U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Student-Centered Funding Demonstration Grants

CFDA # 84.424E

PR/Award # S424E200003

Gramts.gov Tracking#: GRANT13164223

OMB No., Expiration Date: Closing Date: Jul 10, 2020

PR/Award # S424E200003

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for I	Federal Assista	nce SF	-424		
* 1. Type of Submissi	ion: ected Application	Ne Co	9W		Revision, select appropriate letter(s):
* 3. Date Received: 07/09/2020		4. Appli	cant Identifier:		
5a. Federal Entity Ide	entifier:			5	5b. Federal Award Identifier:
State Use Only:				1	
6. Date Received by	State:		7. State Application	Ider	entifier:
8. APPLICANT INFO	ORMATION:				
* a. Legal Name: C	leveland Munic	ipal S	chool District		
* b. Employer/Taxpay	ver Identification Nun	nber (EIN	I/TIN):	I r	* c. Organizational DUNS: 0731320450000
d. Address:					
* Street1: Street2: * City:	1111 Superior	Ave.			
County/Parish: * State: Province:	OH: Ohio				
* Country: * Zip / Postal Code:	USA: UNITED S ⁴⁴¹¹⁴²⁵²²	TATES			
e. Organizational U	nit:				
Department Name:					Division Name:
f. Name and contac	t information of pe	erson to	be contacted on ma	atte	ers involving this application:
Prefix: Middle Name: * Last Name: Suffix:	hey]	* First Name	9:	Derek
Title:					
Organizational Affiliat	ion:				
* Telephone Number:	216-838-0391				Fax Number:
* Email: derek.ri	.chey@cleveland	dmetros	schools.org		

PR/Award # S424E200003

Application for Federal Assistance SF-424
* 9. Type of Applicant 1: Select Applicant Type:
G: Independent School District
Type of Applicant 2: Select Applicant Type:
Type of Applicant 3: Select Applicant Type:
* Other (specify):
* 10. Name of Federal Agency:
Department of Education
11. Catalog of Federal Domestic Assistance Number:
84.424
CFDA Title:
Student Support and Academic Enrichment Program
* 12. Funding Opportunity Number:
ED-GRANTS-051120-001
* Title:
Office of Elementary and Secondary Education (OESE): Well-Rounded Education through Student- Centered Funding Demonstration Grants CFDA 84.424E
13. Competition Identification Number:
84-424E2020-1
Title:
Student-Centered Funding Demonstration Grants
14. Areas Affected by Project (Cities, Counties, States, etc.):
Add Attachment Delete Attachment View Attachment
* 15. Descriptive Title of Applicant's Project:
Ensuring a well-rounded education for students of the Cleveland Municipal School district through
Student-Centered Funding
Attach supporting documents as specified in agency instructions.
Add Attachments Delete Attachments View Attachments

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Application	for Federal Assistance SF-424	
16. Congressi	onal Districts Of:	
* a. Applicant	ОН-011	* b. Program/Project OH-011
Attach an addit	ional list of Program/Project Congressional Dist	icts if needed.
1240-2020	CMSD Dept of Ed Student Centered	Add Attachment Delete Attachment View Attachment
17. Proposed	Project:	
* a. Start Date:	10/01/2020	* b. End Date: 09/30/2025
18. Estimated	Funding (\$):	
* a. Federal	1,558,508.0	D
* b. Applicant	0.0	
* c. State	0.0	
* d. Local	0.0	
* e. Other	0.0	
* f. Program In	come 0.0	
* g. TOTAL	1,558,508.0	D
b. Program	n is subject to E.O. 12372 but has not been n is not covered by E.O. 12372. plicant Delinquent On Any Federal Debt?	der the Executive Order 12372 Process for review on selected by the State for review. (If "Yes," provide explanation in attachment.)
If "Yes", provi	de explanation and attach	Add Attachment Delete Attachment View Attachment
herein are tru comply with a subject me to	ie, complete and accurate to the best of iny resulting terms if I accept an award. I an criminal, civil, or administrative penalties. E ertifications and assurances, or an internet sit	ments contained in the list of certifications ^{**} and (2) that the statements my knowledge. I also provide the required assurances ^{**} and agree to n aware that any false, fictitious, or fraudulent statements or claims may (U.S. Code, Title 218, Section 1001) e where you may obtain this list, is contained in the announcement or agency
Authorized Re	epresentative:	
Prefix:	*F	irst Name: Leo
Middle Name:		
* Last Name:	Serrano	
Suffix:		
* Title: Ex	xecutive Director, Institutional	Advancement
* Telephone Nu	Imber: 216-838-0025	Fax Number:
* Email: leo.	serrano@clevelandmetroschools.or	J
* Signature of A	Authorized Representative: Leo Serrano	* Date Signed: 07/09/2020

PR/Award # S424E200003

Funding Opportunity Number: ED-GRANTS-051120-001 Received Date: Jul 09, 2020 08:55:40 AM EDT

Cleveland Municipal School District Student Centered Funding Demonstration Grant Congressional Districts July 2020

The Cleveland Municipal School District's proposed project in response to the Student Centered Funding Demonstration Grant notice inviting applications will be implemented in OH-09 and and OH-11.

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008 Expiration Date: 08/31/2020

Name of Institution/Organization

Cleveland Municipal School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	37,944.00	75,888.00	75,888.00	75,888.00	75,888.00	341,496.00
2. Fringe Benefits	16,521.00	33,121.00	33,121.00	33,121.00	33,121.00	149,005.00
3. Travel	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	7,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	420,000.00	300,000.00	105,000.00	105,000.00	105,000.00	1,035,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	475,965.00	410,509.00	215,509.00	215,509.00	215,509.00	1,533,001.00
10. Indirect Costs*	3,615.00	5,473.00	5,473.00	5,473.00	5,473.00	25,507.00
11. Training Stipends						
12. Total Costs (lines 9-11)	479,580.00	415,982.00	220,982.00	220,982.00	220,982.00	1,558,508.00
If you are requesting reimbursement for (1) Do you have an Indirect Cost F (2) If yes, please provide the follow Period Covered by the Indire Approving Federal agency: The Indirect Cost Rate is (3) If this is your first Federal grant program or a restricted rate program or a restricted rate program (4) If you do not have an approved Yes No	 (2) If yes, please provide the following information: Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy) Approving Federal agency: ED Other (please specify): Ohio Department of Education The Indirect Cost Rate is 17.66%. (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414((4) If you do not have an approved indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560. (5) For Restricted Rate Programs (check one) Are you using a restricted indirect cost rate that: 					ents of 2 CFR § 200.414(f).
ED 524	roved Indirect Cost Rate A	greement? Or, Com PR/	plies with 34 CFR 76.564(Award # S424E200003 Page e7	c)(2)? The Restricted	Indirect Cost Rate is	3.41 % .

Funding Opportunity Number: ED-GRANTS-051120-001 Received Date: Jul 09, 2020 08:55:40 AM EDT

Name of Institution/Organization	Applicants requesting funding for only one year
Cleveland Municipal School District	should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing
	form.

SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as descr bed below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might descr be in its application how it intends to distr bute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment	Delete Attachment	View Attachment

Funding Opportunity Number: ED-GRANTS-051120-001 Received Date: Jul 09, 2020 08:55:40 AM EDT

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Cleveland Municipal School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: * First Name: Leo	Middle Name:
* Last Name: Serrano	Suffix:
* Title: Executive Director, Institutional Advancement	
* SIGNATURE: Leo Serrano * DATE	E: 07/09/2020

U.S. DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Derek		Richey	
Address:				
Street1:	1111 Superior Ave.			
Street2:				
City:	Cleveland			
County:				
State:	OH: Ohio			
	441142522			
Country:	USA: UNITED STATES			
Phone Numbe		lumber (give area code)		
Email Address	5.			
derek.ric	chey@clevelandmetroschoo	ls.org		
Novice Applie	cant:			
Yes [Human Subje	ice applicant as defined in the ro No Not applicable to ects Research: search activities involving huma No	this program		page in the attached instructions)? Period?
b. Are ALL the	e research activities proposed d	esignated to be exempt from	the regulations?	
Yes Pro	ovide Exemption(s) #:		4 5 6	
No Pro	ovide Assurance #, if available:			
	e, please attach your "Exempt F I the definitions page in the atta	ched instructions.		ttachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- · Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1234-2020 CMSD Dept of Ed SCF Abstract.pdf		Add Attachment		Delete Attachment		View Attachment
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The Cleveland Municipal School District (CMSD) envisions 21st century schools of choice where students are challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, with high quality educators, administrators, and support staff. The district aspires to provide students with the most modern, vibrant, inspirational learning environments possible, and fully prepare them for college and career success.

As part of *The Cleveland Plan* – a strategic transformation plan codified in Ohio statute – CMSD implemented a student-based budgeting (SBB) approach beginning in the 2014-15 school year that included a weighted student funding formula to differentiate school resource allocation based on student need and demographics. The SBB implementation also included expanding and defining school-level flexibilities available to school leaders. The approach was modelled after the Portfolio Strategy developed by the Center for Reinventing Public Education.

