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Adjusted Allocation: 0.00
Remaining: -14,530,911.00
Cincinnati City Schools (PCS) is a diverse community where all learners are inspired to dream and achieve. Recognizing a growing English Language Learner (ELL) population in Southwest Ohio that has grown over 250% within the past 5 years, the Cincinnati Public School District (CPS) and Princeton City Schools (PCS) have collectively joined forces to propose the "Future CLASS for Diverse Learners" project, providing at least 900 general education teachers across two school districts with the knowledge, skills, and job-embedded supports to implement a culturally and linguistically appropriate multi-tiered system of supports within their classrooms, while an estimated 14,400 students and families will be served through increased support systems that include English classes for parents and additional document translation for the district's most used forms, handbooks, etc. The consortium will partner with Xavier University and the Hamilton County Title III Consortium in our efforts to support increased student academic achievement within the ELL subgroup, reduce spending in the district's five year forecast, and further engage ELL families through shared resources in the classroom, maximizing the consortium's return on investment.

### 1. Project Title: Future CLASS for Diverse Learners

Enhancing/Scale Up
Mixed Concept
Utilization of a greater share of resources in the classroom
never before implemented

### 2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

CPS is no stranger to successfully managing grant awards and programs of this proposed size, demonstrating a high level of transparency and due diligence in all of its processes, practices and investments. The consortium will partner with Xavier University and the Hamilton County Title III Consortium in our efforts to support increased student academic achievement within the ELL subgroup, reduce spending in the district's five year forecast, and further engage ELL families through shared resources in the classroom, maximizing the consortium's return on investment.

### 3. Total Students Impacted:

14400.00

### 4. Lead applicant primary contact: - Provide the following information:

First Name: Last Name: Contact for lead applicant: Mireika "Mari" Kobayashi
Organizational name of lead applicant: Cincinnati City School District
Unique Identifier (RIN/Fed Tax ID): 043752
Address of lead applicant: 2651 Burnet Avenue Cincinnati, Ohio 45219
Phone Number of lead applicant: 513-363-3251
Email Address of lead applicant: kobayam@cps-k12.org

### 5. Secondary applicant contact: - Provide the following information, if applicable:

First Name: Last Name: Contact for secondary applicant: Heidi Stickney
Organizational name of secondary applicant: Princeton City Schools
Unique Identifier (RIN/Fed Tax ID): 044677
Address of secondary applicant: 3900 Cottingham Dr. Cincinnati, Ohio 45241
Phone number of secondary applicant: 513-864-1031
Email address of secondary applicant: hstickney@princetonschools.net

### 6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Connie Reyes-Raus Hamilton County ESC Title III Consortium
311083 Hamilton Avenue Cincinnati, OH 45231 513-674-4212 connee.reyesrau@hcesc.org
Cynthia Greer Xavier University
3800 Victory Parkway Cincinnati, OH 45207 513-745-3115 greerc@xavier.edu

### 7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

### 8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Cincinnati Public Schools is the third largest school district in Ohio serving nearly 30,000 students and a growing ELL population representing 8.1% of the total student body, hauling from over 100 countries, and speaking 70 different languages. The district oversees 55 schools that cover a geographic area of 91 square miles, encompassing all of the City of Cincinnati, and multiple surrounding townships. CPS is a stronger to successfully managing grant awards and programs of this proposed size, demonstrating a high level of transparency and due diligence in all of its processes, practices and investments. The district employs a nine person Grants Administration team to provide detailed oversight of all financial requirements and expenditures associated with a wide variety of grant awards, including large-scale federal and state grants, national and local public foundations and corporate grants. The Grants Administration Office oversees the financial administration of multiple federal grant programs including Title I Part A, Title II, Part A, Title II-Part D, Title III, Title IV and Title X-Part C initiatives, as well as a multi-million, multi-year grant award through the GE Foundation. The team also provides oversight with required quarterly and final evaluations and financial reporting throughout each grant award. Cincinnati City Schools (PCS) is a diverse community where all learners are inspired to dream and challenged to achieve. PCS serves approximately 9,000 students, of which over 900 students (25%) representing a quickly growing ELL population. PCS enrollment represents a diverse ethnically, socioeconomically, and culturally student body. This diversity adds richness to the learning experience of students and staff alike and become a valuable asset which prepares students for the global professional environments.

