

Budget

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (49)

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	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	90,000.00	0.00	0.00	0.00	90,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		27,135.00	10,176.00	14,400.00	15,000.00	0.00	0.00	66,711.00
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							2,868.00	2,868.00
<b>Total</b>		27,135.00	10,176.00	104,400.00	15,000.00	0.00	2,868.00	159,579.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-159,579.00

Application

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (49)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Community Learning Center Resource Alignment & Integration

2. Project Tweet: Please limit your responses to 140 characters.  
Alignment of resources within Community Learning Centers through a professional development model to increase student academic achievement.  
*This is an ultra-concise introduction to the project.*

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				
Pre-K Special Education	75 K	175 1	175 2	140 3
140 4	140 5	140 6	140 7	140 8
140 9	140 10	140 11	140 12	

Year 1				
Pre-K Special Education	83 K	193 1	193 2	154 3
154 4	154 5	154 6	154 7	154 8
154 9	154 10	154 11	154 12	

Year 2				
Pre-K Special Education	91 K	212 1	212 2	169 3
169 4	169 5	169 6	169 7	169 8
169 9	169 10	169 11	169 12	

Year 3				
Pre-K Special Education	100 K	233 1	233 2	186 3
186 4	186 5	186 6	186 7	186 8
186 9	186 10	186 11	186 12	

Year 4				
Pre-K Special Education	110 K	256 1	256 2	205 3
205 4	205 5	205 6	205 7	205 8
205 9	205 10	205 11	205 12	

Year 5				
Pre-K Special Education	121 K	282 1	282 2	225 3
225 4	225 5	225 6	225 7	225 8

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

*This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.*

Over the course of five years, all Community Learning Centers will receive the training, potentially impacting the positive achievement of ~5,200 students.

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 Public Schools

Address of lead applicant

2651 Burnet Ave.

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

Currently, the district has not formalized our Community Learning Center (CLC) training process, yet 42 of our 55 schools are operating under the CLC model. There are 42 full-time Resource Coordinators provided to schools by 13 different community-based organizations in Cincinnati. Supervision and training of these RCs is shared by both the organization and district, however, these organizations often lack knowledge and experience to support the RCs through the process of academic alignment and integration. Despite the obvious benefits of accessible, consistent services for all students, an understanding of integration and alignment is critical to maximizing the impact of these services on academic performance. Neither teachers, school administrators or RCs have access to evergreen training materials that would guide them through best practices in community engagement and alignment of community resources to the specific academic, health and social emotional needs of students.

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

While many schools reach out to community partners for resources, services, and support, very few have found sustainable opportunities for their students to take advantage of learning outside the classroom through exploration of community life. The CLC initiative of CPS is described as one of the most successful community engagement models, and is credited as the inspiration for the recently passed House Bill 70. Groups from all over the country have toured the district CLCs hoping to learn about our strategies and replicate our best practices.