CMSD's school footprint, student enrollment and demographics, program composition, and academic strategies have changed and evolved since the 2014-2015 school year, yet the funding formula remains largely unchanged. With the support of a Student-Centered Funding Demonstration Grant, CMSD will update, redesign, and otherwise overhaul its current SBB practices, resulting in a new SCF system that will ensure an equitable distribution of resources to CMSD's most educationally disadvantaged students, enabling them to have access to wellrounded educational opportunities. The project will serve all 36,000 CMSD students in grades PreK-12, in all schools throughout Cleveland (currently 103 schools) and meet the requirements under the Absolute Priority of developing and implementing a student-centered funding system to provide well-rounded education opportunities to educationally disadvantaged students.

1

CMSD's goal is to ensure its new SCF system differentiates resources by prioritizing higher funding levels to its most educationally disadvantage learners, while aligning with the academic strategies and expectations outlined in the district's Profile of a Graduate, Principles of Learning and Teaching, and Core Values for Academic Practice documents. CMSD proposes a 4-phase, 60-month project that includes the design and implementation of a new SCF system, along with ongoing knowledge sharing with other districts and the continuous improvement of the SCF system. Phases include: 1) Designing the SCF system; 2) Implementation; 3) Continuous improvement; and 4) Knowledge sharing.

The project objectives and performance measures reflect two themes: 1) measurement of how effectively CMSD meets the project requirements; and 2) measurement of the effectiveness of the SCF system itself, specifically, how well the system achieves the vision and goals associated with equity, transparency, and flexibility. The Project Objectives include:

- Submit an application for an SCF flexibility agreement within 12 months of receiving the grant
- Construct an SCF system that enables well-rounded education opportunities and aligns with CMSD's academic priorities and equity principles
- Clarify allocations for specialty schools and supplemental funding
- Build the capacity of school leaders, network supports, and central office leaders to implement and utilize the new SCF system and associated flexibilities
- Implement the SCF system consistent with the design
- Routinely review and enhance the SCF system

* Mandatory Project Narrative File Filename:	1236-2020	CMSD	Dept	of	Ed	SCF	Project	Narrative.pdf
Add Mandatory Project Narrative File Delete	Mandatory Pr	oject N	larrativ	e Fil	e	View	Mandatory	y Project Narrative Fi

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File Delete Optional Project Narrative File View Optional Project Narrative File

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VII. PROJECT LEADERSHIP AND MANAGEMENT PLAN
VIII. PROJECT OBJECTIVES AND PERFORMANCE MEASURES

Aligning our Resource Allocation Approach with our Principles of Learning and Teaching

I. <u>Background</u>

The Cleveland Municipal School District (CMSD) was established to serve the education needs of children in Cleveland, Ohio. Today, CMSD envisions 21st century schools of choice where students are challenged with a rigorous curriculum that considers the individual learning styles, program preferences, and academic capabilities of each student, with high quality educators, administrators, and support staff. The district aspires to provide students with the most modern, vibrant, inspirational learning environments possible, and fully prepare them for college and career success.

CMSD is the second largest PreK-12 district in Ohio, serving more 36,000 students in 103 schools. The district serves Cleveland and portions of bordering communities including, Bratenahl, Linndale, Newburgh Heights, Brook Park, and Garfield Heights. The student population is 64% African American, 16% Hispanic/Latino, 15% Caucasian, and 4% other ethnicities. Students of the district are high need, as demonstrated by the numbers: 8,200 receive Special Education services; 5,200 are Limited English Proficient; and nearly 3,000 are homeless.

Cleveland residents of all ages experience great poverty, with 36.0% of its overall population living below the Federal Poverty Guidelines. Data show that among large US Cities, Cleveland has the highest percentage of children living in poverty (52.5%), second highest percentage of working-age adults living in poverty (29.6%), and third highest percentage of older

adults living in poverty (21.2%).¹ With a median household income of \$26,583, Cleveland's families often cannot meet their most basic needs without assistance.

II. History and Project Overview

Since 2006, CMSD has actively engaged in efforts to reinvent its schools to expand options for families. These efforts accelerated in 2012 with the release of the "Cleveland Plan for Transforming Schools," a strategic transformation plan codified in Ohio statute. The creation of The Cleveland Plan was motivated by academic achievement concerns, district financial challenges, operational constraints that limited flexibility, and declining enrollment. It was driven by a sense of urgency and a desire to increase the pace of change so students could more quickly benefit from educational reform.

As part of *The Cleveland Plan* CMSD implemented a student-based budgeting (SBB) approach beginning in the 2014-15 school year that included a weighted student funding formula to differentiate school resource allocation based on student need and demographics. The SBB implementation also included expanding and defining school-level flexibilities available to school leaders. The approach was modelled after the Portfolio Strategy developed by the Center for Reinventing Public Education, in which a community establishes a "system of high-quality, diverse, autonomous public schools".²

CMSD's school footprint, student enrollment and demographics, program composition, and academic strategies have changed and evolved since the 2014-2015 school year, yet the

¹ Center for Community Solutions. Cleveland City Fact Sheet.

https://www.communitysolutions.com/resources/community-fact-sheets/ohio-cities/

² Center on Reinventing Public Education. Portfolio Strategy. <u>https://www.crpe.org/research/portfolio-strategy.</u>

funding formula remains largely unchanged. One important, significant evolution has been in CMSD's defining and clarifying an instructional vision grounded in equitable access and outcomes and well-rounded educational experiences. This vision is captured across CMSD's Profile of a Graduate, Principles of Learning & Teaching, and Core Values for Academic Practices, which are presented later in this document. CMSD leadership believes now is the time to reassess the student-centered funding (SCF) system and associated school-level flexibilities to ensure they are aligned with the district's academic strategies and school portfolio, as well as flexibilities available through the US Department of Education flexibility agreement.

If CMSD is selected to receive a US Department of Education Well-Rounded Education through Student-Centered Funding Demonstration Grant award, the district will use the resources to update, redesign, and otherwise overhaul its current SBB practices. This will result in a new SCF system that will ensure an equitable distribution of resources to CMSD's most educationally disadvantaged students, enabling them to have access to well-rounded educational opportunities. Recent experiences with COVID-19 and the public outcry connected to the killing of George Floyd have further awoken the public consciousness about issues of race and equity. The need to ensure the district allocates resources to its neediest and most disenfranchised students has never been greater!

III. Current State and Challenges

CMSD's current SBB formula contains weights for the following student characteristics:

- Students with disabilities (three classifications)
- English language learners (three classifications)
- High mobility (K-8) and low attendance (high school)

- Below proficient outcomes on English and Math assessments
- Above proficient outcomes on English and Math assessments

The formula also contains a mechanism to ensure a minimum "baseline" allocation, as well as protections against large gains and losses. Beyond the formula, schools also receive supplemental funding for specialty programs and other needs not fully captured in the formula. Finally, to complement the formula, school leaders have a suite of flexibility to determine the positions, curriculum, schedules, and other instructional inputs to meet achievement goals.

With more than five years of experience, CMSD has identified several challenges with its current SBB approach, which it intends to address with an updated SCF system, including:

- A clear link does not exist between the district's funding approach and its Principles of Learning and Teaching, creating a gap between the current SCF system and CMSD's approach to enabling well-rounded opportunities for all students.
- Levels of equity could be improved and made more consistent. Currently, the formula is less effective at high schools, as evidenced by the fact that nearly every high school receives supplemental funding beyond the formula.
- The current formula does not address concentration factors, which may amplify the need at certain schools whether the level of resources needed does not move linearly with increases in need.
- The District must enable well-rounded opportunities for all students more consistently. Currently, the District does not have clearly documented practices related to specialty school/portfolio school models; nor does it have a systematic approach to phasing schools in and out.

- The district has both flexible and inflexible resources associated with Special Education students and English language learner students, which creates confusion and complication for school-based budget planning. In general, district leadership believes the level of flexibility could be improved.
- The expenses within the school budgets are 95% staffing, which means expenses largely move as a step-function. The funding formula is linear based on weights, so this creates complications that often result in "smoothing" with supplemental funding.
- The district lacks a clear, strategic, and systematic approach to supplemental funding. It allocates nearly \$15 million to schools beyond the SBB formula, which risks being less transparent and potentially inequitable.
- The formula does not account for differences in teacher quality.

IV. Project Design

CMSD's goal is to ensure its SCF system differentiates resources by prioritizing higher funding levels to its most educationally disadvantage learners, while aligning with the academic strategies and expectations outlined in its Profile of a Graduate, Principles of Learning and Teaching, and Core Values for Academic Practice. The district's first Core Value is ensuring equity of access, service, and support. For CMSD, this means ensuring "every child … receive the support, resources, and care they need" and creating the environments where students continually grow toward high expectations. An aligned SCF is critical to equitably allocating resources to individual schools (based on individual students) to ensure these environments are enabled.

CMSD's Core Academic Values also highlight Excellence, Joy, and Adventure to round out the district's commitment to ensure <u>all</u> learners access a well-rounded educational experience. In addition to these Core Values, the other values and commitments within the Profile of a Graduate and Principles of Learning and Teaching address CMSD's commitment to equity, personalization, well-rounded educational experiences, and high levels of achievement for all learners. Ultimately, the district wants all learners to have access to high quality and rigorous academic experiences in viable and thriving schools that provide a consistent student and teacher experience irrespective of student demographics.