Xavier University and the Hamilton County Title III Consortium in our efforts to support increased student academic achievement within the ELL subgroup, reduce spending in the district's five year forecast, and further engage ELL families through shared resources in the classroom, maximizing the consortium's return on investment.

### 9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

### 11. Describe the innovative project.

English Language Learners (ELL) are currently being taught by instructors who self-report feeling unprepared to meet the social and academic needs of these students in the classroom (Ballanyne, Randerman, & Levy, 2008). This unpreparedness is evident when looking at current national outcome data which show that ELLs are achieving at lower levels and are at elevated risk for reading difficulties...
12. Describe how it will meet the goal(s) selected above.

Projected total savings of $330,000 across 5 years. In total, the projected cost savings would be at least $5,430,000 over the next 5 years as a result of the Future CLASS Project. Currently, CPS spends approximately $80,000 a year providing interpreters or translating

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project?

14,530,911.00 * Total project cost

* Specific amount of expected savings (annual)

* Total project cost

15. What new/recurring costs of your innovative project will continue once the grant has expired?

If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

16. Are there expected savings that may result from the implementation of the innovative project?

1,086,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Based upon longitudinal research that collected data across districts in the country, ELL students may take anywhere from 7 to 11 years to acquire the cognitive and academic language skills necessary to do well on standardized tests. ELL-based instructional supports that will collectively require at least 34 TESOL teachers to provide pull-out services at a cost of $2,098,000 in Straight A Funds for purchased services. Supplies and materials for the project would include professional development costs to staff, and families for 5 years in both districts (cost of $2,965,200) and transportation and materials costs for the Parent/community engagement activities and meetings ($74,400). The consortium requests a total of $3,856,200 in Straight A Funds for supplies and materials. The consortium would be building a 5-year forecast of each school district, community school or STEM school member for review.
$12,750,000. As a result of an increased number of SIOP trained and TESOL endorsed teachers in the general education setting through the Future CLASS project, fewer resources will be needed for additional intervention specialists and proactively addresses a growing ELL population across our schools. Coupled with the highly effective and individualized Tell Me More software, ELL students and families’ English fluency will improve. Our strategy will be to hire at least 5 to 7 students trained in the Tell Me More software, as well as the massive translation of documents, are confident our home-school collaboration will be better facilitated, thus reducing the cost of interpreters/translation. Currently, CPS spends approximately $800,000 a year providing interpreters or translating general and special education district-wide documents and Princeton spends approximately $30,000, totaling $110K a year. For example, every time G2L completes a new translation for districts in the Southwest Ohio region, it is first run through the memory bank, looking for any words or phrases that have already been translated. Any words or phrases that have already been translated are discounted. For example, a document could have 10k words, but only 4k of them are considered “new” words. The savings will be significant over time, and with each document G2L translates the memory bank gets larger and larger, resulting in more and more savings over time. Additionally the G2L use of technology leads to quick, efficient, high-quality and relatively cheap products for the consortium. Document translation and increased family and staff bilingual communication skills as part of this grant, will allow for at least a 60% savings in year 1, equating to $6,600 and a projected total savings of $330,000 across 5 years. In total, the projected cost savings would be at least $1,086,000 annually over the next 5 years as a result of the Future CLASS project, for a total of $4,130,000.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The Future CLASS project will train 900 staff members within 17 different school buildings and offer graduate credit for professional development. In addition, the consortium will provide stipend incentives to prioritized staff members who are teaching a growing ELL population of 20%, yet where less than 10% of staff holds a TESOL endorsement. At least 180 general education teachers within these targeted schools will complete the 2 of the required courses in the TESOL certificate program through Xavier University. It’s anticipated that most will receive their certification by June, 2015. Upon completion of the certification, the general education teachers and student teams will work together on developing and implementing a new culturally and linguistically responsive (CLR) English Learners program that is embedded into the SIOP Model and curricula. This project will help schools determine the English learners need and how to effectively identify an appropriate program for their school district to implement. Today’s vast array of instruction and learning models are available to support the needs of each student. A collaborative group of key stakeholders from the consortium, including representatives who are administrators, teachers, school counselors, GLM, and business leaders, will meet weekly to coordinate and decide on the most effective means of support for students.