This national attention heightens our awareness that very little of our practice has been scribed and formalized into coursework that could benefit our own stakeholders and eventually districts around the State of Ohio. We recognize a great opportunity to formalize and streamline the efficiency of our current training process by developing an online study guide to serve Resource Coordinators, classroom teachers, principals and even community-based partners. With Straight A funding, CPS will create a CLC "Study Guide" that imbeds the current best practice in areas of community engagement, data-informed practice, alignment, evaluation and sustainability of the model. Developed in partnership with the Community Learning Center Institute and the Mayerson Academy, a team of curriculum and CLC experts will collaborate on the creation of this online resource guide and coursework that builds knowledge and expertise needed to expand a best-practice model across the district. Training materials will be used internally to support classroom teachers, principals, administrators, RCs, and even community partners. During the Grant Year, we will identify a cohort of 15 pilot schools to receive and implement the training, offering a "train the trainer" course to those individuals who excel in various stages of practice (community engagement, data collection and analysis, partnership-building, alignment, etc.). Using the trainers developed during the Grant Year, we will offer training in Year 2 for the remaining 27 CLCs so that all CLCs will benefit from the study guide and curricular resources. Success of the training will be measured by an increase in the number of students who are linked to a CLC partner that offers a service, program, or activity that should positively impact their achievement (i.e. a student who struggles in math is linked to a volunteer math tutor and receiving an hour of tutoring each week). By Year 2 of the grant, the original 15 pilot schools will analyze the impact of CLC partners on student achievement, and by Year 3 all 42 schools should show an increase as a result of implementing the strategies presented in the training. As the cohort of "trained" CLC RCs expands, coursework will continue to be offered to those in need of additional training and support. The professional development made possible through this grant will guide teachers and administrators in identifying the partners and programs they need to achieve their goals. If attendance is an issue that can be traced to poor health care, the development of a clinic would be a high priority. If reading proficiency is a struggle, the development of programs that reinforce reading in different and engaging ways, like a school newspaper or drama program after school, would be beneficial. The professional development training would reframe the selection of partnerships and the development of resources to be an integral part of each school's improvement plan necessary to achieve the goals for the school as opposed to partner organizations that are conveniently located but separated from the curriculum and academic goals. A Straight A Fund grant would make possible the time and resources needed to develop CLC training materials that can be used for a variety of stakeholders.

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 process. - (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.*

The proposed Straight A Fund grant will introduce our school leadership and classroom teachers to the process of resource coordination, while our RCs will engage in valuable training around developing and maintaining community partnerships aimed at addressing data-identified student needs, and utilizing partners for motivation, inspiration, and real-world connections with students. Successful funding of this proposal will serve over 1,875 students district-wide in Year 1 and will allow our CLCs and RCs to implement instructional reform efforts to achieve the following long-term outcomes over the next five years: 1) Accelerate our collective students' academic achievement through equitable access to partnership services and programs; 2) An increased number of teachers engaging in partner referrals on behalf of their students; and 3) An increased academic achievement and social/emotional outcomes for students connect to and engaging with support services.

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.*

Even though research on community-based learning is not yet widely abundant, initial findings do show that these strategies help students and schools achieve academic, civic, moral, social, and personal goals. For example, service learning can be used as an approach to instruction that has been found to increase student engagement within the community, foster civic competence, strengthen achievement on standardized tests, and provide opportunities to make authentic connections to academics (Boyle-Baise and Zevin, 2009). In order to succeed, we will need the full support of teachers and administrators at each of the pilot schools, a conducive learning environment in the classroom, expert project personnel, full support of the school community and its partners, student and school baseline data, and training materials that are relevant and engaging for the intended audience.

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

Cincinnati Public Schools (CPS) has garnered national recognition for its commitment to Community Learning Centers as our efforts to create these district-wide neighborhood hubs of supports helps to increase academic achievement and graduation rates, ensures more effective teaching in the classroom, provides accurate data to better measure student performance, and strengthens the capacity of school leadership to eliminate the achievement gap between learners. A vital part of this successful equation is the role of the Resource Coordinator and their ability to leverage and align resources from the surrounding community; rarely does a school succeed without the community or vice versa. We have a track record for creating the conditions for learning through a blend of community partnerships unique to the needs and priorities of each school and its neighborhoods. Through financially self-sustaining providers and programs, our students have immediate access to on site health care, mental health services, dental care, vision services, extended day and summer programming, and hundreds of other supports and enrichments. As part of the district's commitment to increasing academic support through community-based partners, the district developed the REFORM model, an acronym that stands for Review, Engage, Focus, Offer Support, Reset and Measure. Through REFORM, Resource Coordinators engage a team of key stakeholders, including the Local School Decision Making Committee (LSDMC), in looking at community, school, and family data to identify areas where partnership programs can positively impact student achievement. Resource coordinators also are tasked with using attendance, behavior, core subject grades and test scores (ABCT) to assume a stronger analytical role when allocating community resources. This approach has garnered national attention and is the centerpiece of CPS efforts to expand and improve the implementation of the CLC model in its schools.

