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**Adjusted Allocation**: 0.00

**Remaining**: -1,761,750.00
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: The Next Generation of Personalized Learning

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

We are reimagining and reconfiguring the traditional education model using a web-based tool that enhances personalized learning through Individual Learning Plans (ILP) for each student combined with a "One Device Per Student" initiative to significantly enhance the pace of individual student learning growth for our inner-city public school students. The web-based tool, Compendium, is a comprehensive interactive learning support tool for students, parents, teachers, and all school staff. This incredible tool allows everyone to collaborate on student ILP goals as well as access a wide array of different instruction applications designed to significantly increase the pace of student learning growth. Adding personal devices for students provides the opportunity for teachers to design instruction plans targeted toward the advancement of each student's learning based upon their current level of competency in each core subject area in addition to the development of age-appropriate personal and interpersonal skills. Compendium is the next generation learning tool that personalizes learning through dynamic scheduling and customized educational learning. Competency-based and interest-based learning are now all the same level as standards-based learning, and Compendium allows the flexibility to navigate seamlessly through all three. Students will develop and enhance their problem solving and independent thinking skills, which are not only crucial to the global economy but also required in our ever-changing world.

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.

Bobbi Jo Chapman, District Manager, Impact Academy, 001867, 3600 E. Keowee St., Cincinnati, OH 45242, 937-264-8588, bobbi@mangen1.com

Brandon Godzik, Superintendent, Impact Academy, 012631, 3060 Durrell Ave., Cincinnati, OH 45214, 937-264-8588, brandon@mangen1.com

Melissa Richardson, Superintendent, Columbus Bilingual Academy, 000420, 35 Midland Ave., Columbus, OH 43233, 937-264-8588, melissa@mangen1.com

3. Total Students Impacted:

962 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Bobbi Jo Chapman
Organizational name of lead applicant: Cincinnati Speech and Reading IC
Unique Identifier (RN/Fed Tax ID): 000781
Address of lead applicant: 1812 Central Pkwy., Cincinnati, OH 45214
Phone Number of lead applicant: 937-264-8588
Email Address of lead applicant: bobbi@mangen1.com

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

First Name, Last Name of contact for secondary applicant: Brian Brun
Organizational name of secondary applicant: Columbus Bilingual Academy - North
Unique Identifier (RN/Fed Tax ID): 011468
Address of secondary applicant: 3360 Kohr Blvd., Columbus, OH 43224
Phone number of secondary applicant: 937-264-8588
Email address of secondary applicant: brian@mangen1.com

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.

Nick Hagler, Treasurer, Dayton SMART Elementary School, 014149, 601 S. Keowee St., Dayton, OH 45410, 937-264-8588, nick@mangen1.com

Lanre Oriowo, Superintendent, Great Expectations Elementary School, 012631, 20 Arco Dr., Toledo, OH 43607, 937-264-8588, lanre@mangen1.com

Melissa Richardson, Superintendent, Columbus Bilingual Academy, 000420, 35 Midland Ave., Columbus, OH 43233, 937-264-8588, melissa@mangen1.com

Brandon Godzik, Superintendent, Impact Academy, 012631, 3060 Durrell Ave., Cincinnati, OH 45214, 937-264-8588, brandon@mangen1.com

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.

Bobbi Jo Chapman has 32 years of teaching experience in both special education and general education. She is the Special Education Coordinator for Cincinnati Speech and Reading Intervention Center as well as the other five schools, which are listed in the consortium. She was the DBBELS6 coordinator for Highline Community School in Aurora, Colorado for six years, which included being the Lead Teacher for entering data and running reports. As one of the Differentiation Coaches in the Cherry Creek School District she showed teachers how to use data to direct instruction. She was the Response to Intervention (RTI) coordinator for Cherry Creek School District for three years, and in this position she helped the elementary schools implement the RTI process. Brian Brun brings 12 years of project and business management experience. Having served in the technology, education, construction, hospitality, and military sectors Brian brings a diverse background. His strong focus on timely delivery, risk management, critical thinking, and strategic planning have led to the successful completion of high profile multi-million dollar projects.

