



Ohio's Race to the Top Innovative Programs Grant Application

Application Period- March 11-May 20, 2011

Please ensure that ALL questions are answered completely in each of the four sections as incomplete applications will not be returned for modifications or completion.

Section A

1. General School Information

<p>a) Name of Applicant (LEA): Cincinnati City School District</p>	<p>b) Name of School: William H. Taft STEM School</p>
<p>c) Superintendent of Schools: Name: Mary A. Ronan Address: CPS Education Center 2651 Burnet Avenue Cincinnati, Ohio 45219 Telephone: 513-363- 0070 Fax: 513-363-0050 Email:ronanma@cpsboe.k12.oh.us</p>	<p>d) LEA RttT Contact: Name: Eric Thomas Address: CPS Education Center 2651 Burnet Avenue Cincinnati, Ohio 45219 Telephone: 513-363-0333 Fax:513-363-0679 Email:thomaser@cps-k12.org</p>
<p>District Mission: The Cincinnati Public School District educates all students to meet or exceed the district's academic standards and provides opportunities for students to grow socially, emotionally and physically to become lifelong learners and productive citizens.</p>	<p>School(s) Mission: 1) The mission of William H. Taft STEM School is to empower our students one fulfills his or her potential in a safe, collaborative learning environment that academically and socially through a Problem-Based Learning curriculum. We will prepare all students for future career in Science, Technology, Engineering and Math with community experience in a positive school culture where children feel safe.</p>
<p>e) Primary Goals of School: 1) Exemplary academic achievement 2) Outstanding problem solving skills 3) Collaborative supportive environment.</p>	<p>f) Teacher/Student Ratio: 1/25</p>

PLEASE NOTE: In you enter into a collaboration with another LEA, please mark with an * which LEA will serve as the FISCAL AGENT if selected for one of the competitive grants.

Names and titles of individuals who participated in the March 10th Innovation Symposium :

Eric Thomas, Director Office of Innovation; Kate Hofmann, Lead Teacher Office of Innovation; William Miles, Assistant Superintendent; Rebecca Ruckel, Director, Accounting & Grants Administration; Jack Jose ,Principal Gamble Montessori High School.

2. SCHOOL PROFILE

STUDENT INFORMATION		
Grades served: As of March 2011 Grades PreK - 8		
Enrollment (total number of students served in school applying for Innovative Program): 342		
Grade Level	Enrollment	
Pre K-5	251	
6	35	
7	27	
8	30	
Ethnicity and gender data (% of enrollment): As of March 2011		
Black: 89.21%	White: 2.33%	Male: 54.52%
Asian/Pacific Islander: 6%	American Indian/ Native American: 0%	
Hispanic: 158/54/176	Multi-Racial: 7.28%	Female: 45.48%
Percent of students eligible for free/reduced lunch: 92%		
Percent of students identified as special education: 17.5%		
Names of current competitive grants LEA has been awarded (2010-11)		
Teaching American History, FLAP-LEA, School Improvement Grant (SIG), EETT, 21 st Century Community Learning Center, McKinney Vetro, and Alternative Ed.		
Please attach 2009-2010 school Report Card: William H. Taft STEM School		
http://www.ode.state.oh.us/reportcardfiles/2009-2010/BUILD/036780.pdf		

Section B

- Please check circle(s) next to the specific Innovative Program(s) for which you are applying. Prioritize your preference order to the right of the program, with "1" being your first priority. **A separate application must be submitted for each Innovative Program.**

- Asia Society (International Studies Schools Network) _____
- AVID * _____
- Early College High School _____

Other Proven Model (please list) SciLearn Achieve

***Priority may be given to the lowest-achieving schools**

Section C

Questions Addressing Innovation Selected- Please answer these questions in the text boxes provided. Provide as many details as possible so that the reviewers can gain a good picture of your school.

