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

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

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>170,260.00</td>
<td>225,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>395,760.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,800.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,800.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>58,000.00</td>
<td>58,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>22,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>22,500.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>65,760.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>65,760.00</td>
</tr>
<tr>
<td>Indirect Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>236,020.00</td>
<td>249,800.00</td>
<td>0.00</td>
<td>58,000.00</td>
<td>543,820.00</td>
</tr>
</tbody>
</table>

**Adjusted Allocation**: 0.00

**Remaining**: -543,820.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Freedom Project: Preparing Breakthrough Schools Students for Post-Secondary Success

2. Project Tweet: Please limit your responses to 140 characters.
   Cuyahoga Community College implements Freedom Project in four Breakthrough schools serving 7th and 8th grade students.
   
   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.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>270 8</td>
<td>270 8</td>
<td>270 8</td>
<td>270 8</td>
<td>270 8</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>250 7</td>
<td>270 8</td>
<td>270 8</td>
<td>270 8</td>
<td>270 8</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>270 7</td>
<td>270 8</td>
<td>270 8</td>
<td>270 8</td>
<td>270 8</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>270 7</td>
<td>270 8</td>
<td>290 8</td>
<td>290 8</td>
<td>290 8</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>270 7</td>
<td>290 8</td>
<td>290 8</td>
<td>290 8</td>
<td>290 8</td>
</tr>
</tbody>
</table>
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.

In Year 1 pilot year, the Freedom Project will serve 8th-grade students at Citizens Leadership Academy, The Intergenerational School, Entrepreneurship Preparatory School Cliffs and Entrepreneurship Preparatory School Woodland Hills. In year 2, the program will also be implemented for seventh-grade students. The increased number of students served beginning in year 3 (seventh grade) and year 4 (eighth grade) is due to the growth of the Breakthrough Schools. The Freedom Leadership Academy (FLA) is Saturday component of Freedom Project benefiting families of participating Breakthrough students. FLA engages entire family and offers innovative instruction and advising in different areas including: college and career readiness, OGT math test prep, leadership development, financial empowerment, health and wellness, chess instruction (age 9-13), education activities (age 4-7), music and dance (age 8 and up).

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

Dr. JaNice Marshall
Organizational name of lead applicant
Cuyahoga Community College District
Address of lead applicant
700 Carnegie Avenue, Cleveland, Ohio 44115
Phone Number of lead applicant
216-987-3260
Email Address of lead applicant
JaNice.Marshall@tri-c.edu

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

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

In 2012, Complete College America reported more than 50% of students entering two-year colleges require remediation, of those 40% never complete their remedial courses and fewer than 10% graduate from community college. Meanwhile, Breakthrough Schools works hard to catch their students up to grade level, as many enter from other school districts and range from 1-3 grade levels behind. Ninety-seven percent of Breakthrough students are minorities and 84 percent are low-income. The schools prepare students for rigorous state tests and other benchmarking assessments, and focus school hours on core instruction including reading and mathematics. A few afterschool programs are available, but those programs only exist at some campuses for a small number of students. And while the network has a small program dedicated to preparing students for high school, it does not provide in-depth information or tackle the important summer learning loss that many students face.
**b. The proposed innovation and how it relates to solving the problem or improving on the current state.**

