

Budget

Buckeye Local (048470) - Medina County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (142)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		57,603.31	9,736.69	0.00	0.00	0.00	0.00	67,340.00
Governance/Admin		14,370.89	2,429.11	0.00	0.00	0.00	0.00	16,800.00
Prof Development		0.00	0.00	92,600.00	7,000.00	0.00	0.00	99,600.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		71,974.20	12,165.80	92,600.00	7,000.00	0.00	0.00	183,740.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-183,740.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Lean in Education

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

Project Title: Creating a Self-sustaining Program to Reduce Costs and Improve Quality of Support Services by Utilizing Lean Enterprise Concepts and Tools within Two Medina County School Districts
Executive Summary: Buckeye Local School District and Cloverleaf Local School District see an opportunity to use Lean enterprise concepts and tools, which have been proven effective in industry and health care, to reduce the costs of support services while improving quality. A successful pilot effect using Lean enterprise concepts and methods within the Medina City Schools has created interest in the approach on the part of the Districts. The Districts are applying for a Straight A Fund grant of \$ 183,740 to form a consortium to implement this innovative approach. Total students impacted: Across the two Districts, 5000 students will be impacted by this initiative. This represents the total number of students within the two districts (Buckeye-2400 students, Cloverleaf-2600 students). We anticipate that this initiative will measurable improve support services while reducing the costs associated with them. Money and time saved can be diverted toward improving the education of each District's children.

5000 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Brian Williams
Organizational name of lead applicant: Buckeye Local School District
Unique Identifier (IRN/Fed Tax ID): 048470
Address of lead applicant: 3044 Columbia Rd. Medina Ohio 44256
Phone Number of lead applicant: 330 722 8257 ext 1003
Email Address of lead applicant: bwilliams@buckeyeschools.org

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

First Name, last Name of contact for secondary applicant: Daryl Kubilus, Jr.
Organizational name of secondary applicant: Cloverleaf Local School District
Unique Identifier (IRN/Fed Tax ID): 048488
Address of secondary applicant: 8525 Friendsville Road Lodi, Ohio 44254
Phone number of secondary applicant: 330 948 2500
Email address of secondary applicant: daryl.kubilus@cloverleaflocal.org

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

Primary Partner Al Catani President, 110 Champion Ln. Work in Northeast Ohio Council IRN # [redacted] Chagrin Falls Ohio 44022 216-409-7731 AlCatani@yahoo.com Secondary Partner William J. Koran, Superintendent Medina County Schools Education Service Center IRN # 048454 124 West Washington St., Medina Ohio, 44256 330-723-6393 WKoran@medina-esc.org Secondary Partner William J. Zelei, Executive Director Ohio Schools Council IRN # [redacted] 6133 Rockside Rd. Suite 10, Independence Ohio 44131 216-447-3100, ext.102 wzelei@osconline.org

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

- \* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.
\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