- 1. Identify your selected Innovative Program and the reasons for selection. (Note: If "Other", please include research evidence that justifies how the "other" innovation will accelerate student achievement and progress.**

STEM was initially selected as an Innovative Program for Taft Elementary in 2008; a steering committee comprised of educators representing grades Pre-K - 20, business and community partners, parents and district officials met over a period of several months to gather research and make a decision on the academic focus for the school. STEM was chosen because the stakeholders believe that the children of Taft Elementary School deserve equal access and opportunity to a 21st Century education that will prepare them to enter college and career fields and be successful in their endeavors.

The University of Cincinnati College of Education FUSION Center worked closely with the Cincinnati Public Schools District Office staff and with Taft Elementary administration to introduce STEM education to staff, students and parents alike during the 2008-2009 school year. Much progress was made in the areas of problem-based learning and universal design, however, test scores in math and ELA were not acceptable; following a comprehensive audit and revisiting the needs assessment, it was determined that STEM education would be integrated into the framework of Elementary Initiative focusing intensely on math and reading during the 2009-2010 school year. At the end of the year, the school moved from Academic Emergency to Continuous Improvement. The district and the school are now in a position to concentrate efforts on a thorough integration of STEM education within the Elementary Initiative framework.

- 2. In what other school transformation strategies has your school been engaged and its/their status.**

Cincinnati Public Schools is integrally involved with the Ohio Improvement Process to systemically and systematically align district and school improvement efforts to meet the identified needs of all children. In 2008-2009, Cincinnati Public Schools district began to execute Elementary Initiative into its lowest performing schools, including Taft Elementary. The school received a School Improvement Grant in July 2010 to assist with the full implementation of that process. We will enter year 2 of that 3 year grant in July 2011. Those funds are allocated to support the resources and staffing necessary at the school level to ensure excellence in Core course. The use of data analysis is used extensively to assess the needs of each student and differentiate instruction. At the district level, Instructional

Leadership Teams consisting of experienced content teachers, principals, and support service coaches provide intense support to targeted schools. At the school level, Learning Teams consisting of teachers in all content areas work collaboratively to improve instruction. Organized as vertical teams and by discipline, whenever possible, these teachers use a seven-step protocol to analyze data and develop, teach, critique, and revise lesson plans. They also identify the needs for professional development. A special leadership program is being designed to meet the needs of principals charged with turning around schools with low achievement. Both business and educational aspects are addressed while focusing on knowledge and skills, systems and processes, best practices, and real-time support. At Taft Elementary, the school year is extended by four weeks and the school day is extended by 2 hours two days during the week offering extra time for struggling students to meet standards while high achieving students participate in enrichment in a standards-based learning system. An Academic Success Plan is developed for each student at the school and is used to monitor, assess and record progress and achievement and set goals for improvement. A Resource Coordinator is on-site at the school and is responsible for the design, implementation and oversight of a school-wide system of care to help each student achieve their full potential. This includes facilitating community and family engagement, as well as collaboration with administration and staff to design and implement prevention and intervention mechanisms to meet the classroom and individual needs of students and families. Partnerships, MOUs and contracts are managed and supervised by the Resource Coordinator; the goals of each partner/program are aligned with the mission, vision and goals of Taft Elementary and the Cincinnati Public Schools District. Programs are monitored monthly and reviewed with providers monthly to determine if outcomes are being achieved; if necessary, goals and objectives are adjusted. The Resource Coordinator meets with various community groups (Chamber of Commerce, Local Community Council, Mt. Auburn Re-development Committee, Uptown Consortium, Health and Wellness Committee, etc.) to represent the interests of the school-community collaboration. Additionally, funding was procured by the Resource Coordinator to hire a Family Peer Support Specialist to work with families in need of wrap-around services. A partnership with Parents for Public Schools has provided access for 2 parents to attend an extensive leadership training course this year and both are initiating additional programming into the school for next year. A fully functional PTA has been established this year and representatives from that group sit on the Local School Decision Making Committee and the Instructional Leadership Team. Collaboration with Christ Hospital, Center for Closing the Health Gap, Beech Acres and Taft Elementary has made possible nutrition, fitness and healthy relationship classes for Taft parents 6 hours each week. A grant with Fuel Up to Play60 has been used for a salad bar for student lunches and a walking club; a Fresh Fruit and Vegetable grant from Ohio Department of Education has allowed us to provide fresh fruit and vegetables to all students 3-5 times each week throughout the school year. Multiple business partners work with our school to provide STEM opportunities for all of our students, Pre-K – 8th grades, and additional partnerships are being negotiated for 5th quarter and for next school year.