Figure 1. CMSD's Profile of a CMSD Graduate



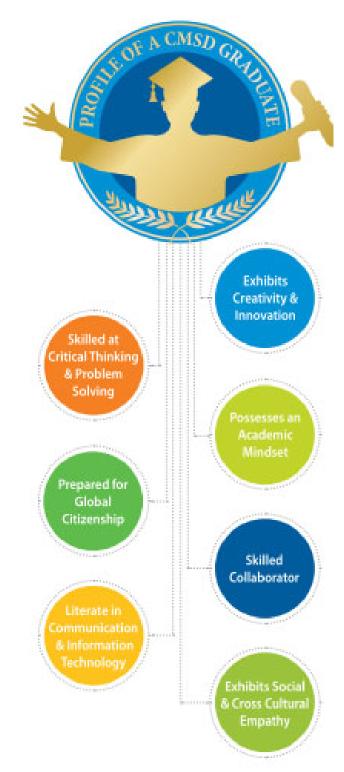


Figure 2 – CMSD Principles of Learning and Teaching

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Principles of Learning and Teaching

At CMSD, our Beliefs and Guiding Principles of Learning and Teaching and Central Office Supports align to our Core Values and will drive our Instructional Programming and Decision-making.



At CMSD, Learning and Teaching:

- is interdisciplinary, interactive, fun, hands-on and engaging.
- happens through peer collaboration and conversation.
- occurs when there is productive struggle and learners are able to monitor their own progress.
- is authentic, relevant and real-world.
- is personalized and culturally relevant.
- affords opportunities to explore others' perspectives and needs.
- is a continuous process requiring ownership, reflection and self-assessment.
- is challenging, builds agency and provides opportunities for choice.
- involves facilitation and collaboration.
- integrates SEL practices naturally and is maximized by strong relationships
- incorporates restorative practices.
- provides opportunities for setting goals and monitoring progress towards those goals.

At CMSD, Central Office provides:

- supports that are scaffolded and specific to individual school needs---one size does not fit all.
- supports that are informed from best practices, useful, and differentiated based on feedback.
- supports that provide Learning and Professional Development that takes place in a meaningful way and mirror what we want our schools and classrooms to look like.
- supports that leverage the strengths of Leaders and Teachers across the District.
- supports that are designed to build capacity of school leaders to execute and meet District goals.
- supports that are proactive and authentic in practice.
- supports that assume the best intentions of all staff (District and school-based).

Figure 3 – CMSD Core Values for Academic Practice

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Core Values for Academic Practice



Equity of Access, Service and Support

At the Cleveland Metropolitan School District ensuring equity means that every child and educator receive the support, resources and care they need; each and every day, in every school, in order to ensure that all students graduate prepared for college, career and life success.

This requires a continuum of opportunities and experiences before, during and after school, that aligns with their needs, abilities and interests.

A commitment to equity requires creating environments where students and educators are held to high expectations and continually grow in their sense of self and purpose. All decisions are made in the best interest of children. At CMSD, we BELIEVE is children first!



Excellence

Excellence means fostering high-quality teaching and learning in every classroom, in every school across the city of Cleveland. Achieving excellence means we hold educators and students to the highest academic and professional expectations.

We do this by providing a personalized, challenging and rigorous curriculum that offers "choice," while considering the individual learning styles and program preferences.

At CMSD, we use a research and evidence-based instructional framework to guide teaching and learning. This requires the use of best practices and data as strategic assets to ensure the student experience is purposeful, thoughtful and rewarding for educators and learners.

Collaboration

CMSD expects purposeful and productive collaboration among students, educators, family and the community. Collaboration requires everyone to engage in inclusive diverse learning communities with common goals that foster an environment where people share, support and explore together.

At CHSD, collaboration is built upon strong relationships, clear communication, trust and commitment to put talent, expertise and smarts to work!



Transparency for Academic Empowerment and Choice

High quality teaching and learning happens when there is transparency on the "what" students need to know and be able to do, but flexibility and choice on the "how." Feedback and communication are essential components of teaching and learning for students, educators and families. When educators use a common framework, they improve communication because they are using the same set of core concepts and terms to describe the expectations to students, therefore creating clarity.

We believe that transparency around academic parpose and progress engages and empowers all stakeholders in the learning process?



Joy and Adventure

Learning should be full of joy and adventure for students and adults. It should empower us to explore ourselves and the world, igniting curiosity, innovation and excitement within us. At CMSD, we foster schools and learning communities where students and adults at every level experience the power of laughter and productive struggle, resulting in the breakthrough, elation and celebration of success. In our classrooms and schools learning can be messy but instruction is clear with a willingness to try new things. At CMSD, our classrooms are safe spaces that engender student and teacher risk-taking and choice.

To ensure these overarching goals are achieved, CMSD proposes a 4-phase, 60-month project that includes the design and implementation of a new SCF system, along with ongoing knowledge sharing with other districts and the continuous improvement of the SCF system. The following table identifies the four phases and when they occur over the 60-month period. For reference, each Project Year runs from October to September with Project Year 1 commencing October 2020. Based on this timeline, the new SCF system would be utilized by the District and school leaders between January and April 2022 for SY22-23 planning.

	Year 1	Year 2	Year 3	Year 4	Year 5
Designing the SCF System					
Implementation					
Continuous Improvement					
Knowledge Sharing					

Each of the four phases contains discrete subphases and activities that occur at various times during the Project Year. The timelines on the following pages identify the subphases and the months when they will occur within each Project Year. Please note that Project Years 3, 4, and 5 are captured in a single chart because the same activities will occur at the same time in each year. Following the charts, is a more detailed narrative of the four phases, inclusive of key activities, project objectives, and performance measures.

Cleveland Municipal School District US Department of Education Well-Rounded Education through Student-Centered Funding Demonstration Grants Project Narrative July 2020	stration Gra	ants									
	Г. , Л	V. Timeline - Project Year 1	- Proj	ect Yea	ır 1						
10-20 11-20 12-20 1-21 2-21	11-20	12-20	1-21	2-21	3-21	4-21	5-21	6-21	7-21	8-21	9-21
Designing the SCF System											
Set Vision and Goals											
SCF Design											
Implement Budget Tool											
Knowledge Sharing											
Cross-District Collaboration											
Produce Documentation											

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Cleveland Municipal School District US Department of Education Well-Rounded Education through Student-Centered Funding Demonstration Grants Project Narrative July 2020	nding Demo	nstration G	Grants									
		Time	Timeline - Project Year 2	roject Y	ear 2							
	10-21	11-21	12-21	1-22	2-22	3-22	4-22	5-22	6-22	7-22	8-22	9-22
Designing the SCF System												
Training												
Implement Budget Tool												
Implementation												
Spring Planning												
Fall Adjustment												
Continuous Improvement												
Review Prior Year												
Iterate on SCF System												
Knowledge Sharing												
Cross-District Collaboration												
Produce Documentation												

Cleveland Municipal School District US Department of Education Well-Rounded Education through Student-Centered Funding Demonstration Grants Project Narrative July 2020	iding Demo	instration 6	irants									
		Timeli	Timeline - Project Years 3-5	ject Ye	ars 3-5							
	Oct	Nov	Dec	Jan	Feb	Mar Apr May	Apr	May	Jun	Jul	Aug	Sep
Continuous Improvement												
Review Prior Year												
Iterate on SCF System												

Knowledge Sharing

Update Training

•

Cross-District Collaboration

•

Produce Documentation

•

VI. Description of Project Phases and Work Streams

Phase 1: Designing the SCF System

During Phase 1 – Designing the SCF System – CMSD will engage heavily with District stakeholders to: 1) establish a vision and goals for the SCF system; 2) design the SCF system; 3) implement a budget tool; and 4) conduct the training and build the capacity to implement the new SCF system. Phase 1 will kick-off in October 2020, following the award of the grant, and culminate 15 months later in December 2021 with a new SCF system. During this phase CMSD will apply to the US Department of Education for an SCF flexibility agreement in accordance with ESEA section 1501.

Workstream: Set Vision & Goals

The foundation of Phase 1 is a set of activities assessing the current state of resource allocation and budget development and defining goals for a new SCF system to align with CMSD's academic strategies. This workstream will involve a technical analysis of the current resource allocation approach, along with interviewing and collecting input from dozens of stakeholders, including teachers, parents, principals, network support members, and central office leaders. Project leadership will seek to collect input and analysis across the following areas and key questions:

Area	Key Questions
Define Student Need	• What constitutes "student need" in CMSD?
	• Which student characteristics and factors contribute to
	differentiated student need in CMSD?
	• How does student need vary across different types of students
	(e.g., economically disadvantaged, English language learners,
	high mobility, etc.)?
	• What incremental resources are needed to address different
	needs?
	• What components of the current SCF system distribute resources
	based on those needs? What components need to change?
Enable Viable and	How does CMSD define program viability and "thriveability"
Thriving Schools	with respect to Principles of Learning and Teaching?
	• What is the aggregate and per pupil costs of achieving the
	desired student and teacher experience?
	• How does the cost differ between traditional and specialty model
	schools?
	• Are the current allocation levels and methods adequate to
	achieving viability and "thriveability"?
	• In what ways does our current SBB system promote or limit our
	ability to achieve our vision and goals?