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

The Lead Applicant is Buckeye Local Schools (048470) and Secondary Applicant is Cloverleaf Local Schools (048488). They will be members of the Consortium BLSLSD will serve as the fiscal agent and the primary administrator of the grant. The Districts will work together to maintain contact with the consortium members and partners, sustain consistent communications among consortium members and stakeholders, attend meetings of the Project Leadership Team and Steering Committees, sponsor Project Teams, develop a clear project management plan, and make sure all reports are completed. Buckeye Local Schools: BLSLSD comprises 2 elementary schools (Pre-K-6), a junior high (7-8) and a high school in Medina County. The district is a semi-rural area with many new housing developments and changing demographics. About 21% of its students qualify for free/reduced lunch. The BLSLSD have been through a difficult financial period. The District recently passed a levy after failing for nearly two decades. It was recently removed from the designation of fiscal caution. Cloverleaf Local Schools: CLSLSD's current enrollment for the district is 2,671 students. 37% of CLSLSD's student population qualifies for free/reduced lunch. The District contains 3 elementary schools, a middle school and a high school. In January 2012, CLSLSD was officially designated as a district in "Fiscal Emergency" by the Auditor of the State. All CLSLSD expenditures exceeding \$5,000 are approved by the CLSLSD Fiscal Oversight Commission with members assigned by the State of Ohio. Despite the economic adversity of the school district, CLSLSD rose from a rating of "Effective" on the 2008-09 State Report Card to "Excellent with Distinction" on the 2011-12 State Report Card. In Fact, CLSLSD was the only school district in the State of Ohio to be rated "Excellent with Distinction" while simultaneously in "Fiscal Emergency" during the 2011-12 school year. Northeast Ohio Council: Work in Northeast Ohio Council will provide the training, coaching and facilitating to the Project Leadership Team, The District Steering Committees and Process Improvement Teams in the Districts. They will also coordinate other outside advisors that will provide additional services. WINOC has been assisting industry, health care, education and public sector organizations improve performance by engaging employees for more than 3 decades. As a not-for-profit provider of training and advisory services, WINOC is well aware of the importance to any organization of careful stewardship of resources while improving the quality of product and service. Each of the WINOC advisors has over 3 decades of experience working with education, industrial, health care, and public sector organizations, implementing employee involvement, total quality management and Lean enterprise initiatives. Participating in the Project from WINOC will be President Al Catani, Vice President Bob Meyer and Director of Advisory Services George P. Bohan. Each of these advisors has worked with industry, health care and the public sector in implementing continual improvement initiatives. WINOC will expand its own resources with the services of Betty Ziskovsky and Shannon Flummerfelt, both of whom have successful national experience and published works on how to apply Lean in K-12 Education. WINOC will utilize them for advise in planning and training the local participants. Medina ESC: The Medina ESC will participate as a member of the Leadership Team that meets bi-monthly. It will provide guidance in planning the process, communications, identifying opportunities for bench marking and co-sponsoring the Final Review Workshop. Ohio Schools Council will serve as a member of the Project Leadership Team and attend training and bi-monthly meetings. OSC will also help with outreach in identifying other districts that are considering Lean techniques in education. Working with the Medina ESC in administering the final project review and invite other Districts to attend.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

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

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

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

11. Describe the innovative project.

Problem Statement: The need for the public education system to reinvent itself has never been greater. Higher standards and expectations will be confronting school districts in the next few years; those expectations are coming at a time when education resources are still limited. Finding new ways to do more with fewer resources remains the norm. America spends \$602 Billion annually on education (2010 Census Report). (Nearly 30% of that sum, \$179B, goes to support services.) Ohio will spend \$15B on K-12 education in 2013. If we assume that national averages hold for Ohio, the state spends about \$4.5B on support services. Both consortium members have been through a difficult financial period. Buckeye Local Schools District recently passed a levy after failing to do so for nearly two decades. Cloverleaf Local School District is seeking to pass a levy in November that would restore high school busing, restore half-day kindergarten, cap elementary classes at 28 pupils, restore 9th grade sports, and restore important extracurricular activities such as student council, Children's Theater. Project: The consortium will undertake a six-month project during which Lean enterprise concepts and methods will be introduced to the administrators, staff, and managers in the two school districts. They will be trained, coached, and facilitated as they identify and carry out a series of process improvement projects. During the project, the consortium will focus solely on support services, where Lean tools have already been successfully applied and the opportunities for cost savings and service improvements are considerable. The project will provide a model for implementation in districts throughout Ohio. This project will begin with the formation of a consortium Leadership Team and a Steering Committee within each of the participating school districts. The Leadership Team and Steering Committees will receive training in Lean concepts and tools. The Steering Committees will then identify improvement opportunities, establish teams and assign capable team members, provide administrative support and conduct positive reinforcement and recognition events. Teams will be established in operational departments such as maintenance, custodial, food service, and transportation. Lean process improvement teams succeed where other improvement methods fall short because the employees themselves identify problems and craft solutions. They ultimately own those solutions and make every effort to see them succeed. Lean process improvement teams have been proven innovators since they were first used in post-WWII Japan. Project Objectives: The primary benefit of the application of Lean methods is the improvement in quality and reduction in cost of routinely carried out processes in support services. These improvements lead to reductions in waste, delays, scrap, rework, overtime, excess materials and supplies. WINOC's experience with the application in other sectors makes us confident that, properly applied, Lean methods will lead to cost savings in support services of 3% annually. The proposed approach is very sustainable and replicable. The advisory Partners have implemented Lean concepts and tools in a variety of settings, including education. The consortium intends to build and implement a model valid for other districts throughout Ohio. The districts are willing to provide benchmarking and mentoring opportunities for other interested Ohio school districts. Project Measures: Service quality and cost reduction metrics will be identified and/or developed by the Project Leadership Team and the District Steering Committees, in coordination with the District Treasurers, as part of their initial planning. It is expected that cost/pupil in nutrition services, transportation, and facilities maintenance will be among the measures selected. Quality of service measures, e.g., timely response, will also be developed for each of those departments.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The proposed approach, while new to education, is proven in a variety of other sectors. In this project, as in those cases, the stated objectives are met through: 1. Collaborative planning by district leaders that includes the development of explicit metrics that are regularly monitored. 2. Training of leaders, and staff in proven Lean methods and facilitation in their application to support and administrative processes. 3. Establishment and support of teams that will use Lean methods and tools to improve processes and develop solutions to extant process problems. 4. Benchmarking other education systems that have implemented lean methods. 5. Comparison of best practices within the consortium. 6. Evaluation of progress by the Project Leadership Team and the District Steering Committees. The advisory partner (WINOC) will coordinate and administer these activities along with the in-District facilitators. The consortium will participate in these activities. Together, these actions, undertaken with energy and discipline, assure that sustainable, measurable improvements are achieved.