To support college readiness, Cuyahoga Community College (Tri-C) will implement the Freedom Project with four schools from the Breakthrough Schools network (Breakthrough). Part of Breakthrough's mission is to prepare Cleveland area students for success in life. The network's schools work hard to prepare students during the important eighth grade year for their transition to a high-performing high school, and ultimately, post-secondary education or college. Through the partnership between Tri-C and Breakthrough, students in Cleveland have available to them a well-planned pipeline from a high-quality middle school, preparation for high school, and a connection to high-quality, accessible and affordable higher education. That link is the Freedom Project, modeled after Children's Defense Funds Freedom Schools, which infuses the academics, arts, intergenerational leadership, cultural awareness, civic engagement, college and career readiness, family engagement, and healthy living into programming throughout the year. The partners will implement a combination of afterschool, Saturday and summer activities for students and families. Each school will identify a Freedom Project Coordinator to deliver programming to all seventh graders (beginning in year 2) and eighth graders. Afterschool programming will focus on leadership development, and include intergenerational forums and activities to engage students, increasing their interest in literacy and mathematics. Students will also participate in civic engagement and healthy living activities. Parent and family engagement is encouraged, and the Coordinator will also offer college readiness and college planning workshops on site. Saturday programming, also known as Freedom Leadership Academy (FLA), will include integrated reading-based curriculum taught by specially trained college students, and sessions will also encourage parental and family involvement. FLA infuses language arts and mathematics in contextual learning while developing leadership skills and civic engagement. The literacy-based program uses social networking and virtual technology to promote communication among students and their teachers. A six-week summer experience, called Freedom School, provides a more in-depth reading-based program to students. The program infuses the arts, intergenerational leadership, cultural awareness, civic engagement, and healthy living into the summer activities. Students are equipped with innovative approaches to problem solving that enhance their ability to succeed at school and in life. Throughout Freedom School, students read an average of 10 books and demonstrate reading comprehension through various non-traditional forms of assessment. By the end of the summer program, students will have experienced a full year of supportive programming to prepare them for the changes and rigors of a high-performing high school. Freedom Project further improves on the current state as Breakthrough Schools are one of highest-rated networks of public charter schools in Ohio. Now having experience in leadership, networking, civic engagement, cultural awareness, responsibility, and exploring college and careers, students will be well-prepared for their critical first year in high school and beyond. The program is an enrichment program infusing some academics, fulfilling Breakthrough's goal to serve the whole child. The program provides a family engagement component that will bring even more parents and guardians into the classroom. The additional learning time, although not direct instruction, will decrease need for remediation and tutoring for seventh and eighth graders. Finally, the Freedom Project summer component will provide necessary high school transition programming for Breakthrough's eighth-grade students. In the long-term, these students will ultimately enter higher education college-ready, and therefore have an increased likelihood of degree attainment.

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 Freedom Project is a year-round program that, as to be implemented with Breakthrough Schools, serves the whole child and positively impacts students in a number of ways. In addition to providing health programming and leadership skills, which indirectly have a positive impact on achievement, Tri-C and Breakthrough expect to see increased student achievement in the following outcomes: a) decrease in remediation throughout the school year for seventh and eighth graders, b) increased student achievement on state assessment exams taken by eighth graders, c) increase in parental engagement, d) increase in students enrolling in high-performing high schools; and, e) students experiencing success in high achieving high schools.

- 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.*

  First, all eighth-grade students (and seventh-grade students beginning in year 2) must be committed to the program and should have 95% attendance rate for Freedom Project (in line with Breakthrough Schools rates). The outcomes are based on assumptions of high levels of student engagement. Second, Freedom Project was selected because it addresses many factors concerning student motivation and is complementary to Breakthrough academic strengths. In 2014, the American Association of Community Colleges and the American Association of School Administrators collaborated to explore challenges to college readiness.[1] There are predictors of readiness beyond grades and test scores that can be noted as early as middle schools, including confidence in abilities, behavior towards attendance, social engagement, family circumstances and school characteristics. [1] AACC/AASA Dialogue to Improve College Readiness: Proceedings, September 2014.

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

In his 1963 Prospectus for a Summer Freedom School Program in Mississippi, Charles Cobb, who was serving as a field secretary for the Student Nonviolent Coordinating Committee in Mississippi, proposed the creation of summer Freedom Schools for tenth and eleventh-grade high school students. Since 1995, more than 135,000 preK-12 children have had a Children's Defense Fund Freedom Schools experience and more than 18,000 college students and recent graduates have been trained to deliver this empowering model. An evaluation of the CDF Freedom Schools program in Kansas City conducted between 2005-2007 indicates children who attend CDF Freedom Schools programs score significantly higher on standardized reading achievement tests than children who attend other summer enrichment programs; African American middle schools boys made the greatest gains of all. Parents of CDF Freedom Schools students reported their children had a greater love of learning, better conflict resolution skills and more involvement in the community after participating in the program. In summer 2009, Cuyahoga Community College began offering Freedom Schools at its Metropolitan Campus. In 2010, the College began offering the Freedom Leadership Academy, a Saturday program using Freedom School principles for year round enrichment activities. In 2012, the College's Freedom Project was established combining Freedom School (summer), Freedom Leadership Academy (Saturdays) and afterschool activities. Using private donations, Freedom Project served hundreds of youth annually.
between 2009 and 2014. Overall, the Freedom Project helps students immediately gain significant personal growth as tracked through the following: involvement as leader in small and large group discussions; books completed from reading list; hours of service learning/civic engagement; attendance at supplemental programming (such as healthy eating selections offered by Molina Health Care); parental participation; and hours accessing tutoring services. Cuyahoga Community College has numerous examples of students who have matriculated to the College after Freedom Project with academic success, including transfer to bachelor-degree programs.