Area	Key Questions
Identify Specialty	 Which schools are defined as having a specialty models that
Programs &	requires additional resources?
Supplemental	• What resources are required to implement the specialty program
Funding	with fidelity?
	 Under what scenarios and processes would school receive
	supplemental funding?
Align Flexibility &	 What school-based flexibilities and autonomies are needed to
Autonomy	maximize the use of resources allocated through the SCF
	system?
	• To what extent do the district's current flexibilities align with its
	goals? How well documented are the school-based autonomies
	and how well do principals understand them?
	 How could greater flexibilities awarded from the grant support
	well-rounded educational opportunities?

Area	K	ey Questions
Implement & Support	•	What central office network support structures are optimal to
		support effective decision-making and efficient
		operation/implementation of CMSD's SCF system?
	•	What capacity building is necessary prior to and beyond
		implementation to support principals and network support team
		members?
	•	What is the ideal cadence/feedback loop to necessary to
		continually monitor, align, and improve the SCF system over
		time?

The key deliverables from this workstream will be quantitative and qualitive assessments of CMSD's current SBB approach, a set of goals and position statement associated with resource equity, and initial design concepts for the new SCF system.

Workstream: SCF Design

Based on input from the "Set Vision and Goals" workstream, CMSD will convene a design team to construct a new SCF system. The district envisions the design team will be heavily comprised of school leaders to align with its Theory of Action, which explicitly identifies school leaders as those "best positioned to drive college and career-ready learning." Their ownership of the SCF system and budget processes is critical to CMSD realizing the benefits of a well-rounded education for its most educationally disadvantaged learners.

The design team will be facilitated by a CMSD lead and external partner(s). They will meet regularly to ideate on options, review qualitative and quantitative outcomes of potential scenarios, and ultimately recommend an SCF system. The design team will prioritize:

- What to include in the formula to incorporate new flexibilities
- New student weights to better target needs
- Average vs. actual policies to improve inequities from differences in teaching quality
- Supplemental funding policies
- Other policy decisions (baseline services, transition, "soft landing", etc.)
- Other deliverables (final flexibilities, budget tools, etc.)

The key deliverables from the design team will culminate with recommendations around the SCF model, planning timelines and processes, budget tools, and flexibilities. These key deliverables will be influenced by feedback from the US Department of Education based on the district's application for a flexibility agreement and ultimately require the Chief Executive Officer's (CEO) approval to move forward.

Workstream: Implement Budget Tool

As part of this project, CMSD proposes to implement a budget tool in order to provide transparency to resource allocations and resource choices, as well as simplify the process by which school leaders capture resource and budget decisions. Many tools also have features that provide real-time feedback and comparative information to school leaders to aid in decisionmaking.

Workstream: Training

Upon approval from the US Department of Education and CMSD's CEO, the district will prepare to implement the new SCF system. During this workstream, CMSD will finalize its training and guidance documentation; conduct training and build the capacity of school leaders, network support teams, and central office leaders; and build supporting tools. The capacity building phase involves training on the technical components of the SCF system and budget tool, as well as the adaptive change of strategic resource use (i.e., aligning budget decisions with academic goals and strategic plans). The strategic use of resource is critical to the overall effectiveness of the SCF system in achieving the goals associated with providing a well-rounded education to our most disadvantages students.

Phase 2: Implementation

During Phase 2 – Implementation – CMSD will utilize the new SCF system to plan for the 2022-23 school year. The district will use the SCF system to determine school allocations, and then school leaders will build budgets and make decisions articulated within established flexibilities. School leaders will make decisions between January and May 2022 – the "Spring Planning" workstream. Since these planning decisions will be made without complete knowledge of each school's student composition, school leaders and district leadership will revisit budgets and plan in August and September 2022 – the Fall Adjustment workstream.

Phase 3: Continuous Improvement

Between the "Spring Planning" and "Fall Adjustment" workstreams of the initial Implementation phase, CMSD will begin its cycle of continuous improvement. The core activities with the Continuous Improvement phase begin with reviewing the most recent Spring budgeting and planning cycle. CMSD will collect survey information and conduct focus groups

to evaluate the effectiveness of the SCF system, processes, and tools. It will then use that information to iterate the SCF design, retrain, build capacity, and update guidance documentation.

Phase 4: Knowledge Sharing

The "Knowledge Sharing" phase will occur regularly throughout the 60-month project. During Years 1 and 2, CSMD proposes to participate (or lead) quarterly knowledge sharing opportunities with other districts participating under the grant and other districts interested in learning more about SCF systems. The district envisions these initial knowledge sharing events as opportunities to work through design and implementation challenges. Following the first two years, CMSD envisions these opportunities as ways to iterate on ways in increase the effectiveness of its SCF systems. As an experienced SBB district, CMSD has already provided significant input into the field through various conferences, publications, etc. and we look forward to continuing to do so within this project in both formal/informal settings.

VII. Project Leadership and Management Plan

Building and implementing a new SCF system will require a collaborative effort across multiple teams, including internal CMSD teams like principals, teachers, principal leaders, school support staff, and central office departments including Finance, Academics, and Talent. It will also include external partners including parents, local philanthropic groups, etc. CMSD uses the RAPID[®] framework³ to support decision-making and accountability as part of its project management. This framework clarifies roles and responsibilities within teams working on

³ Bain and Company. RAPID[®]: Bain's tool to clarify decision accountability. <u>https://www.bain.com/insights/rapid-tool-to-clarify-decision-accountability/</u>.

complex projections. The following table outlines how CMSD envisions the use of RAPID® for

this project.

Role	Description	Persons/Organizations
Recommend	Recommend a decision or	Derek Richey, Chief Financial Officer
	action	
Agree	Formally agree to a decision;	Lisa Farmer-Cole, Chief of Schools
	views must be reflected in final	• Christine Fowler-Mack, Chief Portfolio
	proposals	Officer
		• Lori Ward, Chief Talent and Equity
		Officer
Perform	Be accountable for performing	• Angele Latham, Executive Director of
	a decision once made	Strategic Planning, Financial Services,
		and Grants
		• Proposed for Grant Funding, Director
		of Strategic School Design and
		Academic Student-Based Budgets
		• Laura Mulvaney, Executive Director of
		Strategic Staffing
		• Expert 3 rd Party Partner (TBD)

Role	Description	Persons/Organizations
Input	Provide input to a	Principals (92)
	recommendation; views may or	Cleveland Teachers Union
	may not be reflected in final	• Parents
	proposal	• Students
		Network Support Leaders (6)
		• Finance, Talent, and Special Education
		Partners
		• Diana Ehlert, Deputy Chief of Academic
		Resources
		• Megan Traum, Executive Director of
		School Quality Review
		• Josh Terchek, Director of Research and
		Development
		Community Groups
		Local Philanthropic Foundations
		Business Community
Decide	Make the decision; commit the	Eric Gordon, Chief Executive Officer
	organization to action	NOTE: The US Department of Education is
		also a "Decider" on the flexibility
		agreement.

The project leadership and decisionmakers bring a solid knowledge base to building and implementing a new SCF system. This knowledge base includes not only the technical ability to design and implement an SCF system, but also the awareness and implication how the SCF impacts equity and well-rounded education considerations. Examples of this knowledge base and experience includes:

- Decide
 - Eric Gordon, Chief Executive Officer
 - Has served CSMD's CEO since 2011
 - Serves as Chairman of the Council of the Great City Schools, an
 organization that brings together 76 of nation's largest urban public school
 systems in a coalition dedicated to the improvement of education for
 children in the inner cities.
 - Leads the implementation of CMSD's portfolio strategy, which includes specific strategies around school autonomy and pupil-based funding for all schools.
- Recommend
 - Derek Richey, Chief Financial Officer (résumé included in Other Attachments)
 - Built and implemented an SCF system in the Metro Nashville Public Schools.
 - Executed the current SBB system in Cleveland.
- Agree
 - o Christine Fowler-Mack, Chief Portfolio Officer

- Formerly served as Superintendent of the Cleveland Heights University Heights (OH) City School District.
- Leads the implementation of the portfolio strategy, which includes specific strategies around school autonomy and pupil-based funding for all schools.
- o Lori Ward, Chief Talent and Equity Officer
 - Formerly served as Superintendent of the Dayton (OH) Public Schools.
 - Serves as CMSD's Equity Officer.
- Perform
 - Angele Latham, Executive Director of Strategic Planning, Financial Services, and Grants (résumé included in Other Attachments)
 - Earned a Certificate of Educational Finance from Georgetown University w/Edunomics.
 - Executed the current SBB system in Cleveland.
 - External 3rd Party Partner
 - CMSD will contract with a 3rd party partner with expertise researching, analyzing, designing, and implementing SCF systems.
- Input
 - o Megan Traum, Executive Director of School Quality Review
 - Earned a Certificate of Educational Finance from Georgetown University w/Edunomics.
 - Built and implemented the current SBB system in Cleveland.