**C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown**

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

- a. Enter a project budget
- b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
- c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

184,000.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The total cost of the project for both Districts is \$184,000. All funds will be through the Straight A Grant. Those funds will be used to reimburse the Districts for the involvement of staff and administrators, training and coaching from advisory partner WINOC, other expenses associated with training (materials and rental of off-site meeting rooms) and reimbursing the two administrative partners for administrative and staff time spent supporting the project. Essentially there are five main components to the Proposal: 1. Project Leadership Team: Training the Project Leadership Team and facilitating meetings will cost \$28,000. These funds will pay for three leaders from each District, a participant from each of the two administrative partners, and training and facilitation by the advisory partner. The Project Leadership Team is vital to setting goals for the overall initiative, tracking its progress and assuring replicability and sustainability of the approach. 2. District Steering Committees: Training the two District Steering Committees and facilitating their meetings will cost \$44,000. These funds will pay for seven leaders from each District, and training and facilitation by the advisory partner. The Steering Committees are essential for developing metrics, identifying improvement opportunities and monitoring the progress of the Process Improvement Teams in each District. 3. District Process Improvement Teams: Training the Process Improvement teams and facilitating their meetings will cost \$94,000. These funds will pay for three teams of six members in each of the two Districts. The Process Improvement Teams will address the improvement opportunities identified by the District Steering Committees. 4. District Facilitators: One in-District facilitator will be identified by each District. The budget sets aside \$11,200 for the training and coaching of the facilitators as well as for their time facilitating Steering Committee and Process Improvement Team Meetings. The in-District facilitators help assure the sustainability of the lean initiative after the project is completed. 5. Benchmarking Initiative: Members of the Steering Committees and some Team members will identify and communicate with other districts that are applying best practices in continual improvement of operations. Examples might be better ways to handle maintenance work orders, ideas to encourage students to buy more lunches, efficient inventory systems. The trip will include three staff from each District and one advisor. The budget includes \$4000 for the time of the District participants and an advisor and travel for all. The Benchmarking Initiative serves as a unique opportunity to further educate the Districts as to the efficacy of lean concepts and methods. 6. Final Review: An important role for the Project Leadership Team is the planning and administration of the Final Review of the project in June. This review will take the form of a symposium in which District Teams give presentations on their specific projects. A report from this symposium will be issued to Ohio Dept. Of Education as part of the project's final review. The OSC and Medina ESC will take the lead in planning and carrying out this symposium. The Final Review will cost \$2,800. These funds will pay for the administrative partners' time for administering the Final Review. (District Staff and Advisory partners' time is already accounted for in the budget for Project Leadership Team.) Administrators and staff of other Districts, ERC's and schools will be invited to the Final Review to learn about the project and its outcomes. This format is seen as important to the ability to deploy and replicate the approach in other Districts.

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

4,000.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The only recurring cost not presently accounted for in existing District budgets would be a supplemental contract for a District Facilitator of \$4000 per year. This would be more than compensated for by the anticipated savings. On-going meetings of the District Steering Committees and improvement teams will be the only additional activities. All of these activities will involve personnel already embedded in District budgets. Improvement proposals made by the teams might require additional expenditures but these would be reviewed and dispatched on a case by case basis by District administration. A return on investment would be calculated for each such additional expenditure.