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).*

As a result of this training initiative, our students' academic achievement will begin to improve, as services and programs are more readily identified and connected to their needs. Indicators for this progress will be seen through our teachers' increased knowledge of and application of student referrals for support services, and our principals becoming more engaged in the community partnership building. Our RCs will become more equipped to interpret student-level and community-level data to seek out relationships with partners that can improve this academic need within their targeted student population. In the long-term, our student and partner data will improve as our entire school community will be able to more effectively integrate partner services into academic life, seeking out resources that will be able to "move the bar" to sustain academic progress.

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

We will track several measures, including the number of resource coordinators and teachers participating in professional development; student-related outcomes, such as academic achievement, student engagement, social/emotional growth, and so on. We 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 personalized student data to use in comparison to the larger cohort of students, as well as to use as our baseline moving forward.

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 CLC Resource Alignment & Integration 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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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.**

159,579.00 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.*

The proposed budget for the Resource Alignment and Integration Project reflects the intent to design, develop and deliver a professional training program for Resource Coordinators in our Community Learning Centers. Cincinnati Public Schools, Mayerson Academy and the Community Learning Center Institute will work collaboratively to develop and implement the training. Costs for the project focus on the need to invest in creating an effective "train-the-trainer" model for our teachers and community partners who work together to provide students with needed supports for academic achievement. SUPPORT SERVICES: Purchased Services: \$65,000 for technology consultant + \$20,000 for evaluation services + \$5,000 for graphic design consultant. PROFESSIONAL DEVELOPMENT: Salaries: \$27,135 for extended time for 75 teachers at 10 hours of training. Fringe: \$10,176 for 37.5% benefits. Purchased Services: \$14,400 for 8 PT Instructional Staff to assist with PD (45.00/hr x 40 hrs over year to assist with the delivery of courses). Supplies: \$15,000 for CLC Model materials and printing (includes flip charts, markers, materials, notebooks, charts, etc.). GOVERNANCE AND ADMIN: 1.83% of indirect costs to cover administrative time at \$2,868.

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.

5,000.00 a. Sustainability Year 1

5,000.00 b. Sustainability Year 2

5,000.00 c. Sustainability Year 3

5,000.00 d. Sustainability Year 4

5,000.00 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.*

The budget for the proposed Resource Integration and Alignment training is concentrated on the development of course materials and the delivery of one year of intense training to 15 Resource Coordinators, 75 teachers and 50 community members. In Sustainability Year 1, after completion of grant year coursework, up to 10 RCs will be selected to serve as training facilitators in the years following grant implementation. Our intent is to offer them a stipend of no more than \$500 (10 x \$500 = \$5,000) to lead the coursework and trainings for future cohorts. Lead teachers that are trained during the grant year will be able to take this information back to their regularly scheduled meetings and already receive a stipend for their roles as lead teachers. Other teacher training of partner alignment and services will be embedded into regular teacher professional development without any additional costs. Members of the design team along with trained RCs will continue to conduct sessions for the community to expand training to key stakeholders with no additional costs to the district. The CLC model is inherently a partnership model. Our goal is to ensure all of our partnership services are self-sustainable in the long term. It is estimated that the partnerships created through successful implementation of the CLC model provide an additional \$1 million dollars in support services for CPS students and families.

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.*

The videos and training materials will last at least five years, with minor updates, and will not incur the district any additional costs.

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.*

During the grant year we will pay trainers; however, our expectation is that trained RCs will become peer facilitators of future training sessions. The course outline and design will be complete, creating a "train-the-trainer" model, and the requirement of those trained will be to share their knowledge and expertise with their peers not enrolled in the pilot. This model will allow the district to repurpose \$5,000 that was historically spent on outside facilitation costs towards stipends for in-house trained RCs. With a large cohort of expertly trained staff in the integration and alignment of CLC partnerships, the positive impact on academic achievement can be charted over the 5 year period. 2-3 schools districts throughout the country contact each month for touring/additional information. We see the potential of these materials and resources to bring additional dollars into the Mayerson Academy, equivalent to sustain a professional development director.