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).

Project Outcome 1: 90% of eighth-grade students will enroll in a high-performing high school (6/2017). Current baseline: 80% of eighth-grade students enroll in a recommended high school. Project Outcome 2: Eighth-grade remediation will decrease by 10% in year 1, and an additional 5% in years 2-5 (6/2017). Project Outcome 3: Increase parent engagement by 10% through participation in the Freedom Project (6/2017). Project Outcome 4: Increase in student achievement as measured by state AIR assessments (8/2017 scores released).

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

Student achievement will be measured by both statewide assessments and internal school assessments. During the 2015-2016 school year, students will take the American Institutes of Research (AIR) assessments for the first time. The results are expected to be released this fall, and Breakthrough will use that data as a baseline measure increased student achievement after year 1. Breakthrough has also begun implementing Northwest Evaluation Association (NWEA) assessments and expects to have baseline information after testing this spring.

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

Tri-C and Breakthrough leadership have worked very closely, designing the program to meet the specific needs of Breakthrough students and planning for future developments after the pilot year. A working committee for the life of the five year sustainability plan will be made up of representatives of Cuyahoga Community College and Breakthrough Schools to monitor project spending, savings, progress towards meeting deliverables and achievement of proposed outcomes. The working committee will communicate progress at least annually and propose recommendations to both leadership teams for approval, access to essential resources or guidance as needed. Freedom Project Coordinators will be in frequent contact with Breakthrough teachers and principals to communicate immediate information. Tri-C may solicit feedback specific to this goal from teachers, scholars, family members, or other Freedom Project stakeholders through survey tools. Both teams are prepared to alter the course of the project or make mid-course corrections if: assumptions prove false; evidence-based continuous improvements are identified; or, efficiencies can be created.

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.

Across the four participating schools, spending on eighth grade remediation will decrease by 10% in year 1, and decrease by 5% in years 2-5. (Program Outcome 5). As a result, each school will save an estimated $3,600 in year 1 and $1,800 each in years 2-5 by reducing time completing remediation work with students, additional time from a teacher outside of the school day, and tutors. Scholars will likely take advantage of tuition free college courses through College Credit Plus and when they matriculate to college, starting in FY22, the student and College have avoided remediation, tutoring and other support costs because students are college-ready. As the program grows, certain costs remain the same each year, no matter number of students served, resulting in efficiencies. Breakthrough families will incur savings from individually applying for afterschool and summer experiences; savings are represented in difference between grant year per person rate and full scale delivery rate.

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.

In order to realize the cost savings, Breakthrough assumes that the need for interventions will not increase. If the need remains consistent with past years, the Freedom Project will produce cost savings by providing programming to decrease summer learning loss in Breakthrough students.