Matt Combs is a lead developer with over 10 years experience building web and desktop applications. He specializes in building applications that are optimized for speed, efficiency and ease of use. Working previously with several Fortune 500 companies on some of the most heavily used applications in the world, Matt has since taken time to start tailoring apps for the education industry. After building several internal applications for schools he has decided to expand his love of education and help build an app that can change not just teachers lives in the classrooms, but the lives of students, parents, and community members as well. Partnering entities include: Cincinnati Speech and Reading Center Great Expectations Elementary School Impact Academy Columbus Bilingual Academy North Dayton SMART Elementary School This consortium of schools is dedicated to propelling the forgotten student to greater heights than they, and the nation, ever thought they could. Cincinnati Speech and Reading Intervention Center joins a cadre of schools that have already demonstrated the ability to succeed where others have failed; restoring the passion for learning that exists in every child is only the beginning. The main goal of this group is to help students grow faster in academic achievement and also in the development of the personal and interpersonal skills necessary to thrive in this 21st Century society. Though two of the schools are very young, all six schools are rising above others around because of the high standards of achievements and behavior expected of every student that walks through their doors. Cincinnati Speech and Reading Intervention Center and Columbus Bilingual Academy lead the pack in years of operation and progress of students, both seeing value added scores of "A" in FY13, signifying more than 2 years of academic growth. Prior to that in FY12, Cincinnati Speech and Reading Intervention Center went from "Academic Emergency" to "Continuous Improvement" and Columbus Bilingual Academy made an even greater leap by going from "Academic Emergency" to "Effective." In the same year, Columbus Bilingual Academy North also went from "Academic Emergency" in FY11 to "Effective" in FY12. In the two years since opening, Great Expectations Elementary was rated "Continuous Improvement" in their first year and this past year the school saw a "B" Value-Added rating. In its third year of existence, FY13 marked the first time Impact Academy Cincinnati had a testing grade and this first group of students started strong with a performance index rating of "C". Dayton SMART Elementary opened in July 2013 and is well on its way in establishing the high quality education expected of this elite group of public community schools.

8) 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 research-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
D) IMPLEMENTATION

Timeline, communication and contingency planning

11. Describe the innovative project

Within this document, each school is using different systems to develop and implement individual learning plans, research and share best-practice cases, assess student learning growth, deliver targeted personalized instruction, manage lesson plans, and engage parents in each student's learning plan. With this initiative, we are seeking to re-frame the educational model by creating a web-based instrument which provides and maintains highly effective individual Learning Plans (ILP) for students and adults. Compendium will be interactive for students, teachers, and parents, and will allow them to collaboratively develop learning plans, access to all the resources relating to their personalized learning plans, and engage in real-time discussion with their peers in their learning community.

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 improvement plan for each school is to increase student learning by 1.5 years of academic growth for those students academically on target and by 2.0 years of growth for those students below grade level in Reading, Math and Science every school year. Compendium will warehouse various student data from NWEA, DIBELS, and DRA, teacher assignments and the standards that the assignments meet, report cards/progress reports, and Individual Learning Plans (ILP). This system will also retain Individual Education Plans (IEP), Evaluation Team Reports (ETR), and behavior plans used to track special education students’ progress. Teachers will be able to track each student’s growth through the compilation of the data collected. The system will generate reports for individual students, individual classes (i.e. Mr. Smith’s first grade), a specific grade level (i.e. first grade at Cincinnati Speech and Reading Intervention Center), as well as school-wide data. The Director of Instruction (Principal) will be able to compile student and staff data so that ILPs can be generated at any point in time. The data will be available for quick and easy staff decision-making.