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

256,000.00 \* Specific amount of expected savings (annual)

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

Expected savings are 3% per year from each of Purchased Services (less outsourcing of maintenance), Supplies and Materials (less supplies and materials purchased in transportation and maintenance), and Non-Operational Expenditures (elimination of transfer to food service) within each District. At present expenditure levels, this would be a savings of \$175K annually for Cloverleaf District and \$81K annually for Buckeye District. The majority of these savings would come from improvements to support service processes through reductions in material loss and waste, equipment downtime, excess inventories and improved efficiencies. Because the Lean methods and tools will continue to be utilized by the districts, it is expected that further 3% savings can be achieved each year. Based on the experiences in other industries of the advisory partners, this is a conservative estimate of potential savings.

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

Much of the planning and implementation of the project is designed to assure that it is self-sustaining. The training of district leaders, staff, and teachers, the development and training teams, and the development of in-District facilitators are all designed to assure that knowledge and skills are installed in the districts and can be further employed when the project is complete. Further, the process improvements undertaken during the project itself and the benefits associated with them (quality and cost) can be expected to remain in place upon completion of the initiative. All of the activities that are initiated within the project will continue (e.g., project leadership team, district steering committees, on-going measurement and analysis, identification of improvement opportunities, the team approach to carrying out process improvements and solving problems, in-district facilitators). Further, additional expenses incurred by the districts (i.e., supplemental contract for District Facilitator) are covered by savings derived from process improvements. The primary goal of the project is to leave the districts with sustainable capabilities.

**D) IMPLEMENTATION - Timeline, communication and contingency planning**

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

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

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014

\* Narrative explanation

January 2014: Establish and Train Project Leadership Team: A Project Leadership Team (PLT) will be established for the consortium. The PLT will include district Superintendents, the Executive Director of the Ohio Schools Council, The Superintendent of the Medina ESC among others. The members of the PLT and the District Steering Committees (DSC) will attend 24 hours of training over several weeks that will expose team members to important Lean concepts and engage them in planning initial improvement projects. The role of the PLT will be to develop the overall goals and calendar for the initiative. It will engender and support opportunities for collaboration and communication with other districts in the region. The advisory partners (WINOC) will facilitate this team. It will meet bi-monthly. Establish and Train District Steering Committees (DSC): A Steering Committee comprised of 7 administrators, managers, and/or staff will be established within each district. The DSC's will attend 24 hours of training in lean concepts during the first month of the initiative. The Steering Committees will be responsible for developing improvement goals within the district, identifying the departments within which the project will be deployed, developing measures for the evaluation of the initiative as a whole as well as individual team progress within the district, developing recognition events, and developing a calendar for the implementation of the project within the district. The DSC's will meet monthly when the training is complete. Develop Lean Metrics: The DSC will develop and deploy measures that will be used to evaluate the effectiveness of the initiative. The selected metrics will focus on support services cost and quality. The PLT and the DSC's will review metrics at each of their meetings. In addition, comparative data will be gathered that will allow the districts to compare their own quality and costs to that of the other districts. This will facilitate the development of best practices. The OSC will assist in locating sources of comparative data. Identify Lean Projects: The DSC's will identify several process improvement opportunities in target service departments. February and March: Establish and train Process Improvement Teams (PIM): Three teams of service department supervisors and employees will be established in each District to address specific quality and cost improvements as identified by the DSCs. The teams will receive 16 hours of training in Lean methods and tools before and during the projects.

Implement (MM/DD/YYYY): 04/01/2014

\* Narrative explanation

April through June: Process Improvement Teams will meet weekly after their initial training. The meetings will be facilitated by WINOC advisors and the in-District facilitators. During the meetings, the teams will use Lean tools and methods to develop process improvements. They will propose their solutions to the District Steering Committee and the District Treasurer. Benchmarking: With the help of the partners, the consortium will identify and visit other districts or schools that have begun to implement continual improvement programs. Those participating in the benchmarking visit(s) will bring what they've learned back to the consortium.

Summative evaluation (MM/DD/YYYY): 06/01/2014

\* Narrative explanation

Project Review and Assessment by PLT: In June the PLT and the DSC will meet to review the progress of the initiative and plan for further deployment. The administrative partners will invite other educators to this final meeting as a way of communicating the approach and its results.

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

The Districts will support and continue all of the practices promulgated by the project. District Steering Committee meetings, updating and review of relevant metrics, identification of process improvement opportunities, and the development and training of new process improvement teams will all continue unabated after the project is finished. It's also expected that the teams will design and implement process improvements that will be sustained after the project is completed. While it's difficult to anticipate the precise nature of these improvements, we expect that they will make processes less costly, less prone to delays and errors, more efficient and more capable of providing a high level of service to schools and students. In each case, changes will be documented, communicated, and evaluated to assure on-going benefits.