3. Describe the capacity your LEA/school has to ensure a successful implementation.

The CPS District, the staff, the students and families of Taft Elementary, and the many business and community partners fully embrace the full integration of STEM education at our school. The CPS Superintendent and the Board of Education have made a solid commitment to support STEM education at Taft Elementary, and the district have devoted extensive resources and the expertise of its Curriculum Directors to work closely with the University of Cincinnati, school staff and STEM-capable

business partners to begin to develop a structure for STEM education at the school. A Steering Committee consisting of marketing directors of several large institutions in the Uptown area of Cincinnati including Christ Hospital, Uptown Consortium, Tri-Health and Children's Hospital has been working with the Public Affairs office of CPS to develop a marketing plan for the school. Upon finishing 6th grade at Taft Elementary STEM School, students will enter Hughes STEM High School for grades 7-12 where their rigorous, STEM focused college and career directed curriculum will continue. The University of Cincinnati College of Education FUSION Center is then available to students through grade 20. Cincinnati Public School students will have access to remarkable STEM education from grades Pre-K through 20; the many STEM partnerships that have developed and that will be developed through this process will provide ample access to the work force upon graduation. Parents of Taft Elementary students are part of the Instructional Leadership Team and the Local School Decision Making Committee and have played a huge role in supporting STEM education at Taft Elementary and rallying a large number of other parents to do so, also. The home-school contract is being re-written to emphasize the expectation that every student will participate in all extended-learning opportunities after school, on Saturdays, and 5th quarter during the 2011-2012 school year and that every parent will participate in at least two STEM-focused family activities.

4. How will you integrate the specific Innovative Program into your school culture and current transformation plan/Scope of Work?

STEM education will be seamlessly and purposefully tied to the four content areas of science, technology, engineering and math and will support the development of core academic competencies. Math and science integrated with literacy skills form the basis of the curriculum with authentic applications in engineering and the technologies of the 21st century. Inquiry, engineering design, and problem solving are essential processes within STEM learning. The skills of self-direction, higher-order thinking, information/visual/media literacy, collaboration and local and global awareness will be developed through student student-centered, collaborative learning in real-world contexts. STEM education at Taft Elementary will develop not only an intellectually vibrant community, but will encompass all aspects of social-emotional learning necessary to prepare students for cosmopolitan citizenry such as critical and reflective thinking abilities, flexible problem solving and decision making; written and oral communication skills, and effective collaboration skills. The school culture promotes personal responsibility and respect for others; a sense of social trust in the community; appreciation of and involvement with social justice; and, service learning. Essential to this framework is the implementation and continuation of high-quality professional development and teacher training, collaboration with STEM-capable partners, and beginning as early as Pre-K and Kindergarten for students.

The work of this proposal is three-fold in order to develop a STEM elementary program that can be fully integrated into the school culture and transformation plan; to develop, implement, and refine STEM curricular modules; to connect and build systemic partnerships to support the developed curriculum, and to create opportunities to better engage the parents and community to support learners in STEM environments.

The core work of this proposal will be to develop authentic learning modules that seek to teach content in-depth to students, allow for the creation of student products that demonstrate knowledge, and support students in presentations to real-world audiences. Partnership teams

consisting of Taft teachers, STEM-focused business and community partners, and faculty from the University of Cincinnati will work together to develop these STEM curricular modules. The modules developed will be representative of best-practice instructional approaches that support student collaboration and learning including project- and problem-based learning as well as field-based experiences. All of the modules developed will focus on STEM integration and career exploration. The modules will be transportable to other schools within the district, across the region and the State of Ohio.