CMSD proposes to use grant resources to hire a Director, Strategic School Design and Academic Student-Based Budgeting to support the design and implementation of the SCF system. (Job description included with the resumes in the Other Attachments section of the application). This position would work collaboratively with Angele Latham, Executive Director of Strategy Planning, Financial Services, and Grants within the Finance department and external partner(s) to design the SCF system, implement the annual school planning and budgeting cycle, and work with individual principals and network leaders to help schools make good, aligned budget decisions. This position will be important to the overall effectiveness of the SCF system as the Director serves at the intersection of resource allocation and academic decision-making. As such, the position can directly support principals and influence their choices to direct resources towards our academic vision, which includes ensuring adequate and equitable resources and services for our most educationally disadvantaged students. The Director is also essential for on-going capacity building and professional development for principals, network leaders, and central office supports as well as the surveying, analysis, and continuous improvement of the SCF system.

CMSD further proposes to partner with one or more external, third party partner organizations to provide professional services to support all core activities within the project scope. The Partner(s) will provide facilitation, analytics, technical support, capacity building, and thought partnership to the project. The partner(s) will also support CMSD's work as it applies for an SCF flexibility agreement within the first 12 months of the project. CMSD leveraged a respected, third party partner when designing its current SBB system. It has continued to use partners over the past 5-6 years to refine the SBB system and associated flexibilities, including

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leveraging trusted, respected partners to provide feedback and input on the district's vision for this project.

The services of the external partner will span the full project (i.e., the entire 60-months) but will be more heavily utilized in the first two years. CMSD will select the partner(s) following its current procurement policies and practices. While the district has not selected specific partners yet, project leadership has inquired with potential partners to estimate the costs associated with this scope of work. The range of potential cost will depend on the level of support required, specifically whether the partner(s) build the capacity of CMSD's team to design and implement the SCF system (a "low-touch" approach) or whether the partner(s) become integral to the design and implementation of the SCF system (a "high-touch" service approach). CMSD envisions a hybrid where the partner(s) are integral to project delivery, while also building the capacity of the CMSD to sustain the work during the implementation phase and beyond.

VIII. Project Objectives and Performance Measures

The project objectives and performance measures included in the application reflect two themes. One set of project objectives seeks to measure how effectively CMSD meets the project requirements (i.e., submit the flexibility agreement within 12 months and continuously improve the SCF system).

The other set of project objectives seeks to measure the effectiveness of the SCF system itself, specifically, how well the SCF system achieves the vision and goals associated with equity, transparency, and flexibility. During the "Set Vision and Goals" subphase, CMSD will

baseline existing metrics from the SBB system. It will use past surveys and data to ensure the design of the new SCF system supports achieving the newly set vision and goals.

CMSD's Director of Research and Development will be instrumental to ensuring the

district establishes valid baseline data and use appropriate research methods to collecting

qualitative and quantitative data moving forward.

Project Objectives and Performance Measures Tables

The tables below contain project objectives and performance measures that are required within the USDOE grant submission.

They are organized by the four project phases.

Designing the SCF System

		Measure	Raw	Ratio	Ratio
Project Objective	Performance Measure				
		Type	Number (Num) (Denom)	(Num)	(Denom)
Submit an application for an	Submission of flexibility agreement to the US	Project	1		
SCF flexibility agreement within	Department of Education.				
12 months of receiving the					
grant.					
Construct an SCF system that	The SCF system differentiates resources allocation	Project			
enables well-rounded education	based on student need.				
opportunities and aligns with					
CMSD's academic priorities and					
equity principles.					

	The SCF system contains the flexibilities for school	Project		
	leaders to enable a well-rounded education.			
	Percentage of resources allocated to schools	Project	50	100
	through the SCF system.			
	Percentage of school-based resources controlled by	Project	75	100
	or influenced by school leaders.			
	The level of flexibility experienced by school	Project		
	leaders.			
	Percentage of weighted per pupil allocations with	Project	70	100
	10% of the median.			
	Percentage of schools that receive a baseline	Project	15	100
	supplement.			
Clarify allocations for specialty	Documented practices and process related to	Project		
schools and supplemental	specialty model schools and distribution of			
funding.	supplemental funding.			

Build the capacity of school	Year 2. Conduct training sessions with school	Project	5	
leaders, network supports, and	leaders, network supports, and central office			
central office leaders to	leaders.			
implement and utilize the new				
SCF system and associated				
flexibilities.				

Project Objective	Darformance Measure	Measure	Raw	Ratio	Ratio
		Type	Number	(Num)	(Denom)
Implement the SCF system	Weights and other allocation methods are	Project			
consistent with the design.	implemented as designed or with modifications				
	consistent with the vision and goals of the SCF				
	system.				
	Principals report high levels of understanding of	Project		85	100
	the SCF system and flexibilities.				
	Principals report high levels of satisfaction with the	Project		75	100
	SCF system and flexibilities.				
	The total student enrollment in each participating	GPRA			
	LEA				

Implementation

ed GPRA			ed GPRA				g GPRA	<u>s</u>				
The total funds that the participating LEA received	for schools from any source (i.e., Federal, State,	and local funds)	The total funds that the participating LEA received	for schools from any source (i.e., Federal, State,	and local funds) and expended using an SCF	system	The ratio of the total amount of per-pupil funding	from any source expended in high poverty schools	(as defined in this notice) as compared with the	total amount of per-pupil funding expended in	schools that are not high-poverty schools in each	participating LEA.

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Cleveland Municipal School District US Department of Education Well-Rounded Education through Student-Centered Funding Demonstration Grants Project Narrative July 2020 ٦

Cleveland Municipal School District
US Department of Education
Well-Rounded Education through Student-Centered Funding Demonstration Grants
Project Narrative
July 2020

Continuous Improvement

		Measure	Raw	Ratio	Ratio
Froject Objective	rerionnance Measure	Type	Number (Num) (Denom)	(Num)	(Denom)
Routinely review and enhance	Year 2. Review the effectiveness of the prior year	Project			
the SCF system.	and make adjustments to the SCF system, tools, or				
<u>d</u>	processes to enable well-rounded education				
0	opportunities and align with the SCF vision and				
cu	goals.				

Other Attachment File(s)

* Mandatory Other Attachment File	name:	1237-2020	CMSD	Dept	of	Ed SC	CF -	Resume	s.pdf	
Add Mandatory Other Attachment	Delete	Mandatory C)ther At	tachme	ent	View	Mano	latory Ot	ther Attach	ment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment Delete Optional Other Attachment View Optional Other Attachment

PR/Award # S424E200003 Page e50

DEREK M. RICHEY

EDUCATION

- 2010 2011 Master of Education Education Leadership and Policy Analysis University of Missouri, Kansas City, MO
- 2005 2007 Master of Business Administration (MBA) London Business School, London, UK (International Exchange in Shanghai, China)
- 1997 2001 Bachelor of Arts Liberal Arts, Cum Laude Wabash College, Crawfordsville, IN

PROFESSIONAL EXPERIENCE

2015 – CLEVELAND METROPOLITAN SCHOOL DISTRICT, Cleveland, OH (present)

- 2017 Chief Financial Officer
 - Responsible for the delivery of all core financial functions, including payroll, accounts payable, budgeting/planning, accounting, grants management, procurement, etc.
 - Implement the district's theory of action related to empowering school leaders through expanded resource control and aligned central office supports. services.
 - Monitor the district's financial health and recommend courses of action to secure financial resources for operational and strategic investments.

2015 – 2017 Executive Director, Budgets & Grants

- Led budget development process for 120+ schools and departments totaling more than \$850 million, including the implementation and maintenance of a weighted-student funding formula.
- Managed a team of 18 financial partners and senior analysts who supported schools and departments on a day-to-day basis, developed monthly reports, and supported the annual budget development work.
- Served as a functional lead on the implementation of a new financial management system.

2012 – 2015 METROPOLITAN NASHVILLE PUBLIC SCHOOLS, Nashville, TN Director of Innovation

 Designed and implemented a "principal empowerment framework" to improve resource equity and greatly expand principal autonomy to personalize learning environments.

- Developed a student-based budgeting formula and process to increase the quantity of resources principals controlled and improve resource equity.
- Built the capacity of principals and central office to make strategic resource choices.
- Supported 16 schools through a redesign process to align their resource decisions with their instructional foci and develop innovative organizational designs.
- Completed a 2-year Broad Residency for Urban Education program.

2007 – 2012 CERNER CORPORATION, Kansas City, MO (Healthcare Technology and Services) Director / Sr. Business Strategist

- Contributed more than \$6 million in business growth through new client sales, expanded service offerings, and leveraging new and existing partnerships.
- Led the growth of an emerging business unit, including reorganizing the service delivery structure, developing dashboards to monitor performance, and designing models to support expansion.
- Negotiated partnerships to align with emerging strategies and business models; worked across departments to maximize those relationships.

2001 – 2005 IBM BUSINESS CONSULTING SERVICES, Washington, DC Management Consultant / Business Operations Manager

- Managed account operations, which included strategy development, business development, financial forecasting and tracking, and annual planning.
- Examined and redesigned business processes that led to the development and implementation of a 2 million user learning management system.