## 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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 September, 2016 - December, 2016

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

Selection of training materials development team by late September/early October, 2016. Selection of project evaluation team by late September/early October, 2016. Consultant contracts completed for training material development by late September/early October, 2016. Draft of hard copy training materials completed by end of November, 2016. Draft of online video modules completed by end of November, 2016. Final version of hard copy training materials completed by December, 2016. Final version of online video module completed by December, 2016. Trainers recruited by December, 2016. Communication plan completed by December, 2016.

22. Implementation (grant funded start-up activities)

a. Date Range January, 2017 - June, 2017

b. Scope of activities - include all specific completion benchmarks

Monthly implementation meetings begin in January, 2017. Pre-training survey completed by January, 2017. Pilot school training implemented between January, 2017 and June, 2017. Post-training survey completed by June, 2017. Evaluation data collection completed by July, 2017.

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

Grant year program evaluation completed by September, 2017. (dependent on availability of state data). Project report for key stakeholders completed by September, 2017. Communication of program outcomes to key stakeholders completed 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:

Once selected, the professional development training would help both the partners and the school personnel work together in a more intentional and integrated approach to maximize student outcomes. As the community learning center model is not part of teacher training at the college level nor available through ongoing professional development, the training made possible through this grant would help teachers and administrators utilize the resources in their buildings to deepen instruction and prepare students for their pathways to college and careers. The integration of partners who can enhance instruction and improve the student's opportunity to learn would become part of a teacher's lesson plan. As the teacher encounters barriers to learning, working with the resource coordinator and partners will allow for the development of flexible, creative and interdisciplinary strategies to break through those issues as they arise. For example, if the teachers identify summer learning loss as an issue that impacts grade level proficiency and graduation, the resource coordinator and partners can develop summer programming that aligns with the curriculum and works to ensure readiness for the following school year. Similarly, our resource coordinators and partners are experts in their fields, but are not trained educators. They would greatly benefit from professional development that helps them better align their services with the curriculum and educational goals. Through the implementation of this

integrated approach, partners would have more responsibility for the shared academic outcomes for the students. Just as the community learning center model has become an embedded part of the CPS infrastructure with a resource coordinator partnered with 42 of 55 schools in the district, this professional development training will normalize the integration and alignment of partnerships and maximize the leveraging of public - private investment in our schools.

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, 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.*

The district will establish an evaluation committee representing internal and external stakeholders to 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 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 - professional development geared towards resource integration and alignment; 3) SHORT TERM OUTCOMES - implementation of new community engagement practices to bolster school-level partnerships; a high level of engagement of educators in linking students to support services; and a high level of participation of local partners in supporting their local CLC through academic programs and 4) LONG TERM OUTCOMES - a well-established, data-driven resource coordination environment within each CLC; increased student academic achievement; and increased capacity within the district to build and sustain new partner relationships. Continued evaluation past June 2017 will follow a two-phase format. Phase I will monitor ongoing activities from August through May of each school year. 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. Bi-annual meetings will begin in 2017-18 and end in 2021-22. 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.

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.