A **STEM education curriculum** will be developed that:

- Supports the development of core academic competencies
 - *Basic knowledge and skills are critical to the lives of students.*
- Integrates literacy, technologies, and engineering with math and science (STEM with a Literacy integration)

Math and science integrated with literacy skills (reading, writing, and communication skills) form the basis of the curriculum with authentic applications in engineering and the technologies of the 21st century. Inquiry, engineering design, and problem-solving are essential processes within STEM learning.
- Focuses on developing 21st Century Learning skills to produce STEM-literate students

The skills of self-direction, higher-order thinking, information/visual/media literacy, collaboration, and local and global awareness (21st Century Learning Skills) are developed through student-centered, collaborative learning in real-world contexts.
- Develops not only academic learning, but also social-emotional learning

A community is established that supports students as they work toward self-awareness, social awareness, responsible decision making, self-management, and relationship management.

In year one of the effort, one Partnership Team per grade level will design integrated curriculum around a particular theme. Over the successive years of the effort, additional modules will be developed and existing modules will be refined. Development teams consisting of teachers, community partners, and University of Cincinnati (UC) faculty will work together to create the units. The curricular modules will have integrated content, focus on process and the development of 21st century learning skills, and will be supported by partnerships to create authentic learning for all students. The vision for these instructional units is to make STEM literacy attainable and desirable for ALL. All modules will be supported by substantive technology access and integration and will include the explicit teaching of 21st century learning skills.

The developed STEM curricular modules will be supported by engaging partnerships to accelerate capacity, broaden opportunities, and support authentic learning opportunities. Partners will be connected with teachers to engage in specific curriculum and instruction projects. The partners already committed to supporting this proposal and the work of STEM education at Taft Elementary include: Christ Hospital, GE Aviation, Procter and Gamble, University of Cincinnati Colleges of Education, Arts & Sciences, and Engineering, Cincinnati Zoo & Botanical Gardens, Cincinnati Museum Center, National Underground Railroad Freedom Center, Cincinnati Observatory, Drake Planetarium, NASA, and spice.

The third component of this effort will be to create opportunities to engage parents and the community in STEM education. "STEM Family Nights" will be developed to support the more seamless connection between what is happening at school and what is happening at home to better support the development of 21st century learners. In order to support this work, professional development (PD) will be provided to teachers as they work to develop STEM curriculum. This PD will be supported by the University of Cincinnati College of Education Fusion Center, the southwestern hub for STEM Education in Ohio.

5. How will implementation of this Innovative Program increase student achievement and progress in your LEA/school for ALL students?

Achieving equity in STEM education for all students is a formidable challenge. This is particularly true for marginalized students in urban schools who continue to experience inequities in schooling practices, inadequate resources, low academic achievement, and a sub-standard culture in the school itself.

In order to begin to address this inequity, schooling must make the needs of learners central to the design and implementation of curriculum and instruction. There is sufficient research with regard to student achievement, interest, and motivation within the implementation of an integrative STEM curriculum. Too many students lose interest in the STEM disciplines at an early age and make an early exit from the "STEM pipeline". We as educators understand the importance of interest and motivation to increased learning. An integrative STEM curriculum implemented in grades K-6 has potential for significantly increasing the percentage of students who become interested in STEM careers. Integrative STEM education provides a context and framework for organizing abstract understandings of science, technology, engineering, and mathematics that requires students to actively construct contextualized knowledge and encourages learning transfer. Integrative STEM pedagogy is inherently grounded in a learner-centered and knowledge-producing environment and when used with teachers and students provides a remarkably robust environment for the social interaction required to the learning process.

Multiple studies have documented the effectiveness of authentic learning to narrow the achievement gap for diverse learners. Students need to be engaged in their own learning process and to be able to experience learning through exploration. Students of the 21st Century need to learn about things in a relevant context that has meaning for them. Learner needs are central to authentic instruction. Authentic instruction is radically different than traditional teaching methods. Authentic instruction structures learning around genuine tasks and engages students in academic discourse. Teachers act more as instructional coaches or learning facilitators. Parents, community and local business experts and community members serve to support student learning. Authentic learning is active and student-driven, and instruction is hands-on where students work collaboratively.