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY):
10/25/2013

* Narrative explanation

By December 2013, the consortium will finalize the project’s participating teachers. Upon notification of funding, the consortium will contact the HCESC and other entities providing the professional development in the SIOP Model of instruction and arrange for 1 graduate credit hour to all who participate in at least 15 hours. Additionally, project managers will work with the University of Cincinnati and Xavier University to arrange for student enrollment into TESOL courses and arrange for expenditure of funds beginning January 1, 2014. Cohorts of teachers will be designated within each school, as well as cross-consortia cohorts to work collaboratively through the TESOL endorsement process to provide valuable feedback regarding needs within their schools and classrooms. This experience will provide the most comprehensive training in order to meet the needs of the district.

The consortium will continue to work with the Universities to ensure proper payment of the TESOL courses, upfront, to allow for ease of student enrollment. Additionally, school-based learning teams will be offered training in culturally and linguistically responsive (CLR) practices as well as access to world language software to understand the language and the culture of the students building are serving. Building teams will be more sensitive to and understand how to best support and develop interventions within the multi-tiered system based upon data that meet the targeted needs of at-risk diverse learners. The process and procedural tools that help distinguish a learning disability from linguistic differences to be developed and disseminated will address a state-wide change. At the district level, the ESOL Manager will oversee the overall coordination of the ESOL grade school programs and ensure the participation of the participating teachers as soon as the consortium has received word of confirmed grand funding. Each district’s project managers will work closely with their district’s participating teachers to ensure timely enrollment into the TESOL program and ensure our educators are ready to begin work course after January 1, 2014. The consortium also will work with the Universities to ensure proper payment of the TESOL courses upfront, to allow for ease of student enrollment. Additionally, school-based learning teams will be offered training in culturally and linguistically responsive (CLR) practices as well as access to world language software to understand the language and the culture of the students building are serving. Building teams will be more sensitive to and understand how to best support and develop interventions within the multi-tiered system based upon data that meet the targeted needs of at-risk diverse learners. The process and procedural tools that help distinguish a learning disability from linguistic differences to be developed and disseminated will address a state- and nation-wide need.

Summative evaluation (MM/DD/YYYY): 06/30/2014

* Narrative explanation

The consortium will develop a mechanism for key teachers to train staff members in professional development. Unfortunately, the consortium will not be responsible for the certification due to unforeseen circumstances. To mitigate any lost funds, district project managers will maintain consistent and timely feedback with each teacher to gauge their ability to continue along the training course and whether or not a teacher will need to re-attend a course or amend his/her course of action. Teachers will be heavily involved in the ongoing feedback and evaluation of this project through the formative and summative evaluation processes.

The consortium will work with the Universities to ensure proper payment of the TESOL courses, upfront, to allow for ease of student enrollment. Additionally, school-based learning teams will be offered training in culturally and linguistically responsive (CLR) practices as well as access to world language software to understand the language and the culture of the students building are serving. Building teams will be more sensitive to and understand how to best support and develop interventions within the multi-tiered system based upon data that meet the targeted needs of at-risk diverse learners. The process and procedural tools that help distinguish a learning disability from linguistic differences to be developed and disseminated will address a state- and nation-wide need.

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

The consortium addresses a population in the Southwest Ohio region and recognizes a need to provide additional supports for these students, their families, and our general classroom educators. Over the past five years, the regional ELL population has grown by over 25%; however, our districts lack the financial infrastructure needed to holistically support these families into our districts. Both districts have worked hard to create and implement programs that support immigrant families, inspire and challenge their children, and prepare them for long-term success. As a result of this project, we feel there is great work yet to be done, and we are not alone. More than 5.3 million ELL families reside in our nation’s schools, representing roughly 11% of our U.S. population (NCES, 2011). The Greater Cinti region has seen its share of this growth, leaving our public school districts in a unique position to create a holistic culture of success within our schools, surrounding our ELL communities, and across district lines. The “literacy crisis” for adolescent ELLs is significant be-cause of their alarmingly poor performance on indicators of literacy such as the National Assessment for Educational Progress (NAEP: Short & Fitzsimmons, 2007). Only 3% of eighth-grade ELs scored at the proficient or advanced level on the reading portion of the 2009 NAEP compared with 94% of non-ELs (National Center for Education Statistics, 2009). Further, while they are still learning English, these students are required to take district and state high-stakes assessments that may have considerable consequences, especially at the secondary level. At half of U.S. states use a high school exit exam as a criterion for a high school diploma (Short & Fitzsimmons, 2007). Research supports the use of supplemental technologies in language learning to help motivate students and encourage students to become actively involved in their learning. For parents and students, the TMM
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year school, at least 60 teachers in the partner district will have taken 2 of 6 courses towards TESOL endorsement by June 30, 2014. Courses may include: Teaching Methods and Techniques for ESL; provide professional development support to 900 teachers with SIOP training and 180 teachers with incentives to complete the first two courses towards a TESOL endorsement. Courses will be led by content-area teachers who teach English language learners, counselors who specialize in the needs of ELLs, key school administrators, and other staff to provide a well-rounded educational experience for their students. The program will be implemented through face-to-face, online, and blended learning models, and the curriculum will be aligned with the Ohio Academic Content Standards.

