missing out vital career and income opportunities in their futures-the same career opportunities our region's business partners are seeking to fill.

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

Students today are 21st century adolescents by nature and have no trouble embracing and using technology outside of their classroom life. Our job as educational leaders is to connect the technology practices our students already know and use daily with relevant instructional models, engaging applications, and an "outside of the box" attitude towards providing educational activities that meet the needs of this tech-driven generation. Our duty is to capitalize on the assets of every student, target areas of growth based on formative assessments, and scaffold this instruction for the mastery of rigorous college- and career-readiness and academic standards. At the start of the 2014-15 school year, CPS launched My Tomorrow^{ed}, a bold vision that by the year 2020, 100% of all seventh grade students will be prepared to actively pursue their chosen career paths at graduation. To meet this challenge, we have begun to embed more career readiness skills in content areas, integrate more technology into our classrooms, expand Advisory programs to build social and emotional skills, and line up more resources to support our teachers. While these efforts have given our students in grades 7-12 increased access to the tools necessary to chart their career pathways, the application of My Tomorrow principles applied to lower grades (3-6 and eventually K-2), along with the expansion of blended learning programs, and the development of a district-wide roadmap of career competencies are three major assumptions needed to promote changes towards a successful K-12 model of personalized learning. Beginning in 2015-16, the district began working on expanding My Tomorrow to all grade levels within a five-year period. A Straight A Fund grant will support this expansion, focusing primarily on the following: 1) scaling down the social/emotional principles of My Tomorrow to lower grades (first to grades 3-6, then eventually K-2); 2) increase the district's capacity to provide blended learning opportunities for students in grades 7-12 through an increased academic portfolio; 3) offer additional technical support and professional development for classroom teachers; and 4) revamp the district's career readiness roadmap to be more reflective of a competency-based model, aligning to the My Tomorrow goals and principles. Together these efforts will create a cornerstone to improve our student's performance and ultimately, prepare them for success in college, career, and a global economy. CPS, along with thousands of schools districts throughout the country, is facing equally challenging objectives with the implementation of Ohio's newly revised learning standards. We feel the time is right to put our students at the center of this education, where they belong and where they learn the best. Technology supports, professional development for our teachers, and educational partnerships will help us accomplish just that; the Ohio Department of Education's Straight A Fund grant program will help us get there.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Our proposal seeks to create a digitally smart learning environment to allow for student-controlled learning versus system-controlled learning. Our strategy will place students squarely at the center of their instructional schema, directing their own steps and moving towards mastery of academic content in collaboration with teacher guidance to make meaningful decisions in their learning experience and achieve measurable growth. Our paradigm of best practices will shift toward embracing project-based learning for all grades 3-12, as well as deepen the pool of future and current high school students who are motivated and prepared to successfully pursue future careers. Desired outcomes for this work include the following: 1) Increased social/emotional learning through Advisory programs in grades 3-6; 2) An increased blended learning academic portfolio for grades 3-12; 3) Increased professional development opportunities for teachers to engage technology in the classroom; and ultimately, 4) students who are more engaged in their high school experience, demonstrating higher levels of grade level promotion, academic achievement, and graduation rates.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

No matter what our students do after high school - whether they continue their education or enter the workforce - they need the same foundational skills. They need to know what to expect, how to meet demanding expectations, how to communicate effectively, how to collaborate, how to use technology, how to think critically, how to develop and bring to life novel ideas, how to advocate for themselves and how to build networks. Most importantly, students need to know how to learn by building their 21st century skill sets, so they can continually adapt in a rapidly changing world. In order to succeed, we will need the full support of teachers and administrators, a conducive learning environment in the classroom, expert project personnel, full support of the school community and its partners, student and school baseline data, digital resources in the classroom for both the student and teacher, and engaging and relevant curriculum. A Straight A Fund grant will allow us to expand our implementation of My Tomorrow district-wide to create a college and career-going culture in our elementary AND in our high schools, standardizing the "experiential" elements of My Tomorrow and stimulating personalized learning experiences. Partnerships with educational leaders, business partners, the regional Chamber of Commerce, our local higher education institutions, and our school-based community partners will help develop our capacity to implement this vision.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The growing use of online learning has proven to be a positive "disruptive innovation," with the potential to not only improve current models of educational delivery, but transform them (Staker, 2011). According to educational research on student-centered learning environments from Students at the Center, blending traditional face-to-face classroom methods and modern technology-based activities challenges and shifts the educational paradigm in multiple ways, including embracing student experiences as a starting point for education; harnessing a student's full range of experiences at any time of the day, week or year; expanding and reshaping the role of the educator; and determining progression towards mastery. For example, a 2008 survey of 1:1 technology implementation among the nation's largest districts by America's Digital Schools (Hayes & Greaves) found that "79% of respondents believed that moderate or significant academic improvement could be attributed to 1:1 implementation (33% significant)." In the 2007 study, this same figure was 64% (an increase of 15 percentage points between 2007 and 2008), confirming a considerable vote of confidence for these efforts. Building on this research, during the inaugural year of the implementation of My Tomorrow-- all 7-8th grade students joined an Advisory Team; all high schools created a middle school academy with dedicated space for middle school students; all high school students were given access to Naviance and Playbook (our innovative digital platforms to support college and career planning and academic success); Advanced Placement and Blended Learning opportunities were expanded to over 500 high school students; six new demonstration classrooms were created to help teachers learn how to use new technology and apply best practices in teaching; 1-to-1 laptops were introduced; and digital lesson plans were