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 project builds on the nationally recognized Freedom Schools program. Cuyahoga Community College followed this model program from 2009-2014 with high school students and proposes to deploy it with Breakthrough Schools with two modifications - additional math literacy components and delivery at the seventh and eighth grade level. Being college-ready is woven into Breakthrough Schools’ mission and has broad impact. A 1998 study by The Institute of Higher Education Policy estimated that remediation costs the public from 1 to 3 percent of the total cost of education[1]. While this may seem low, the study encourages collaborations to reduce the need for remediation in order to save taxpayer billions of dollars. At the individual level, students and their families are losing valuable tuition dollars when they are placed in remedial course work in college, funds that were intended to be used on coursework towards credentials and degrees. Remedial coursework adds to student time in higher education before completion, also compounding individualized costs of remediation[2]. An April 2016 Education Reform Now report estimated families spend on average an extra $3,000 and borrowed an extra $750 to take remedial courses.[3] The same study also found that first-time full-time associate's degree-seeking students who take a remedial course in the first year after high school graduation are 12 percent more likely to drop out compared to non-remedial peers. Paired with Breakthrough School's distinctive school options and mission, Freedom Project offers enriching activities and academic support leading to academic gains in math and English literacy, building confidence, and motivating college-ready behaviors. In addition to academic achievement, motivation and behavior, predictors of college-readiness, are characteristics that can be shaped in middle school years[4]. [1] College Remediation: What it is, What it Costs, What's At Stake. Report available at http://files.eric.ed.gov/fulltext/ED429525.pdf [2] Remediation Costing Colleges and Students Millions. Article in Education News available at http://www.educationnews.org/higher-
v. List and describe the budget line items where spending reductions will occur.

Spending reductions will occur in year 2 of the program. First, the pilot year budget included a number of purchases for curriculum and education materials that will require replenishment; some materials will be re-useable in future years. Technology and software will also be purchased in year 1, but not again for at least the next five years. Professional Development for Freedom Project Site Coordinators will only occur in year 1 as the staff prepares to implement the program. Spending reductions will occur within the Breakthrough schools, as the need for remediation will decrease. Through this program, seventh and eighth grade students participating in the program will not require the additional assistance from teachers or tutors.

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

Tri-C and Breakthrough leadership have worked very closely, designing the program to meet the specific needs of Breakthrough students and planning for future developments after the pilot year. A working committee for the life of the five year sustainability plan will be made up of representatives of Cuyahoga Community College and Breakthrough Schools to monitor project spending, savings, progress towards meeting deliverables and achievement of proposed outcomes. The working committee will communicate progress at least annually and propose recommendations to both leadership teams for approval, access to essential resources or guidance as needed. Freedom Project Coordinators will be in frequent contact with Breakthrough teachers and principals to communicate immediate information. Tri-C may solicit feedback specific to this goal from teachers, scholars, family members, or other Freedom Project stakeholders through survey tools. Both teams are prepared to alter the course of the project or make mid-course corrections if: assumptions prove false; evidence-based continuous improvements are identified; or, efficiencies can be created.

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.

543,820.00 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 partners request funds for infrastructure building and to adapt the Freedom Project model to middle school environment. Funds requested will be directed to professional development, purchase of assessment resources and educational materials, instructional design to complement the model with online learning and introduction of math elements to the model. Funds are also identified to support pilot implementation and initial engagement and orientation of Breakthrough Schools stakeholders - students, parents, faculty, staff and leadership. Grant year funds take into account the needs of the prospective student population, providing for meals and bus transportation for the participants of the summer and Saturday programs and for family members to participate in the Saturday program. The budget takes into account varying staffing practices of partner organizations and limits of nine-month start-up budget; therefore key Freedom Project functions will be fulfilled initially through contracted support under purchased services. Freedom Project Coordinator ensures delivery of summer, Saturday and afterschool Freedom Project Programs, reporting to project director, Dr. JaNice Marshall. Freedom Project Site Coordinators will be placed in the schools to facilitate afterschool Freedom Project Activities, one per school site. Servant Leaders are student representatives of Freedom Project who act as peer tutors, ambassadors and leaders; up to four per school site. During the grant year, the cost is $2,014 per scholar. Projecting to year five, the per scholar cost is reduced to $1,167.

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.

537,800.00 a. Sustainability Year 1
561,070.00 b. Sustainability Year 2
584,320.00 c. Sustainability Year 3
584,320.00 d. Sustainability Year 4
584,320.00 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.