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 forecast of costs for each of the schools in the consortium. For consortia or partnerships, the budget must reflect the core model and not costs associated with administration of the project. The third portion of the budget is for professional development for staff on the use of the technology and on Compendium. The cost for the labor and software associated with the technology hardware and software ensuring our initiative of “One Device Per Student”. The third portion of the budget is for professional development for staff on the use of the technology and on Compendium.

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

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

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

- **444,500.00** *Specific amount of expected savings (annual)*
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 plan 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): 12/31/2013
* Narrative explanation

The planning stage for Compendium is in the beginning phase. Project progress charts will be finalized and resources that are needed will be identified and allocated. Informative assemblies will be held to ensure that the members of the consortium have an understanding of the schedule in which Compendium will be built. The goal is to ensure students, teachers, and administrators are successful in their efforts to implement the system within Compendium. Professional development will be on-going for teachers and administrators as Compendium is being built. Students and parents will also be involved in the training process.

Implement (MM/DD/YYYY): 01/01/2014
* Narrative explanation

The major barrier to this initiative will be the ability to quickly hire qualified teachers and support staff. Starting January 1, 2014 programmers and designers will begin the process of building Third Party Integrations and a Back End system into Compendium. In February 2014 they will incorporate the Reporting System and Special Education System. The plan for March 2014 is for the continued training for teachers, administrators, students and parents. The most important piece to this implementation will be communication between staff, teachers, students, and parents to ensure a common understanding of Compendium and its success.

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

The summative evaluation will be a correlation of staff, student, and parent evaluation of the system through an online survey and evaluation of teacher use of the system. Data will be collected on student growth in the NWEA Reading, Math, and Science assessments showing growth of 1.5 years for students on grade level and 2.0 years growth for those students not at grade level. The staff will evaluate the different parts of the system and how it functioned to deliver the information necessary for administrators to determine growth for students and teachers by June 30, 2013. Each piece of Compendium will be examined with staff input on "what worked", "what went some challenges", and "what needs to be added or changed".

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

School districts have used different resources, such as Plan Book or Progress Book, to collect student and teacher data. Those schools that have implemented both a compilation of student data and individual learning plans into their classrooms have seen the increase of student progress. Research shows that the "what" and "how" they teach when individual learning plans are implemented allowing for students to learn at their own pace. Learning becomes inquiry based and intervention is provided with precision rather than when the need comes as a surprise. Students' needs take the focus, and allows the teachers to focus their lessons to build learning progress and success for the students (Adams, 2013). Moorsville Graded School District found that with the digital conversion and individual learning plans taken into consideration the students state test scores increased, graduation rates increased, attendance and behavior also improved (Adams; 2013). Based on research students learn best when... they understand clearly what is expected of them and how are they given feedback about the quality of their work, they are given advice about how to make improvements on their work, and they are fully involved in what needs to be done next and how to get help (Fink, 1997). Research supports Assessment of Learning, which allows learners to have an understanding about how to learn. Learners who are involved in assessing their own learning are more likely to develop attributes and skills needed to become resilient and self-motivating learners. Through the Assessment of Learning teachers make a sound judgment about students' achievements. This involves all adults who interact with students as they learn. Compendium will be the "Space Shuttle" which drives the teachers lessons and directs students' individual learning based on individual learning plans, assessment data (NWEA), and students' interest. We have built the foundation, but now need to build the structure by capitalizing on the technology needed to soar our students to higher levels of learning and 21st century skills enabling them to move beyond the walls that immobilize their growth.

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.

Compendium is a revolutionary "web-based" system where any school district can house academic data, personal and interpersonal information for students, staff, and families. So, the ability to replicate the technology extremely simple for any district with internet access. Compendium is expected to be replicated across the state of Ohio and would take a variety of resources. We are currently piloting this program with our consortium and a partner high school. The process of transferring Compendium across another district's technology infrastructure has already been tested and proven to be extremely simple since it is a web-based application. The majority of the time and resources needed for professional development for teachers and staff is as training for students and their parents. Since the templates for these training are being developed via interactive video modules in Compendium, there are no additional costs to replicate this training and only minimal cost to update the training modules.