COMMUNITY ACTIVITIES

2008 – 2012 KANSAS CITY MISSOURI SCHOOL DISTRICT

Elected School Board Member, Vice Chairman (2010-2012)

Led transition to Policy Governance

ANGELE LATHAM

WORK HISTORY

Exec. Director, Strategic Planning, Financial Service & Grants, 12/2017 to Current

Cleveland Metropolitan School District – Cleveland, Ohio

Shapes and implements overall district strategy for budget development and grants management to align with the district's goals and manage fiscal risk. Provides management of budget team that is responsible for budget planning, development and execution of all district expenditures. Uses data to drive district decisions and evaluates organizational performance against defined financial performance measures or metrics; Supervises the preparation of budgetary analyses and financial forecasts to drive district-wide performance. Plays an active role with the five-year forecast development; Provides support service to school principals and central office staff related to financial issues. Leads the implementation and execution of the District's student-based budgeting process; Establishes and enforces district-wide standards for compliance on all fiscal policies and procedures for the general fund, student activity fund and all other funded programs. Coordinates special projects and scenario assessments involving budgetary analyses and related management activities. Oversees Districts Position Control System in conjunction with the HR Department.

Director, Strategic Planning And Grants Management, 03/2017 to 12/2017 **Cleveland Metropolitan School District** – Cleveland, Ohio

Provides strategic financial planning services to schools and departments to ensure alignment of local, state, and federal resources with key priorities and strategies. Oversees the school and department budget planning and development process.Tracks and analyzes school- and department-level spending and provides schools and departments with the necessary financial reports to manage their areas of responsibility effectively.Develop and refine resource flexibility guidelines in conjunction with principals and central office partners. Develop, champion, and implement strategies to increase equity, transparency, and flexibility of resources. Engage with, support the develop of, and participate in strategic planning and professional development opportunities with principals and Academic leadership. Provides fiscal and operational oversight of all state, local, and federal grants and programs, including establishing resource allocations for public and nonpublic schools in accordance with established guidelines. Manages and develops a team of finance professionals to provide services and supports to schools, departments, and the district at-large.

Director, Funded Programs and Academic Resources, 10/2015 to 03/2017

Cleveland Metropolitan School District - Cleveland, OH

Provides fiscal management that facilitates the allocation and delivery of services and resources to eligible public and nonpublic students in keeping with federal, state and local laws and regulations, for the purpose of improving the quality of instruction and learning in alignment with the CMSD Transformation Plan. Oversees

the utilization of Title I-V federal funding, and the implementation in alignment with the CMSD Transformation Plan. Responsible for assisting the Chief Financial Officer in supporting a more strategic management of the District's financial resources to support programmatic changes in schools.

Accountant/Analyst, 02/2014 to 09/2015

Cuyahoga Community College – Cleveland, OH

Prepares, reviews and analyzes the monthly and annual financial statements; Researches, develops and maintains accounting principles, practices and procedures to ensure accurate financial statements; Prepares support schedules and other analyses as needed for year-end audit purposes; Ensures an accurate and timely monthly, quarterly and year-end close; Compiles and analyzes financial information to prepare journal entries to assigned restricted funds; Identifies and resolves any issues or reconciling items related in assigned restricted funds; Analyzes and communicates current and projected budgets/financial positions with financial managers, project directors and other internal/external customers and confers with same to resolve problems; Provides all levels of management with useful and accurate financial Information on a timely basis via verbal communication or written documentation; Assists with, prepares, and/or presents documentation for annual audit and any internal or external audits, reviews and site visits;

Department Administrator, 05/2010 to 01/2014

Case Western Reserve University – Cleveland, OH

Overall financial responsibility for management of all funded grant accounts; preparing grant applications and budgets for submission to sponsor. Monitoring of the grants accounting activities in the Division, ensuring the smooth and efficient operation of all accounts, Inventory control of the purchasing process through the university grant accounts and the financials and payroll systems (PeopleSoft). Directly supervise all non-faculty administrative and research staff.

Education

MBA: Accounting, 08/2008 Cleveland State University - Cleveland, OH

Certification: Education Finance, 06/2018 Georgetown University - Washington, DC Cleveland Municipal School District Job Description Director, Strategic School Design and Academic Student-Based Budgeting July 2020

The Director of Strategic School Design and Academic Student-Based Budgeting (SBB) Project Lead assists school leaders in the development of academic plans, strategic school design decisions and budgets to support their schools. By building the right strategies and systems, this person will both support the District's philosophy and support schools decision-making authority and autonomy with respect to staffing and fiscal decisions. In addition, this person will lead the continual process improvements so that the District continues to support an evolving portfolio of schools.

This position provides an individual with superior leadership, analytical, execution and change management skills the opportunity to serve as a key contributor to the success of the Cleveland Plan. As the co-lead of the strategic school design and budget functions, the Director also serves on the Network Support Team as lead coach to Network Support Leads and Principals, ensuring that school principals are able to develop and execute budgets that are aligned with and support the individual student needs identified in the schools improvement plans.

Responsibilities

- Work with the Chief Academic Officer liaison and lead to continue to align and implement the District's strategic school design efforts supported by SBB.
- Coordinate and delegate responsibility for individual workstreams across CMSD staff and with outside partners.
- Work with the Budget Executive Director as co-lead to continue to design and implement the District's SBB processes to support academic improvement at every school. Responsible for supporting the Finance office in the planning, executing, monitoring, and evaluating all work related to SBB.
- Provide project management and leadership for a comprehensive multi-year, and complex school improvement and budget project. Manage project development throughout project life cycle.
- Develop, monitor, and evolve the SBB and related project plans as needed.
- Serve as point person for SBB implementation and strategic school design work internally and with contractors.
- Provide the leadership and direction to implement and manage school improvement plans and strategies that employ strategic initiates and ideas to all parties.
- Plan and participate in various coaching and training sessions on strategic school designs and funding strategies for Network Support Team Leads, Principals, and District Managers. Directly provide or facilitate the delivery of school design content and SBB training to principals and school teams, network support teams and other stakeholders as appropriate.

- Communicate and implement budget and finance changes to support school fiscal autonomy district wide.
- Monitor district practices for consistency and compliance to policies and rules that support a portfolio model as a district-wide improvement strategy.
- Consult with, advise, and train District managers and supervisors as well as union leadership and, as appropriate, the School Board regarding strategic resourcing and SBB, policies and activities to meet operating and staffing needs, while maintaining system integrity.
- Supervise and conduct support satisfaction surveys and studies to determine required changes to support schools and to identify barriers to success.
- Regularly assess and diffuse complex and escalated customer issues. Takes personal responsibility and accountability for solving systemic customer service problems. Regularly explore alternative and creative solutions to meeting the needs of the customer within District's policies and guidelines.
- Serve as academic liaison and CAO's representative on budget planning and execution issues.
- Manage a team of Network Support Team members without a direct line of management. Liaise with organization and department leadership to assemble project teams necessary to complete the work.
- Liaise with communications resources as appropriate.
- Provide formal updates to key stakeholders (internal and external) as appropriate.
- Lead knowledge management work by maintaining documentation around SBB and strategic school design for future use in the District.
- Coordinate across the District and with outside partners as needed.
- Support performance management efforts to ensure accountability for progress across CMSD staff and outside partners.

Education and Experience

- Bachelor's degree required.
- Education/teaching or administrative license preferred.
- Five years or more management experience in a customer-focused, fast-paced environment.
- Coaching and training experience.

- Experience in re-engineering operations and processes, developing new strategies, and leading change initiatives.
- Demonstrated experience in problem solving, customer relationships and partnerships, project management, risk taking, encouraging diversity and quality orientation.
- Experience and proficiency with Microsoft Office (e.g. Excel, Word, Access and PowerPoint).

Knowledge, Skills and Abilities

- A strong commitment to the students in CMSD and a personal sense of accountability around the ultimate success of the Cleveland Plan.
- Excellent execution and project management skills, including the ability to balance the big picture with detailed steps, prioritize and set goals, as well as execute mid-course corrections.
- Past experience in coaching and training.
- Outstanding strategic and analytical skills, including the ability to analyze data, identify trends, pinpoint problems and root causes, and develop innovative solutions.
- Exceptional communication skills as well as relationship, negotiation, and influencing skills.
- Ability to manage and support a team of people.
- Strong customer service ethic.
- Ability to maintain composure under stress.
- Demonstrated can-do attitude when faced with significant challenge.
- Strong change management skills and demonstrated ability to move large organizations to a specified goal.

July 7, 2020

Cleveland Council of Administrators and Supervisors

3900 East 75 Street

Cleveland, Ohio 44105

RE: Letter of Support for Cleveland Metropolitan School District's Application for the Student-Centered Funding Pilot

To Whom It May Concern:

It is my pleasure to write a letter supporting Cleveland Metropolitan School District's (CMSD) application for the US Department of Education's Student-Centered Funding Pilot.

Since the passage of *The Cleveland Plan* in 2012, CMSD has sought to reinvent public education opportunities for Cleveland students by ensuring every child attends a high-quality school and that every neighborhood has great options. This ambitious goal has required CMSD to significantly innovate its academic approach and related business practices – one such change being the implementation of a student-based budgeting (SBB) approach.

Since 2012, CMSD has systematically increased the level of control and flexibility school leaders have over district resources through SBB. This has allowed school leaders to innovate with different school models and personalize school environments to the needs of their students and community.

While the current SBB approach has served CMSD well over the past 5-6 years, we actively support the District's proposal seeking to continuously improve and align its budgeting, flexibility, and resource allocation approaches with academic goals and strategies, especially those tied to equity and providing deep and meaningful learning experiences.