**Table 1:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.00 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

In FY18 - FY22, student remediation work reduced at the four Breakthrough Schools. Tutoring and other support services for FY17 8th grade cohort avoided when enter the institution as college freshmen. $35 X 60 hours of services for fall and spring X 270 students. In FY18 - FY22, student remediation work reduced at the four Breakthrough Schools; Tutoring and other support services for FY17 8th grade cohort avoided when enter the institution as college freshmen. $35 X 60 hours of services for fall and spring X 270 students. Cost efficiencies based on delivery at scale. 270 served in grant year at cost of $2,014 per scholar. 520-560 served years FY18-FY22. The difference between the per scholar cost from the grant year and FY18-FY22 is demonstrated as reduction to expenditures. In FY20, about 20 of the FY17 8th grade cohort may be taking college level courses, tuition free, using College Credit Plus ($350X6X20). In FY21, about 30% FY17 8th grade cohort may be taking college courses, tuition free, using College Credit Plus. Assumes tuition and fees waived for 2 three credit courses in senior year for 80 students ($350 X 6 X 80). In FY22, Tuition and fees not directed to remedial coursework in math and English for FY17 8th grade cohort enter the college as college freshmen. $350 for each three credit hour developmental course, assumes 2 math and 2 English per student.

<table>
<thead>
<tr>
<th>Question</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.00 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?</td>
<td>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%</td>
</tr>
</tbody>
</table>

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.

The savings in Breakthrough School's remediation and tutoring costs (1% of project) will be reallocated funds directed to other salaries in Breakthrough network. See letter of commitment that Breakthrough Schools will sustain implementation costs. Breakthrough Schools will cover these costs through variety of methods, including savings, donations and other income (56% of project).

**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 8/1/2016-9/15/2016

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

Scope of the planning period includes communicating the grant award with stakeholders; schedule meeting with leadership, Tri-C instructors, and Breakthrough teachers to kick off the work together; review the project budget; complete necessary purchases before the project begins; set contracts or plans with vendors (such as transportation). Next, we will set dates for afterschool and Saturday meetings and prepare materials and outreach to families. Once the school year begins, the program will be communicated to students. The four schools will plan to include program updates in all of their newsletters and emails moving forward. School board meetings will also include a brief update on the success of the program. During this time, state assessment results from 2015-2016 will be released, providing baseline data for Breakthrough schools to track progress of this program.
22. Implementation (grant funded start-up activities)

a. Date Range 10/1/2016-6/30/2017

b. Scope of activities - include all specific completion benchmarks

| Freedom Project will begin through afterschool and summer sessions for eighth-grade students. After school, students will be transported to the Tri-C Metro campus and also transported back to their home school for parents to pick up their children. During Saturday sessions, the Freedom Leadership Academy will be taught by specially trained college students and Tri-C instructors. Family members will also have access to the Saturday Family Academy, a program dedicated to facilitating parental involvement in education which is critical and necessary to student success. The sessions are held from 9:00am to 3:00pm for six week blocks during the fall and spring semesters, also at the Tri-C Metro campus. The communication plan will continue, with frequent updates to students and families, Tri-C and Breakthrough staff, Board members, and the greater community. During the second half of the semester, Coordinators will be asked to evaluate student progress, and Breakthrough teachers will begin collecting data on students including classroom engagement and in-school assessment results. |
| Scope of activities - include all specific completion benchmarks |
| 7/1/2017-6/30/2022 - project work team will continue to meet to monitor successful implementation, savings and meeting long term project deliverables. The work team provides forum for best practice sharing and continuous improvement. 9/1/2017-6/30/2018. Coordinators and teachers will work together on evaluating program impact through various data points including: student attendance, parent attendance, remediation needs from beginning to end of year, in-school assessment results from beginning to end of year, state assessment results from 15-16 school year to 16-17 school year (evaluated September 2017), high school enrollment, high school readiness (following the summer program), and behavioral incidents from beginning to end of school year. Tri-C and Breakthrough leadership will review this information, review and discuss refinements for future years of the program, compare expected to actual budget, and revisit the budget to address additional realized cost savings. In FY20 and FY21, it is expected that some of the first cohort of eighth graders, those served during grant year, will participate in College Credit Plus opportunities available through Cuyahoga Community College and other higher education institutions. Tuition free college opportunities are first potential savings realized by Freedom Project families. In FY22, the first cohort of eighth graders, those served during grant year, will have graduated high schools and will matriculate to Cuyahoga Community College allowing project team to analyze college readiness through placement in college level coursework. |