Authentic learning strategies such as inquiry, engineering design, and problem- and project-based instruction are central strategies for teaching STEM. These authentic learning strategies involve students in "doing" rather than just reading or listening passively. These strategies provide pathways for all students to engage in and learn about STEM. The creation of an authentic learning environment where teachers, students, and STEM partners work together as active learners will be established at Taft STEM Elementary. Students will learn how to solve real-world problems and apply that knowledge in creative and innovative ways; students will create products, not just take tests.

Students aim their work toward production of products and performances that have value and meaning beyond the school classroom. Continual reflection and refinement of student work will be emphasized.

Critical to student achievement is the student's social and emotional identity and development. A student's identity is the embodiment of self-understanding and identity formation which is fundamental in psychological maturity during the elementary school years. All affective domains must be included within a STEM curriculum and a teacher's actions must include and foster self-determination, cultivate self-regulation, and establish an engaging classroom. In this classroom, students' diversity, individuality and uniqueness are recognized and respected. This allows for the development of students' critical thinking and problem-solving skills – which include creativity, curiosity, open-mindedness, analysis, inference and critical evaluation. Teachers will create classrooms that nurture student needs for self-determination by providing opportunities for students to make choices, demonstrate core competencies, and participate in supportive peer relationships.

6. How will you sustain this Innovative Program post RttT?

We will build local capacity for ongoing improvement through the use of authentic professional development; collaboration with community and business STEM-capable partnerships; the development of and use of curriculum modules; collaboration with OSLN and University of Cincinnati FUSION Center, Southwest Ohio Hub; observing platform schools; and, eventually becoming a platform school

We will continue to search for additional funding through grant writing and leverage in-kind services for staff and student opportunities. Our marketing strategies will be focused on stimulating excitement throughout the local, state and national STEM communities, therefore attracting additional partnerships and opening doors for non-traditional funding streams.

These efforts will phase out the use of external funds and rely upon the resources that have been developed at the district and building level with the assistance of this grant. Locally, we will be able to respond to advances in STEM and implied changes for the school program. Essentially, we will create our own cadre of experts in STEM education.

7. Describe any potential challenges or barriers with the mandatory professional development and Innovative Program requirements for the framework that you have selected. What strategies will your LEA/school implement to overcome these potential obstacles?

Professional development is comprised of self-directed learning experiences, formal professional development programs and organizational development strategies; any or all of these efforts can be impeded by lack of resources or no access to resources for professional development, poorly coordinated opportunities for professional development, insufficient time provided for professional development, lack of technical assistance and follow-up. Recognizing these major barriers, we are fully prepared to take proactive measures to prevent them. All professional development for the staff of Taft Elementary will be designed collaboratively between the District Curriculum Directors, the University of Cincinnati Fusion Center staff, and the school administrators and staff. Cincinnati Public Schools has gained national recognition for providing support and professional development revolving around each teacher's professional growth needs and each school's uniquely developed academic strategy. Professional development days are built in to the school calendar and time in

allocated weekly for team and building-wide training. All professional development designed to assist with the implementation of a full STEM curriculum at Taft Elementary will focus on shared vision, norms and values; will focus on student learning and curriculum alignment; will include demonstration lessons, and will utilize peer coaching. Funds from the Race to the Top Innovations grant will allow additional professional development opportunities during and beyond the school day and during the summer. Technical assistance from the University of Cincinnati and the District Specialists will be available following trainings to assist with implementation in the classroom and with enhancing the professional community at the school.

8. How will the implementation of this Innovative Program increase college and career readiness of all students?

A 2005 study conducted by the members of the Association of American Colleges and Universities found that 93% of college faculty considers analytical and critical thinking to be among the most essential skills needed by students, but in reality, only about 6% of students can actually demonstrate these skills. In order for students to compete on the international stage, the implications are clear: to be competitive, students must learn how to solve real-world problems and apply knowledge in creative and innovative ways (Council on Competitiveness, 2005).