We hope you will consider this letter of support as additional evidence of CMSD commitment to comprehensively, collaboratively, and sustainability improve experience and outcomes for all students.

Kevin L. Payton, President

Cleveland Council of Administrators and Supervisors

Chio Department of Education

TO:	Mike DeWine, Governor Paolo DeMaria, Superintendent of Public Instruction Derek Richey, Treasurer Cleveland Municipal - 043786 - IRN Treasurer E-Mail: derek.richey@clevelandmetroschools.org
FROM:	Brian A. Jones, Executive Director Office of Fiscal – School Finance
RE:	2020 Indirect Cost Provisional Proposal Certification
DATE:	July 25, 2019

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) 2 CFR, Ch I, Ch II, Part 200 *Cost Principles, and Audit Requirements for Federal Awards* applies.

Enclosed under Attachment A you will find your district's 2020 Indirect Cost Provisional Certification, the Restrict Indirect Cost Rate (ICR) Agreement, and the Unrestricted Rate (ICR) Agreement, if applicable.

This agreement consists of three parts: Section I – Rates and Bases, Section II – Particulars and Section III – Special Remarks.

Based on our delegated authority from the U.S. Department of Education, the approved indirect cost rate may be applied to eligible program expenditures that occur between 7/1/2019 and 6/30/2020. You are reminded that use of this rate must be in accordance with the Ohio Department of Education ICR Plan instructions and the proposal submitted by your agency.

Pursuant to the Uniform School Accounting System prescribed by the Auditor of State, indirect costs shall be budgeted in function code 2590, (other Fiscal Services), and object code 899, (other miscellaneous expenses).

Deviations from the approved scope, purpose, or regulations may subject your agency to repayment of any or all indirect cost recoveries made by your organization. This indirect cost rate is subject to change due to US Department of Education revisions.

Thank you for your cooperation. If you have any questions please contact Kim Zwayer, Sr. Financial Analyst at 614-466-2661.

ATTACHMENT A

INDIRECT COST RATE AGREEMENT

Entity Name	Cleveland I	Municipal		Year	2020
IRN	043786	County	Cuyahoga	Date	07/25/19

The indirect cost rate contained herein is for use on grants with the Federal Government to which (OMB) 2 CFR, Ch I, Ch II, Part 200 *Cost Principles, and Audit Requirements for Federal Awards* and the Education Department General Administrative Regulations (EDGAR) apply subject to the limitations contained in Section II, A. of this agreement. The Ohio Department of Education approved the rate in accordance with the authority contained in section 76.561 of EDGAR.

Section I – Rates and Bases

Туре	From	То	Restricted Rate (1)	Unrestricted Rate ⁽²⁾ (if applicable)	Applicable To
Fixed	7/1/19	6/30/20	3.41%	17.66%	All Federal Education Programs ⁽¹⁾⁽²⁾

- (1) All Federal programs which require the use of a restricted rate per 34 CFR 76.563. Pursuant to 34 CFR 76.569 – the maximum amount of indirect costs for programs referenced in 76.563 is determined by the following formula: Indirect costs = (Restricted indirect cost rate) x Base). Base: Total direct costs excluding capital expenditures, alterations and renovations, food purchases, personal service contracts and subawards in excess of \$25,000 per subaward, previously charged indirect costs and flow through funds.
- ⁽²⁾ All Federal and allowable State programs which <u>do not</u> require the use of a restricted rate per 34 CFR 76.563

Section II – Particulars

- A. Limitations: Use of the rates contained in this agreement is subject to any statutory or administrative limitations and is applicable to a given grant or contract only to the extent that funds are available. Acceptance of the rates agreed to herein is predicated upon the conditions: (1) that no costs other that those incurred by the grantee/contractor or allocated to the grantee/contractor via an approved central service cost allocation plan were included in its indirect cost pool as finally accepted, and that such incurred costs are legal obligations of the grantee/contractor and allowable under the governing cost principles, (2) that the same costs that have been treated as indirect costs have not been claimed as direct costs, (3) that similar types of costs have been accorded consistent accounting treatment, and (4) that the information provided by the grantee/contractor which was used as a basis for acceptance of the rates agreed to herein is not subsequently found to be materially inaccurate.
- B. **Audit**: Adjustment to amounts resulting from audit of the plan will be compensated for in a subsequent agreement.

25 South Front Street Columbus, Ohio 43215 education.ohio.gov (877) 644-6338 Fଫି/ଚୁଡଡୁମାଙ୍କ ଭ୍ୟୁଟିସେପିଡେମ୍ବ or hard of hearing, please cଅଧିନୁ ସେଣ୍ଡ Ohio first at 711.

- C. **Changes**: The fixed rates contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in the organizational structure or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate in this agreement require the prior approval of the authorized representative of the responsible approving agency. Failure to obtain such approval may result in subsequent audit disallowance.
- D. **Fixed Rate**: The fixed rates contained in this agreement are based on an estimate of the costs that will be incurred during the period for which the rates applies. When the actual costs for such period have been determined, an adjustment will be made in the agreement following such determination to compensate for the difference between that cost used to establish the fixed rates and that which would have been used were the actual costs known at the time.

Section III – Special Remarks

- A. This Agreement is effective on the date of approval by the State Educational Agency.
- B. Questions regarding this Agreement should be directed to the Negotiator.
- C. Approval of the rates contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year herein cited.

Budget Narrative File(s)

* Mandatory Budget Narrative Filenan	1235-2020 CMSD Dept of	Ed SCF Budget Narrative.pdf
Add Mandatory Budget Narrative	elete Mandatory Budget Narrative	View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative	Delete Optional Budget Narrative	View Optional Budget Narrative

Personnel (Total: \$341,496)

As outlined in the project narrative, CMSD proposes to hire a Director, Strategic School Design and Academic Student-Based Budgeting to support the design and implementation of the SCF system. This position will work collaboratively with the Executive Director of Strategy Planning, Financial Services, and Grants and external partner(s) to design the SCF system, implement the annual school planning and budgeting cycle, and work with individual principals and network leaders to help schools make good, aligned budget decisions.

This position will be important to the overall effectiveness of the SCF system as the Director will serve at the intersection of resource allocation and academic decision-making. As such, the position will directly support principals and influence their choices to direct resources toward CMSD's academic vision, which includes ensuring adequate and equitable resources and services for the most educationally disadvantaged students. The Director will be responsible for on-going capacity building and professional development for principals, network leaders, and central office supports, as well as the surveying, analysis, and continuous improvement of the SCF system.

Within CMSD's staffing structure, this position will be a band 14, director-level position and will report to the Chief Schools Officer, which is the Chief-level position that oversees schools, principals, and network leaders. CMSD envisions filling the role halfway through Year 1, so the budget reflects a 0.5 FTE in Year 1 and then a 1.0 FTE in Years 2 through 5. The salary estimate represents the midpoint of salary range for the relevant band. The job description is included in the Resumes file that was uploaded into Other Attachments.

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	\$37,944	\$75,888	\$75,888	\$75,888	\$75,888

Fringe Benefits (Total: \$149,045)

The Fringe Benefit expenses will be incurred related to the proposed Director, Strategic School Design and Academic Student-Based Budgeting position identified in the Personnel category. The Year 1 budget reflects Fringe Benefits at 50% of the annual cost since it is estimated that the position will be filled halfway through Year 1; Years 2 through 5 reflect 100% of the annual cost. The Fringe Benefit estimated costs include:

- 16.69% for pension contributions, Medicaid taxes, and worker's compensation insurance.
- \$20,471 for health insurance, which reflects the average employer healthcare costs.

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5
Fringe Benefits	\$16,561	\$33,121	\$33,121	\$33,121	\$33,121

Travel (Total: \$7,500)

One of the grant opportunities associated with ongoing knowledge building and exchange is an annual project director's meeting in Washington, D.C. We estimate the travel costs related to that annual event to be approximately \$1,500 each year across the following expense areas:

- Airfare: \$400 from Cleveland Hopkins Airport to Reagan National Airport.
- Hotel: \$828 for three-nights (\$240 per night plus estimated taxes), per the general Services Administration per diem rate guidance.
- Meals and Incidentals: \$105 (3 days x CMSD per diem rate of \$35 per day)
- Ground Transportation: \$100

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5
Travel/Annual Project Director's	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Meeting					

Contractual Services (Total: \$1,035,000)

Design and Implementation Support (Total: \$655,000)

CMSD proposes to partner with one or more external, third party partner organizations to provide professional services to support all core activities within the project scope. The Partner(s) will provide facilitation, analytics, technical support, capacity building, and thought partnership to the project. The partner(s) will also support CMSD's work as it applies for an SCF flexibility agreement within the first 12 months of the project. CMSD leveraged a respected, third party partner when designing its current SBB system. It has continued to use partners over the past 5-6 years to refine the SBB system and associated flexibilities, including leveraging trusted, respected partners to provide feedback and input on the district's vision for this project.