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

a. Date Range 7/1/2017-6/30/2022

b. Scope of activities - include all specific completion benchmarks

| 7/1/2017-6/30/2022 - project work team will continue to meet to monitor successful implementation, savings and meeting long term project deliverables. The work team provides forum for best practice sharing and continuous improvement. 9/1/2017-6/30/2018. Coordinators and teachers will work together on evaluating program impact through various data points including: student attendance, parent attendance, remediation needs from beginning to end of year, in-school assessment results from beginning to end of year, state assessment results from 15-16 school year to 16-17 school year (evaluated September 2017), high school enrollment, high school readiness (following the summer program), and behavioral incidents from beginning to end of school year. Tri-C and Breakthrough leadership will review this information, review and discuss refinements for future years of the program, compare expected to actual budget, and revisit the budget to address additional realized cost savings. In FY20 and FY21, it is expected that some of the first cohort of eighth graders, those served during grant year, will participate in College Credit Plus opportunities available through Cuyahoga Community College and other higher education institutions. Tuition free college opportunities are first potential savings realized by Freedom Project families. In FY22, the first cohort of eighth graders, those served during grant year, will have graduated high schools and will matriculate to Cuyahoga Community College allowing project team to analyze college readiness through placement in college level coursework. |

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:

Through the Freedom Project, both Cuyahoga Community College and Breakthrough will experience substantial impact and lasting value. On the ground and in the short-term, Breakthrough students, families, and staff will benefit from the program which has proven to enrich student literacy, parent engagement and students demonstrate higher engagement in academics and leadership. Students will participate in an enriching enrichment program, while also building upon skills and lessons learned in the classroom. By participating in the afterschool, Freedom Leadership Academy (FLA), and summer program components, students have a deeper understanding of what they are learning and are more engaged in their education, reducing the need to seek assistance of a tutor or a teacher. The process of the program itself removes some of the redundant processes that sometimes occur in the classroom. Breakthrough teachers will have the opportunity to use that time for additional lesson planning, instead of reviewing material over again. Freedom Project participants will be college-ready and more likely to graduate and move into employment opportunities or university transfer more quickly. Together, Cuyahoga Community College and Breakthrough will experience substantial impact and lasting value in partnering. While the organizations have a close relationship, this will be the first large-scale project that they have worked on together, creating a path for future collaboration and positive change for the City of Cleveland.

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:

The project will be evaluated internally by the working committee, which will consist of staff from both Cuyahoga Community College and Breakthrough Schools. The evaluation process will be ongoing, with frequent check-ins from staff implementing the program and Breakthrough teachers. Feedback can also be secured from student and family participants using Cuyahoga Community College survey resources. The organizations have the capacity and intend to provide clear metrics and updates to the Ohio Department of Education.

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 working committee will evaluate the Freedom Project throughout the pilot year, measuring outcomes as they are available and continuously assessing next steps in the program. In September 2016, Breakthrough will evaluate baseline data sourced from the Ohio Department of Education assessment results. This data, along with past NWEA tests taken at the school level, will serve as the benchmark for later evaluation to measure academic progress of students participating in the program. Throughout the school year, teachers will keep track of remediation required for each student through their comprehensive planning and student tracking systems. Afterschool and Saturday components of the program will have attendance tracking to keep information on which parents attended, and this information can be disseminated to Breakthrough principals, who also track parent and family involvement. At the end of the school year, Breakthrough’s eighth graders will apply to and enroll in the high schools of their choice. One of the intended outcomes of the Freedom Project is to see at least 90% of eighth-grade students go on to high-performing high schools, whether public, private, or parochial schools Breakthrough will track this information and share with the working committee. By evaluating the program internally, the working committee has the opportunity to make real-time adjustments if a certain component does not meet certain expectations. Tri-C and Breakthrough will be in frequent communication throughout the pilot year, and plan to discuss success and challenges as the two organizations want to do what's best for students and families.

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.