Additionally, the National Association of Colleges and Employers Job Outlook 2011 report lists that the top skills employers are looking for in potential employees are problem-solving skills, interpersonal skills, verbal communication skills, and initiative, all of which are cultivated in the problem-based learning pedagogy used to design STEM education.

A successful STEM education provides students with science, math, engineering and technology in sequences that build upon each other and can be used with real-world applications. STEM creates critical thinkers and enables the next generation of innovators leading to new products and processes that sustain our society.

9. Identify a timeline to achieve a successful implementation.

Year 1 –

- a) Extensive Professional Development
 - a. Integration of core with STEM
 - b. STEM 101: Curriculum and Instruction
 - c. Engineering is Elementary
 - d. Texas Instruments Math Forward
 - e. General Electric/NSTA Math and Science Integration Modules (grades 5 and 6)
 - f. JASON Training
 - g. NASA Summer of Innovation
 - h. Teacher Learning Teamwork – pair Taft staff with Hughes STEM High School staff
 - i. STEM content specialization
 - j. Learning Teams
 - k. Tech Specialist
- b) Trans-disciplinary Design augmented by University of Cincinnati FUSION Center, Southwest Ohio Hub
 - a. Integrate Scientific inquiry and engineering design
 - b. Problem- and project- based learning
 - c. Strategies for Student Learning communities; career connections and exploration

- d. Social Emotional Learning strategies and skills
- c) Expand current partnerships/ development new partnerships with STEM-capable individual/businesses/communities
- d) Develop and pilot a minimum of 2 STEM stations/modules per grade level incorporating social studies, English, math, science utilizing technology and design principles
- e) Work with OSLN to connect with and visit platform schools/classrooms

Year 2 –

- a) Professional Development
 - a. STEM 102: Curriculum and Instruction
 - b. Texas Instruments Math Forward
 - c. General Electric/NSTA Math and Science Integration Modules (grades 3-6)
 - d. NASA Summer of Innovation
 - e. K-6 Literacy
 - f. Learning Team Support
 - g. Tech Specialist
 - h. STEM content specialization
 - i. Authentic Assessment
- b) Continue Trans-disciplinary Design work with University of Cincinnati FUSION Center
- c) Expand partnerships/develop partnership teams
- d) Develop and pilot minimum of 4 additional STEM stations/modules per grade level incorporating core competencies and using engineering design process
- e) Continue and expand collaboration with Hughes STEM high school
- f) Serve as Platform school for beginning STEM programs
- g) Provide opportunities for internships for undergraduate students

Year 3 –

a)Professional Development

- a. STEM 103: Curriculum and Instruction
- b. K-6 (L)iteracy – (I)iteracies
 - a. Learning Teams
 - b. Tech specialist
- b) Develop additional STEM modules for vertical and horizontal teams
- c) Continue as Platform School
- d) Continue to provide opportunities for internships for undergraduate students

10. Why should your LEA/school be awarded an Innovative Programs grant?

The Taft students and parents, teachers, administrators and community partners believe that educational equity for students at Taft Elementary would look like STEM education and the doors it will open. A random neighborhood survey of Mt. Auburn, the neighborhood where most of our students reside, indicated that although 36% of the residents completed high school, only 17% had graduated from college; the current unemployment rate in the neighborhood surrounding the school is over 30% (Center for Closing the Health Gap, February, 2011). We must do better for the children by improving their quality of life and the only way to do that is through educational access and equity. A 2008 ACT, Inc. report titled The Forgotten Middle indicates that if students are not on target for college and career readiness by the time they reach 8th grade, the impact may be nearly irreversible. We have no time to waste.

In a 1965 commencement address to Howard University students given by President Lyndon B. Johnson, he said "...It is not enough to open the gates of opportunity. All of our citizens must have the ability to walk through those gates. This is the next and the more profound stage of the battle for civil rights. We seek not just freedom but opportunity. We seek not just legal equality but human ability. Not just equality as a right and a theory, but equality as a fact and equality as a result."