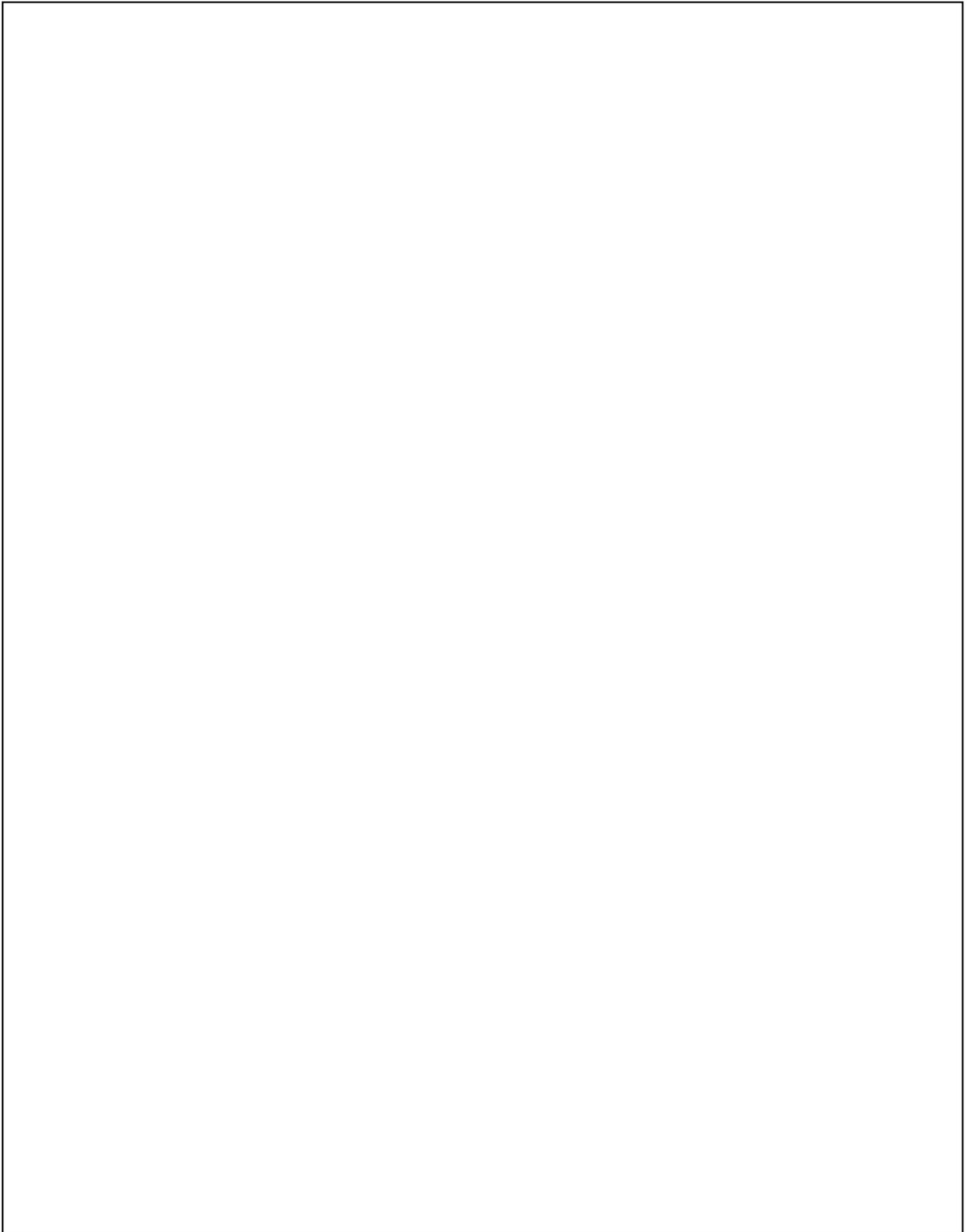
*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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.*

At the 2009 Children's Aid Society, Community Schools Conference, U.S. Secretary of Education Arne Duncan was quoted saying, "Making every school a community school has to be our collective vision. This has to be the rule rather than the exception." We are confident our approach holds promise for creating a sustainable model that delivers measurable results and is applicable to scale across our region, state, and to school districts nationwide. We recognize the long-term benefits of supporting and strengthening our human capital, providing our teachers and RCs with the knowledge and tools to support their data-driven work in our schools. Our efforts to revitalize our schools as CLCs have garnered national attention and are frequently used as examples for successful resource coordination, partnership building, and data-influenced interventions at the classroom level. Our partnerships with a leading community engagement partners to provide increased professional development for our CLCs is yet another way CPS is leading the charge in this emerging CLC movement. We believe this strategic approach is one in which other school districts can easily mirror. We also 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 create resource alignment and strong community partnerships. 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 our students' lives. The 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