Tri-C and Breakthrough have the expectation that, if the Freedom Project is successful, it can be scaled-up, expanded, and replicated with other higher education institutions and middle schools. As described, the partners plan to scale-up the program in year 2 if the pilot year proves successful. The program will serve nearly double the number of students in the second year, once the program expands from serving only eighth-grade students to also including seventh graders. The Freedom Project can be replicated with other high-quality charter schools or a public district middle school in the future. With initial startup funding, it is probable that this program can be replicated in another school or group of schools with success. As long as the two entities have a strong working relationship, there is open communication, a working committee to answer questions and implement changes when needed, and a plan to evaluate the program, the collaboration can be replicated with success elsewhere. Cuyahoga Community College can disseminate the model through its membership in peer-networks, including Higher Education Compact, Northeast Ohio Council on Higher Education, Ohio Association of Community Colleges, American Association of Community Colleges and the League for Innovation in the Community College.

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).

Rini Grover Executive Director, Development Cuyahoga Community College 216-987-4884 rini.grover@tri-c.edu
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvia</td>
<td>Kruger</td>
<td>(216) 721-0120</td>
<td><a href="mailto:SKruger@tisonline.org">SKruger@tisonline.org</a></td>
<td>Intergenerational School, The</td>
<td>133215</td>
<td>11327 Shaker Blvd Ste 200 E., Cleveland, OH, 44104-3805</td>
</tr>
<tr>
<td>Shelly</td>
<td>Saltzman</td>
<td>216-229-8185</td>
<td><a href="mailto:shelly.saltzman@citizensleadership.org">shelly.saltzman@citizensleadership.org</a></td>
<td>Citizens Leadership Academy</td>
<td>012029</td>
<td>9711 Lamont Ave, Cleveland, OH, 44106-4124</td>
</tr>
<tr>
<td>Ashley</td>
<td>Squires</td>
<td>216-298-1164</td>
<td><a href="mailto:asquires@theprepschools.org">asquires@theprepschools.org</a></td>
<td>Entrepreneurship Preparatory School - Woodland Hills Campus</td>
<td>012031</td>
<td>9201 Crane Ave, Cleveland, OH, 44105-1627</td>
</tr>
<tr>
<td>Tiara</td>
<td>Jordan</td>
<td>216-456-2070</td>
<td><a href="mailto:tjordan@theprepschools.org">tjordan@theprepschools.org</a></td>
<td>Cleveland Entrepreneurship Preparatory School</td>
<td>000930</td>
<td>1417 E 36th St Fl 2, Cleveland, OH, 44114-4116</td>
</tr>
</tbody>
</table>
No partners added yet. Please add a new partner by using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE on Project</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelly</td>
<td>Saltzman</td>
<td>Model Education Leader</td>
<td>While Shelly will not be directly implementing the program, she will work closely with Breakthrough and Tri-C leadership throughout the pilot.</td>
<td>Shelly Saltzman is the Model Education Leader for Citizens Leadership Academy, one of the four Breakthrough Schools participating in the Freedom Project. Shelly will also serve as Breakthrough's Education Lead for the pilot of the Freedom Project with Tri-C. Shelly is a seasoned independent school teacher and administrator.</td>
<td>Prior to launching Citizens Leadership Academy, Shelly was the middle school director at University School in Shaker Heights, Ohio and before that the assistant middle school director at Hawken School in Lyndhurst, Ohio. Shelly taught pre-kindergarten, kindergarten, fifth, and eighth grade before entering administration.</td>
<td>master's degree in education from John Carroll University undergraduate degree in journalism from Ohio University</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

| JaNice     | Marshall   | Associate Vice President of Access and Community Engagement | She will oversee the Freedom Project and meeting grant terms and conditions. She oversees College Pathway Programs team of Cuyahoga Community College that will provide support to her. | She oversees the College Pathway Programs, which serves 11,000 individuals annually through about 20 externally-funded programs designed to build college readiness skills and make college accessible to historically underserved populations. Dr. Marshall assumed a leadership role of this division in 2011. | She develops and implements innovative partnerships internally and externally to the institution and represents the College at multiple external events to effectively articulate the College's mission, vision, and values, and College Pathway Programs. Prior to this she served in administrative roles from 2004 to 2011 at Lansing Community College, including Director, Office of Student Success; Department Chairperson, Environmental Design & Building Technologies. She also has served as Executive Director, Education Career Services at Michigan Virtual University and held teaching positions in K-16. | Doctorate of Education from University of Texas at Austin. BS and MA from Michigan State University | 5                |                |