21. Is this project able to be replicated in other districts in Ohio?

22. Is the project able to be replicated in other districts in Ohio?

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year school forecast or utilization of a greater share of resources in the classroom.

United States census reveals that of the 50 million students enrolled in public schools, 5.3 million, or approximately 11%, were English language learners (ELLs) (NCELA, 2011). The number of households speaking a language other than English has increased by a factor of 2.5 times the rate of the population generally (Shin & Kominski, 2010). Most Mid-West states, such as Ohio, that are experiencing this surge of diverse learners are unprepared to meet their needs (Capps et al., 2005). At CPS, About 20% of the ELL students have limited or interrupted previous education from their home countries and over 60% of the LEP population needs intensive English language supports, which entails English-for-Speakers-Of-Other Language (ESOL) teachers needing to provide individualized, pull-out English language development instruction outside the general education classroom to allow them to learn the language while, at the same time, catch up with peers on academic skills. Approximately 11% of the ELLs are Students with disabilities. The demographic and needs of the population in Princeton City Schools, a suburban district that neighbors CPS, are similar in terms of their ELL population. Many of the students can be classified in CPS as ELs due to the lack of proficiency test scores needed to be coded as ELLs. Specific strategies developed to support these students are: (1) Development of ESL extensions beyond identified ELLs of our students who are at risk due to limited academic English. Several recent publications have confirmed this idea, noting that subject-specific academic language (e.g. algorithm, allegory, divisor, conflict, etc.) and academic vocabulary (e.g. meander, extraordinaire, baffling) are like a second language to many native English readers. These students face many of the same challenges as students learning English as a second language. Therefore, the same strategies that are used to assist ELLs can also help native English speakers understand the complex language used in math, literature, science, and social studies classes. The research recommends a multi-tiered approach to addressing ELL needs, including: (1) Providing SIOP training and promoting its school-wide implementation through follow-up observation and coaching support; (1) Increasing focus on critical literacy and numeracy skills to ensure acquisition of phonemic awareness, automatically with phonics, and number sense; (2) Increasing focus on reading fluency and vocabulary-building in daily classroom instruction; and (3) Examining areas where accelerated progress was observed - grade level, specific cohorts of students, - determining causes for these gains, and examining potential replication of effective instructional practices or structures. Tier 2: Completing academic screening assessments for ALL ELLs (AIMSweb - reading, writing, math) / Problem solving to determine intervention needs for students who do not achieve AIMSweb benchmarks; and (2) Utilizing a decision making guide with instructional teams to facilitate the analysis of existing data (OTEI/PIPT, AIMSweb and other academic performance data) and providing a link to evidence-based intervention supports. Literacy instruction for ELLs continues to be a topic of critical importance because these students are not only the fastest growing segment of the population (U.S. Department of Education, National Center for Education Statistics, 2009), they are also overrepresented in the group of students who struggle academically (McCord, Male-McCarty, Cutting, Less, & E'Delmo, 2005; Snow & Biancarosa, 2003).

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Our consortium recognizes this high confidence 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 by providing our classroom teachers with SIOP training, incentives for a pathway towards their TESOL endorsement, and support for ELLs in their classroom. The TESOL endorsement, as well as our classroom teachers in their classroom. The TESOL endorsement, as well as our classroom teachers in their classrooms. Our approach uses an existing infrastructure of support to build on the knowledge and skills that we have developed over the past 10 years. One example of this is the development of the SIOP Model, which has been used in a variety of ways to support teacher improvement. The SIOP Model provides a framework for organizing instruction and delivering high-quality instruction for all students. Empirically validated data confirm that the SIOP model will help to increase student achievement, improve academic content skills and language skills, deliver results that align to district objectives, and increase professional development goals. Our professional development plan is built on a partnership with SIOP Model authors who have developed and published materials that help support all English language learners toward college and career readiness. As a framework for organizing instruction, the SIOP Model will support our teachers in planning and delivering high-quality instruction for all students. Empirically validated data confirm that the SIOP model will help to increase student achievement, improve academic content skills and language skills, deliver results that align to district objectives, and increase professional development goals. Evidence: Marketing plan created and distributed.