The services of the external partner will span the full project (i.e., the entire 60-months) but will be more heavily utilized in the first two years. CMSD will select the partner(s) following its current procurement policies and practices. While the district has not selected specific partners yet, project leadership has inquired with potential partners to estimate the costs associated with this scope of work. The range of potential cost will depend on the level of support required, specifically whether the partner(s) build the capacity of CMSD's team to design and implement the SCF system (a "low-touch" approach) or whether the partner(s) become integral to the design and implementation of the SCF system (a "high-touch" service approach). CMSD envisions a hybrid where the partner(s) are integral to project delivery, while also building the capacity of the CMSD to sustain the work during the implementation phase and beyond. The costs below reflect the district's best estimate based on past experience and initial conversations with partners about supporting the delivery of this project.

3

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5
Contractual Services/External	\$390,000	\$190,000	\$25,000	\$25,000	\$25,000
Partner(s)					

Budget Tool Implementation and Subscription (Total: \$380,000)

As identified in the project narrative, CMSD proposes to select and implement a budget and planning software tool to support the school budgeting and planning process. The selected tool would create transparency related to how the SCF system allocates resources to schools and allow school leaders to make budget decisions.

The cost estimates in the table below reflect implementation services and an ongoing subscription expense. The implementation services and subscription cost estimates are based on past experience working with budget tool suppliers and reinforced with initial conversations with potential suppliers. Both estimated fees are based on the number of students served. The implementation services, which would be performed by the budget tool supplier, reflect a one-time cost of \$2.00 per student (at 40,000 students) across Years 1 and 2. The subscription services is also \$2.00 per student. It would begin one quarter into Year 2 and then be a full subscription in Years 3, 4, and 5. CMSD would assume the cost of the subscription after Year 5.

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5
Contractual Services/	\$30,000	\$50,000			
Implementation Services					
Contractual Services/		\$60,000	\$80,000	\$80,000	\$80,000
Subscription					
Total	\$30,000	\$110,000	\$80,000	\$80,000	\$80,000

Indirect Costs (Total: \$25,507)

For the FY20, CMSD had an approved restricted indirect cost rate of 3.41% from the Ohio Department of Education. For this application, the district has used that rate and charged

indirect costs to this project using the calculations in the table below. The district should receive

its FY21 rate by the end of July, and can update these numbers upon grant award using the new

rate.

Budget Category	Year 1	Year 2	Year 3	Year 4	Year 5
Indirect Costs	\$3,615	\$5,473	\$5,473	\$5,473	\$5,473

Calculations:

Eligible Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	37,944	75,888	75,888	75,888	75,888
Fringe Benefits	16,561	33,121	33,121	33,121	33,121
Travel	1,500	1,500	1,500	1,500	1,500
Contractual Services	50,000	50,000	50,000	50,000	50,000
Total	106,005	160,509	160,509	160,509	160,509
Indirect Costs (3.41%)	3,615	5,473	5,473	5,473	5,473



U.S. Department of Education

Grant Application Form for Project Objectives and Performance Measures Information

See Instructions.

Applicant Information

Legal Name:

Cleveland Municipal School District

1. Project Objective:

Submit an application for an SCF flexibility agreement within 12 months of receiving the grant.

	Quantitative Data Measure Type Target		Quantitative Data			
1.a. Performance Measure			jet			
		Raw Number	Rat	tio	%	
Submission of flexibility agreement to the US Department of Education.	PROJECT	1	1			

2. Project Objective:

Construct an SCF system that enables well-rounded education opportunities and aligns with CMSD's academic priorities and equity principles.

		Quantitative Data			
2.a. Performance Measure	Measure Type	Target			
		Raw Number	Ratio	%	
The SCF system differentiates resources allocation based on student need.	PROJECT		1		

2.b. Performance Measure	Measure Type	Quantitative Data			
		a Target			
		Raw Number	Ratio	%	
The SCF system contains the flexibilities for school leaders to enable a well- rounded education.	PROJECT		1		

2.c. Performance Measure Measure Ty		Quantitative Data				
	Measure Type		sure Type Target			
		Raw Number	Rati	io	%	
Percentage of resources allocated to schools through the SCF system.	PROJECT		50 /	100	50.00	

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U.S. Department of Education Grant Application Form for Project Objectives and Performance Measures Information

2.d. Performance Measure	Measure Type	Quantitative Data			
		a Target			
		Raw Number	Ratio	%	
Percentage of school-based resources controlled by or influenced by school leaders.	PROJECT		75 / 100	75.00	

2.e. Performance Measure Me	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The level of flexibility experienced by school leaders.	PROJECT		1		

2.f. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio	%		
Percentage of weighted per pupil allocations with 10% of the median.	PROJECT		70 / 100	70.00		

2.g. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Rati	0	%	
Percentage of schools that receive a baseline supplement.	PROJECT		15 /	100	15.00	

3. Project Objective:

Clarify allocations for specialty schools and supplemental funding.

3.a. Performance Measure	Measure Type	Quantitative Data				
		e Target				
		Raw Number	Ratio	%		
Documented practices and process related to specialty model schools and distribution of supplemental funding.	PROJECT		1			

4. Project Objective:

Build the capacity of school leaders, network supports, and central office leaders to implement and utilize the new SCF system and associated flexibilities.

U.S. Department of Education Grant Application Form for Project Objectives and Performance Measures Information

4.a. Performance Measure	Measure Type	Quantitative Data			
		e Target			
		Raw Number	Ratio	%	
Year 2. Conduct training sessions with school leaders, network supports, and central office leaders.	PROJECT		1		

5. Project Objective:

Implement the SCF system consistent with the design.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Weights and other allocation methods are implemented as designed or with modifications consistent with the vision and goals of the SCF system.	PROJECT		1		

5.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Principals report high levels of understanding of the SCF system and flexibilities.	PROJECT		85 /	100	85.00	

		Quantitative Data				
5.c. Performance Measure	Measure Type Targe		Target			
		Raw Number	Ratio	%		
Principals report high levels of satisfaction with the SCF system and flexibilities.	PROJECT		75 / 100	75.00		

5.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The total student enrollment in each participating LEA	GPRA		1		

		Quantitative Data			
5.e. Performance Measure		Target			
		Raw Number	Ratio)	%
The total funds that the participating LEA received for schools from any source (i. e., Federal, State, and local funds)	GPRA		1		

U.S. Department of Education Grant Application Form for Project Objectives and Performance Measures Information

		Quantitative Data			
5.f. Performance Measure		Target			
		Raw Number	Rati	o	%
The total funds that the participating LEA received for schools from any source (i. e., Federal, State, and local funds) and expended using an SCF system	GPRA		1		
Ic., redetat, scace, and tocat tunds, and expended using an ser system					

5.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The ratio of the total amount of per-pupil funding from any source expended in high poverty schools (as defined in this notice) as compared with the total amount of per-pupil funding expended in schools that are not high-poverty schools in each participating LEA.			1		

6. Project Objective:

Routinely review and enhance the SCF system.

6.a. Performance Measure		Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 2. Review the effectiveness of the prior year and make adjustments to the SCF system, tools, or processes to enable well-rounded education opportunities and align	PROJECT		1		
with the SCF vision and goals.					

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

• Legal Name: The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

• **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:

1. Year 1. Provide two hour training to teachers in the Boston school district that focuses on improving test scores.

2. Year 2. Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.

• **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.

2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that <u>ED</u> may have established for the grant program:
 - 1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
 - 2. PROGRAM: Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the Measure Type field, select one (1) of the following measure types: GPRA; PROGRAM; or PROJECT.

• Quantitative Target Data: For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: Raw Number; Ratio, and Percentage (%).

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013 Expiration Date: 02/28/2022

1. * Type of Federal Action:	2. * Status of Federal Action	n: 3. * Report Type:		
a. contract	a. bid/offer/application	a. initial filing		
b. grant	b. initial award	b. material change		
c. cooperative agreement	c. post-award			
d. Ioan e. Ioan guarantee				
f. loan insurance				
4. Name and Address of Reporting	Entity			
Prime SubAwardee	Entry.			
*Name				
Cleveland Municipal School District				
* Street 1 1111 Superior Ave.	Street 2			
* City Cleveland	State OH: Ohio	Zip		
Congressional District, if known: OH-011				
5. If Reporting Entity in No.4 is Subay	vardee, Enter Name and Add	Iress of Prime:		
6. * Federal Department/Agency:	7. * Fe	deral Program Name/Description:		
U.S. Department of Education		Support and Academic Enrichment Program		
	CFDA N	umber, <i>if applicable:</i> 84.424		
8. Federal Action Number, if known:	9. Awa	ard Amount, if known:		
	\$			
10. a. Name and Address of Lobbying				
Prefix * First Name Michael	Middle Na			
* <i>Last Name</i> Houser	Suffi	x		
* Street 1 1111 Superior Ave.	Street 2			
* City	State			
CLEVELAND	OH: Ohio	441142522		
b. Individual Performing Services (inclu	iding address if different from No. 10a)			
Prefix * First Name	Middle Na	me		
* Last Name Suffix				
Houser				
* Street 1 1111 Superior Ave.	Street 2			
* City Cleveland	State OH: Ohio	Zip		
		re of lobbying activities is a material representation of fact upon which		
reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.				
* Simpetures				
]	Middle Name		
	Eric			
* Last Name Gordon		Suffix		
Title:	Telephone No.:	Date: 07/09/2020		
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