created that double-down on the skills students need to be successful in a knowledge-based economy.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

By expanding My Tomorrow, we envision: 1) our teachers having an increased capacity to identify and support personalized learning for their students using competency-based education tools; 2) for our schools to develop strong relationships with industry/business partners, higher education partners, and community agencies in order to support personalized learning and career pathways for their students; and 3) for our young learners to demonstrate increased academic achievement, social/emotional learning, and proactive engagement in their learning and future careers. We want our students to learn about themselves-their dreams, their aspirations and their strengths, combined with higher expectations in the classroom and greater access to technology to provide the skills, knowledge and confidence to pursue the pathways of their choice. We are considering this the "crawl" phase of the project-- a slower rollout to grades 7-12, and then adding in grades 3-6 to determine what works and what doesn't before scaling up to include all schools K-12. The results of this effort will provide additional research and evidence to scale My Tomorrow efforts to all schools. Indicators of success will be shown in changes in student behavior and increased student achievement, decreased dropout rates, increased graduation rates, and increased college enrollment and retention rates. Ultimately, this expansion will involve creating a shared vision and understanding of core competencies involved in My Tomorrow and why change is needed for our students, even the youngest learners. Our work will involve mapping out our current system of education, identifying challenges and consequences that may occur along the way, in-depth exploration into new student information systems and other technologies that support this expansion, and leveraging existing relationships to create economies of scale in these efforts.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Real-time data is readily available to school administrators and teachers through site-level data dashboards, the Blackboard LMS, and a multitude of additional supplemental apps and resources. A student-level "portrait," alongside a school-level data dashboard help monitor implementation of the My Tomorrow initiative, as well as provide a solid foundation for student driven action plans. At the district level, My Tomorrow strategy leaders access data dashboards on a variety of benchmark indicators to gauge levels of implementation. A measurement team within My Tomorrow has been created to set benchmarks that go beyond state standards and are competitive for students/schools to achieve. Continual reviewing of the data at weekly strategy meetings provides for continuous improvement, encourages us to take risks, and has opened the door for valuable communication and collaboration between departments. Monthly instructional rounds and walkthroughs identify school-level challenges and wins, while staff instructional leadership teams and coaches help drive site-level changes. We will track several measures, including: 1) the number of teachers participating in professional development to integrate technology into the classroom as demonstrated through participation records; 2) student-related academic data, such as the number of students participating in blended learning coursework and demonstrated through enrollment records; and 3) student engagement levels as demonstrated through student engagement surveys and activities in Advisory coursework. We also will look at the averages of the following school-wide and district-wide data points in comparison to those students participating in the program: grade level promotion, attendance rates, behavioral referrals, and student engagement survey results. For the targeted students selected to participate in the initial year of implementation and for the increased number of students to be served as the program grows, we will identify

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

In a perfect world, outcomes would be perfectly achieved without any challenges; however, there is great value in learning from and adapting to challenges. Should our previous assumptions prove false or for some reason not turn out how we expect, we will adjust our course. The My Tomorrow strategy team will meet monthly to discuss project implementation, successes, challenges, and future goals/dreams. We will use this time to closely monitor the activities and outcomes presented in this proposal, and should we begin to experience unexpected roadblocks, our strategy team will analyze best practices, adjust our strategies, and continue to monitor the outcomes and data supporting the long-term vision that we seek. We will create a tracking table describing proposed activities in a "who/what/where/when" format - assigning measures and timelines to each activity. Data from this table will be used to prepare bi-annual reports for the evaluation committee. These reports will compare actual accomplishments to projected targets with the tracking measures attached as evidence. The evaluation committee will review the reports to determine if program goals are being met and make recommendations for adjustments. If measured progress is insufficient to meet program objectives, we will reassess each component of the plan and adjust as necessary.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT

TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. *These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

456,750.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

INSTRUCTION: Purchased Services- \$180,000 to support Advisory curriculum for grades 3-6; Supplies- \$40,000 in supplies for Advisory resource kits; **SUPPORT SERVICES:** Purchased Services- \$40,000 in after hours technical support (800 hrs throughout the year at \$50/hour); **PROFESSIONAL DEVELOPMENT:** Capital Outlay- Purchase and retrofitting for additional tech truck to provide mobile PD for teachers; **GOVERNANCE AND ADMIN:** 5% of direct costs to cover administrative time at \$21,750.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

My Tomorrow is a district-wide initiative, supported through the use of general operating funds, Title 1 funds, and a small portion of local private foundation and corporation dollars.