24. What are the specific benchmarks related to the fund goals identified in the following three goals that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily quantified.

We have identified three key goals for our project:

1. Increase student achievement: Our goal is to improve student achievement in English language arts and mathematics. We will measure progress using standardized test scores and teacher reports.
2. Improve teacher effectiveness: We will use teacher surveys and classroom observations to assess the impact of our professional development programs and to identify areas for improvement.
3. Develop a sustainable model: We will create a sustainable model that can be replicated in other districts in Ohio, and that can be expanded to other states.

Through this dual-focused project, the consortium seeks to support ELL families through additional digital translation and English language learning programs, while also supporting our educators in completing SIOP training and retaining the first two courses in the TESOL endorsement. As part of the consortium’s long-term goals, we aim to support a significant portion of the Ohio’s ELLs, our general content teachers, and all students within the districts. Our goals, objectives, and activities reflect up-to-date knowledge and evidence on best practices for ELL students and families.

25. Describe the plan to evaluate the impact of the concept, strategy or approach used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress.)
participation of educators serving ELLs in PD programs; 4) LONG TERM OUTCOMES - well-established and prepared ELL workforce in partner and surrounding school districts in Ohio; significant numbers of educators pursuing coursework in ELL instruction; ELL students achieving academically in English skills (oral, reading, writing & listening) and content areas including math, science, and social studies; and on-going stable relationships with supporting institutions. The committee will assess the following outputs: 1) Increased percentage of general education teachers that have completed the first two courses towards their TESOL endorsement; 2) Increased percentage of general education teachers who have completed SIOP training; 3) Increased culturally and linguistically responsive support systems via language software and translated resources available to ELL students and families; and 4) Increased academic achievement within the ELL subgroup, working to achieve 100% academic proficiency for all ELL students. Professional development will focus on selecting, collecting, and analyzing data in a culturally and linguistically appropriate manner to make educational decisions about addressing the needs of ELLs. School-based teams will build capacity to implement a multi-tiered system of supports that will increase the academic achievement of diverse learners as well as prevent inappropriate referrals for special education for students who are disproportionately at risk. Implementation guides and process checklists will be developed and shared to support the learning and application of Future CLASS project. Formative AIMSweb measures will be used as valid predictors of overall reading and math achievement, as determined across numerous comprehensive assessments including the OAA. Both the Reading-Curriculum Based Measurement, which is an assessment of basic oral reading fluency, and the Math Concepts and Applications Practices measure of math concepts and applications will provide target scores indicating both 80% and 50% probability of passing the State exam based upon AIMSweb score. As such, these will be used as critical formative assessments for monitoring and improving student growth and outcomes within the ELL population. The evaluation will follow a two-phase format each year of implementation. Phase I will follow activities from January through June 30, 2014, culminating in an evaluation committee meeting in June, 2014. Phase II will accommodate additional project implementation from July, 2014 to June, 2019. The evaluation committee meetings will be ongoing and formative in nature with the intent to assess progress and provide information to monitor and improve the project throughout the five years following initial grant funding. An Annual Performance Report (APR) will be prepared measuring formative progress to goals and outcomes, as well as a Final Performance Report including summative evaluation data and assessing the mature project's success in reaching its stated goals. This report will be distributed to the consortium and key stakeholders.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional project implementation from July, 2014 to June, 2019. The evaluation committee meetings will be ongoing and formative in nature with the intent to assess progress and provide information to monitor and improve the project throughout the five years following initial grant funding. An Annual Performance Report (APR) will be prepared measuring formative progress to goals and outcomes, as well as a Final Performance Report including summative evaluation data and assessing the mature project's success in reaching its stated goals. This report will be distributed to the consortium and key stakeholders.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today’s date.

I Accept, Mary Ronan Superintendent Cincinnati City School District 10/25/2013