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

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

Lean enterprise tools have been used in a variety of industries, primarily health care and manufacturing. When implemented effectively (good planning, good communication, wide participation, good evaluation of results), the use of Lean concepts and tools have provided a variety of benefits including reduced delays, reduced errors, reduced lead times, improved product and service quality, reduced overtime, reduced inventories of supplies, materials, and maintenance components. The use of Lean concepts and tools in education, while not untried, is innovative. Still, there is reason to believe that Lean concepts and tools will make an impact in the service departments of the districts. Those departments depend on labor-intensive processes that transform materials and knowledge into tangible products and service for the schools. Those processes, while not always routine, are carried out frequently and consistently. The desired outcomes of those services are readily articulated. The productivity and quality of those services is fairly easily measured. As such, they are a near ideal environment for the application of Lean methods and tools.

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

Yes

No

22. If so, how?

The consortium is confident of the ability to replicate this initiative. The program is based proven methods and tools that have been shown to be effective wherever they've been employed: Careful planning, broad education of concepts and tools, close attention to measures of progress, identification of important improvement opportunities, wide participation in addressing those opportunities, regular and frequent communications to all stakeholders will assure the ongoing success of the initiative. While innovative in education, the program outlined herein has been replicated in a wide variety of industrial and service contexts for several decades. A long-run goal of the project is the deployment of these methods to districts across the state. There is every reason to believe that districts would be eager to apply Lean methods and tools once they have been designed for and proven to be effective in similar environments. It is the intention of the consortium to invite other state districts to review the initiative and its results. We also expect, with the assistance of the OSC, to communicate our progress to other districts via a regular contact with the other superintendents and school boards in the region. Replication of this initiative in other districts would be carried out in two phases. In the first phase, the consortium would raise the awareness of other districts as to the efficacy of lean concepts and tools through contact with other school boards and districts and by offering to serve as hosts for benchmarking visits by other districts who commit to utilizing lean methods. The second phase would entail actually deploying lean concepts and tools in other Districts. The deployment plan used by this consortium can be used directly as a model for implementing lean methods in other districts. Medina ESC and the OSC will take steps to assure that the progress and outcomes of the project are communicated throughout their regions. This will include inviting educators to the final review meeting. Again, this model of deployment has been proven in a variety of other settings. The consortium is confident that a successful implementation in our Districts can be readily replicated in any other District within the state.

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

The substantial value and lasting impact of this initiative lies in its ability to generate on-going reductions in cost (3% annually) and improvements in the quality of support services. During the period of the project, the advisory partners and the consortium members will establish an approach that will continue within the individual Districts long after its completion. Leadership on the part of the DSC's, assistance by the in-District facilitators, and generation of improvement ideas by Process Improvement Teams will continue beyond the end of the project.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Establishment of specific metrics to assess progress in reducing support service costs while improving their quality is a central component of this initiative. The consortium and its partners anticipate that support services costs will be reduced by 3% annually. DSC's will develop the metrics as part of their planning, develop channels for communicating the metrics, and will review the metrics monthly throughout the project. In June, the consortium will carry out a final review in which it will assess progress toward the first year's savings. Though few other Districts have implemented such an initiative, we will use comparative data from non-consortium Districts as an aid in assessing performance.

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

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

\* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The short term goal of the initiative is the design and implementation of an ongoing program of continual improvement within the two Districts. Measures relevant to this goal will be adherence to the project plan and calendar. Longer term goals include reductions in cost and improvements in quality of support services. Establishing these metrics will be an important part of the DSC's initial planning efforts. Metrics relevant to both short and long term goals will be reviewed monthly throughout the project by the Project Leadership Team and the District Steering Committees. If the metrics show that progress toward goals is inadequate, the Project Leadership Team will assess and ensure the level of resources devoted to the project as well as the effectiveness of those resources. The PLT will then make changes to the initiative, either adding or redeploying resources as appropriate. The success of the project will be measured by progress on the metrics. As stated, the PLT and the DSC's will review these metrics at each monthly meeting. In addition, they will review progress on the activities at each stage of the initiative. A final review and assessment at the completion of the project will be conducted by the combined PLT and the DSC's. Medina ESC and the OSC will take steps to invite educators from across the region to attend this final review meeting as a way of communicating the

approach and its results. A report of these findings will be available in August 2014.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

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

"I Accept" Brian Williams Superintendent of Buckeye Local School District 10/24/13