0 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

A Straight A Fund grant would provide additional capital for the district to expand this current initiative; however, we do not believe the expansion of this work would in-and-of-itself create cost savings for the district. We will, however, endeavor to find new and innovative ways to continue supporting this work.

100 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

While we do know there will be ongoing costs associated with supporting My Tomorrow, we do not anticipate reallocating large sums of funds to support this work. The My Tomorrow initiative is now in Year 2 of implementation and reallocation and/or repurposing of funds primarily took place in the years of planning before the launch of the initiative. Straight A Funds would provide the district an influx of capital to help expand this work; however, we do not anticipate major reallocations from other budget lines to support the sustainability pieces.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range February - June, 2016

b. Scope of activities - include all specific completion benchmarks.

- Monthly planning meetings begin by February, 2016. - Develop 3-6 grade Advisory curriculum implementation outline by March, 2016. - Scope out summer professional development offerings by March, 2016.

22. Implementation (grant funded start-up activities)

a. Date Range July, 2016 - June, 2017

b. Scope of activities - include all specific completion benchmarks

- Monthly implementation meetings begin by July, 2016. - Summer professional development is offered to teachers by August, 2016. - A new tech truck is purchased and retrofitted to be used throughout the 2016-17 school year by August, 2016. - Additional after hours technical support is offered to students and teachers beginning in August, 2016. - Advisory curriculum is launched in grades 3-6 beginning in August, 2016.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July, 2017 - June, 2022

b. Scope of activities - include all specific completion benchmarks

- Final evaluation data collected by July, 2017. - Final grant evaluation report presented by September, 2017.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Critical and creative-thinking skills, collaboration and problem-solving skills, as well as the technological enhancements of My Tomorrow will impact how Social Studies, Math, English Language Arts, and Science will be experienced in the classroom. Students will have more blended

learning experiences. Imagine, for instance, how Social Studies capstone projects might be "published" as blogs or social media campaigns, or how teams of students may tackle Science projects using virtual modeling. The end result: Students who are better prepared for more rigorous learning standards, graduation requirements - and the workforce. Increased digital infrastructure within our schools will expand the role of teachers and principals to facilitators of learning, rather than deliverers of knowledge. Our academic portfolio will expand to include greater online curriculum options and more blended, self-directed and virtual classrooms, as well as the use of personalized learning profiles for each student. These changes will not replace our core academic teachers, but rather enhance their role as coaches and provide them with valuable data tools to tailor instruction that individually supports their student. Intense professional development in blended learning modalities and personalized learning strategies will be provided to teachers through both job-embedded coaching and workshops to allow for a holistic project implementation. Wireless learning environments will provide our students access to academic content in a way that was previously off-limits due to geographical barriers and technology limitations, while our teachers will be able to use additional data application tools to drive instruction and make everyday interactions with their students more meaningful. Efforts to increase professional development for our teachers will create a more equitable education for students, as highly effective teachers will be able to serve additional cohorts of students beyond the traditional brick and mortar walls of the classroom, driving a more personalized approach within the classroom, including flipped classrooms, self-directed learning online, learning stations, and more. Essentially, our classrooms will begin to shift to allow personalized learning, differentiated instruction, and create pathways for diverse learners all of levels to excel based on their own level of performance.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Barb Mattei-Smith, Director of Performance and Accountability, Cincinnati Public Schools, Cincinnati Public Schools, 513-363-0171, smithba@cps-k12.org