And yet 46 years later, at just about every indicator of educational outcome, from high school graduation, college degrees earned, and jobs obtained, women and minority groups are proportionally underrepresented. For every minority group student who earns a bachelor degree, two white students and three Asian students earn degrees. Only 8% of students graduating from college with a bachelor degree in science or engineering are African American (National Science Foundation) and only 4% of students earning degrees in engineering are women. This calls into question the issue of access and equity for populations that have been historically marginalized (Seymour, E. Science Education, 2005).

What exactly is equity? One way to define it is to define the inequities we as a society hope to eradicate, but equity in education is much more complex and involves equity in resources, equity in process, and equity in outcomes. There are a variety of funding formulas, forms of taxation and financial support allocation models that fall far short of determining equity in resource allocation for public education. The issues of process and outcomes in education are far more difficult to conceptualize. Headway has been made in the process of education; we see many formats to accommodate individual learners, such as multiple curricula, modified curricula, adapted curricula, differentiated instruction, etc. Educators are agreed that equity in educational programming does not mean that all students should receive the same educational programming.

But the idea of equity in outcome brings us to the most troublesome aspect of equity to define. What outcomes are we hoping to equalize? Does that mean attaining a certain set of academic skills, social skills, career skills? Since we have established that educational programs should be adapted to meet individual student needs, is it logical to seek the same outcomes for all? And when should those outcomes be measured – is it when students pass state proficiencies in elementary school, graduate high school, finish college, attain employment? Or is it when students have gained the ability to utilize opportunities?

We, the Taft stakeholders, are firmly convinced that the Race to the Top STEM Innovations Grant will give us the tools to accomplish what we must in order to close the STEM gap and the equity gap for the children of Taft Elementary School.

SECTION D

Please include LEA Name, IRN#, and proposed Innovation Program information at the top of this table. Include a breakdown of the annual expenditures anticipated in each budget category during each grant-year that equals the total dollar amount of the innovation program selected.

Proposed Innovation:					
Budget Categories	FY2011	FY2012	FY2013	FY2014	Total
Salaries (100) Personnel: Teacher Participants – Extended time for 30 hours professional development to be held in the summer. The amount shown is figured on 25 teachers at the CPS contractual rate of \$29.88/hr. for a total of 30 hours in all three years of the grant.		\$22,410	\$22,410	\$22,410	\$67,230
Retirement/ Fringe Benefits (200) An estimate of fringe benefits for all district staff at CPS, including health insurance, fica/medicare, and retirement is figured at 41.2%. the annual rate will vary depending on changing health care costs.		\$9,232	\$9,232	\$9,232	\$27,696
Purchase Services (400) Onsite vendor supplied Professional Development/Technical Support/Coaching for teachers/ staff/students: Year 1/25 days; Year 2/25 days; Year 3 25 days @\$1415.64 per day/\$707.82 per instructor Student Transportation necessary for off-site visits pertaining to field-based STEM projects; \$60.00 per hr. per bus; 2 buses @ 10 hours per year per grade level, K-5=120 hours x \$60.00=\$7200 per year Admission/Participation costs associated with students to participate in off-site visits; this will vary depending upon the modules that are developed by the staff and the on-site vendors during ongoing professional development		\$49,191	\$49,191	\$49,191	\$147,573
Supplies (500) General office supplies needed during the project; copier clicks, paper, duplication, recruitment information and supplemental instructional materials for proposed projects		\$1,400	\$1,400	\$1,400	\$4,200
Capital Outlay (600)		0	0	0	0
Other (800) Indirect Cost 1.32%		1,100	1,100	1,100	3,300
9. Total Costs		83,333	83,333	83,333	249,999

For a detailed information regarding the budget, please see the attached Budget Narrative.

RtT Innovative Programs grant applications may be found on the Ohio Department of Education website under Race to the Top at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=694>

Interested LEA/Schools are required to submit the requested grant information electronically to jay.keeper@ode.state.oh.us no later than **Friday, May 20, 2011**.

Questions may be directed to

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Director, ONET

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