Consortium

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

### Consortium Contacts

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

Partnerships

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Darlene	Kamine	513-525-9708	Darlene.kamine@clcinsitute.org	Cincinnati Learning Center Institute		8450 Arborcrest Dr., , Cincinnati, OH, 45236	
Jillian	Darwish	513-967-6488	darwish.jillian@mayersonacademy.org	Mayerson Academy	140939	2650 Highland Ave, Cincinnati, OH, 45219-2302	

Implementation Team

Cincinnati City (043752) - Hamilton County - 2017 - 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 on Project	Delete Contact
Jillian	Darwish	President, Mayerson Academy	Ms. Darwish will serve on the strategy and implementation team representing the Mayerson Academy.	Ms. Darwish is the President of Mayerson Academy, a nationally recognized organization comprised of experts committed to the innovative design and delivery of research-based professional learning, organizational development, and change management in K-12 education.	Prior to her current role as president of Mayerson Academy, Jillian held leadership positions across the education sector, including work in philanthropy, public television, service agencies, higher education and the K-12 system. In her work at KnowledgeWorks Foundation, where she served as Vice President of Organizational Learning and Innovation, she led the development of a highly regarded and internationally distributed future trends publication, consulted and advised hundreds of organizations to construct future-oriented organizational visions and strategies, developed state collaborations to transform education, and created a vibrant teacher-to-teacher learning community. In her former roles, Jillian led teams to create widely distributed multimedia educational products and services, and received national recognition for the design and implementation of an organizational learning system and has taught student from primary through graduate school.	Ms. Darwish holds a Master's in Education from Xavier University and a Doctorate in Education from University of Cincinnati.	15	
Julie	Doppler	CLC Coordinator	Ms. Doppler will serve on the strategy and implementation team representing CPS. She will be the Project Lead.	Ms. Doppler oversees over 36 schools in the district operating as Community Learning Centers. As the CLC Coordinator, she works routinely with each school's leadership team to make sure targeted students are being served and academic progress is being made through interventions from support services. She has served in this role for over six years and brings with her years of	Prior to CPS, Julie worked as the Director for CincyAfterSchool with the YMCA of Greater Cincinnati and was the Associate Executive Director for Children's Protective Services/Families FORWARD for over 20 years. During her time with Families FORWARD, she created the first school-based family resource center in Greater Cincinnati.	She holds a Bachelors in Education from University of Arizona and a Master's in Education from the University of Cincinnati.	50	

				experience serving the Greater Cincinnati educational community.				
Darlene	Kamine	Executive Director, CLCI	Ms. Kamine will serve on the strategy and implementation team representing CLC Institute.	Darlene was part of the original design, development and implementation of CPS community learning centers and has served as a consultant to CPS since 1999. Currently, Darlene is the executive director of the Community Learning Center Institute, a nonprofit which provides resource coordinators for 6 CPS sites, and leads the Cross Boundary Leadership Team which is the infrastructure that provides the capacity of aligned, financially sustainable partnerships for the CPS community learning centers. In partnership with CPS, the Community Learning Center Institute has been recognized with the Coalition for Community Schools national award for excellence and numerous other awards and recognition for leadership in this field.	Prior relevant experience includes the development of training manual and provided training for CPS, resource coordinators and partners for roll-out of CPS community learning centers from 2000-2009; ongoing training for Community Learning Center Institute resource coordinators; national trainer in the development and implementation of community learning centers including faculty of National Center for Community Schools.	She holds a B.A. from Brandeis University and a J.D. from the University of Denver College of Law.	25	