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Implementing a wide-scale roll out of My Tomorrow requires a culture of collaboration, innovation and continuous evaluation. Continuous Quality Improvement will prove vital in guiding and expanding this work, as well as ensuring that students are engaged and exploring relevant and personalized learning along a K-12 spectrum. The evaluation design will be a combination of quantitative and qualitative gauges and based on a logic model with four major categories: 1) INPUTS - ODE Straight A Fund grant, in-kind contributions, and partnerships; 2) ACTIVITIES - increased technology infrastructure, professional development geared towards personalized and blended learning, college/career support programs, and continued collaborations with partner agencies; 3) SHORT TERM OUTCOMES - implementation of new teaching methods that engage and motivate students; high level participation of educators in professional development geared towards technology in classroom; and expansion of My Tomorrow to grades 3-12, then eventually K-12 ; 4) LONG TERM OUTCOMES - well-established digitally smart learning environment; increased graduation rates, and increased college/career readiness. An evaluation committee will be established representing internal and external stakeholders who will meet regularly throughout the grant year to review the project's progress and determine if the set goals/outcomes are being implemented in the agreed upon timeline and according to the consortium's strategic plan. The evaluation committee meetings will be bi-annual and formative in nature with the intent to assess progress and provide information to monitor and improve the project in the five years following initial grant funding. Continued evaluation past June 2017 will monitor ongoing activities from August through May of each school year. The committee will review ongoing classroom activities and professional development activities, and evaluate their effectiveness towards the previously mentioned performance goals. The district will share outcome information with a variety of parties, including the school board, parents, teachers, funders, the community, and our partner agencies. We will look at the overall impact of each component of the tracking table and seek to identify areas for increased efficiency, greater sharing of resources and gather consistent feedback from our students and educators on ways to further "move the bar" towards a seamless digital learning environment. Reassessing periodically throughout the project will allow the district to identify and address potential obstacles early on, avoiding lackluster results, growing apathy for change within the instructional staff, and lack of commitment from our students.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

Simply put, partnerships will be the key to our success. In order for our efforts to succeed, we cannot operate within a silo, nor would we want to. We understand that our challenges are not unique to Cincinnati Public Schools-school districts across the state and country are facing similar challenges in the times and resources necessary to provide meaningful transition planning and supports for students with disabilities. We envision great outcomes for our students, and look forward to scaling our efforts to include expansion of My Tomorrow for students in grades 3-12 and eventually K-12. Outside of our district, we look forward to sharing our results with key stakeholders in both the education partner and business partner realm. Because of our unique blend of partners, we aim to publish our results and best practices for other districts to implement in their schools. We also will seek out local, state and national conferences and speaking opportunities to share the exciting work of this initiative and the impact we're seeing on our students' lives. The Ohio Department of Education's Straight A Fund will serve as a lynchpin partner in this initiative and we look forward to working with the Straight A Fund committee on additional ways of sharing

the good news with those in our region and throughout the country.

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

Save And Go To 

Consortium Contacts

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

Partnerships

Cincinnati City (043752) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Partnerships

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Implementation Team

Cincinnati City (043752) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Julia	Indalecio	Social Studies Curriculum Manager	Ms. Indalecio will serve on the My Tomorrow Expansion strategy and implementation team representing CPS.	Currently, Ms. Indalecio is the district-wide manager overseeing all social studies curriculum content and implementation. She also oversees the Advisory program.	Ms. Indalecio has been teaching and leading within the Cincinnati Public School district for nearly 30 years. She has served in a variety of roles during this time, including both a classroom teacher and district administrator.	Ms. Indalecio holds a Masters in Education from The Ohio State University.	25	
Emily	Campbell	Mathematics Curriculum Manager	Ms. Campbell will serve on the My Tomorrow Expansion strategy and implementation team representing CPS.	Ms. Campbell is the district-wide manager overseeing all math curriculum content and implementation. She also works closely with the Blended Learning Coordinator to oversee blended and AP math curriculum.	Ms. Campbell served as a School Improvement Coach with the Hamilton County ESC prior to her role as a CPS district administrator, as well as served as a classroom teacher.	Ms. Campbell holds a Master's of Arts in Teaching from Miami University, as well as a Principal Licensure.	25	
Cindy	Sanders	ELA Curriculum Manager	Ms. Sanders will serve on the My Tomorrow Expansion strategy and implementation team representing CPS.	Ms. Sanders is the district-wide manager overseeing all ELA curriculum content and implementation. She also works closely with Advisory content and implementation.	Prior to CPS, Ms. Sanders was a School Improvement Coach and a classroom teacher.	Ms. Sanders holds a Bachelor's of Science from Miami University and Master's of Education from Xavier University.	25	
Michelle	Hughes	Science Curriculum Manager	Ms. Hughes will serve on the My Tomorrow Expansion strategy and implementation team representing CPS.	Ms. Hughes is the district-wide manager overseeing all science curriculum content and implementation. She also works closely with the Blended Learning Coordinator to oversee blended and AP science curriculum.	Prior to CPS, Ms. Hughes was an Educational Consultant and Specialist for the Florida Department of Education, as well as a classroom teacher.	Ms. Hughes holds a Bachelor's of Science and Master's of Education from Florida Agricultural and Mechanical University.	25	