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

[ ] Yes  [ ] No

22. If so, how?

Compendium is a revolutionary "web-based" system where any school district can house academic data, personal and interpersonal information for students, staff, and families. So, the ability to replicate the technology extremely simple for any district with internet access. Compendium is expected to be replicated across the state of Ohio and would take a variety of resources. We are currently piloting this program with our consortium and a partner high school. The process of transferring Compendium across another district's technology infrastructure has already been tested and proven to be extremely simple since it is a web-based application. The majority of the time and resources needed for professional development for teachers and staff is as training for students and their parents. Since the templates for these training are being developed via interactive video modules in Compendium, there are no additional costs to replicate this training and only minimal cost to update the training modules.

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

The substantial value of Compendium is its ability to transform the way people learn across the world. There is a great need for customized planning, learning, and Compendium strives to provide inspiration to meet this need. This project in its full implementation has the potential to dramatically improve the pace of student learning growth and build a much-needed support system allowing children and adults everywhere to personalize their learning and push for enhanced individual growth. It is our goal that ALL students will be at grade level or above in all subjects by third grade since our goal is 1.5 years growth for students at grade level and 2.0 years of growth for students not at grade level. Compendium is a tool students will carry with them as they grow throughout childhood into their professional careers. It will be designed to grow and mold to the ever-changing skills necessary to be successful in life and work. The additional value of this project includes better use of teacher time, increased student involvement in their learning growth, a system which allows for individualization of lessons/assignments/tasks, easy access for parents and coaches to analyze and use data, and a comprehensive model for student learning systems that are effective with students at all competencies. This system will have a lasting impact for everyone who comes into contact with it, thus changing their ability to prepare and take advantage of future personal and career opportunities.

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.

Student Achievement Benchmarks: Each year, student growth in the six participating schools will average 1.5 years for students on grade level and 2.0 years for students below grade level on the NWEA Reading, Math and Science assessments. The benchmarks to track this progress will be conducted monthly by a team of independent internal auditors comprised of educational professionals and data analysis specialists. The specific measurable benchmarks for students in the sixth participating school will be .5 years of academic growth during the first quarterly assessment, 1.0 years of academic growth during the mid-year assessment, 1.5 years of academic growth during the third quarterly assessment, and 2.0 years of growth for the end-of-year assessment. The specific measurable benchmarks for students at or above grade level will be .75 years of academic growth during the first quarterly assessment, .75 years of academic growth during the mid-year assessment, 1.125 years of growth during the third quarter assessment and 1.5 years of growth for the end-of-year assessment. In addition, 95% of students on the system for at least three years will be proficient or above on OA assessments by the third year of this project and 95% of students on the system for at least five years will be proficient or above on OA assessments by the fifth year of this project. The straight A Fund will allow us to show spending reductions of $370,416.66 per year, which includes purchase services, materials, supplies, and teacher salaries. This will be a five-year fiscal forecast savings of $2,222,500 for the consortium. Quarterly audits will be conducted by a team of operations and financial specialist to ensure these fiscal benchmarks are on track for each year of the projects implementation. The annual savings budgeted for each school will be expected to meet the following quarterly benchmarks: 20% savings realized by first internal audit (conducted in October of each school year), 50%
Savings realized by January audit, 75% savings realized by April audit and 100% annual savings realized by the close of each fiscal year (June 30th). Utilization of Resources Benchmarks: The Straight A Fund will allow for 100% percent of staff and students within the consortium to be able to explain or give directions on how to access Compendium and the different tools and be able to use the tools and skills for 21st century learning. Communication between the schools will transform the effectiveness and design of instructional practices from whole group to personalized learning which is teacher led but student driven.

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).

The plan to evaluate the academic performance impact of this project is to use a team of independent internal auditors comprised of educational professionals and data analysis specialists to review the achievement of stated student learning growth objectives on a quarterly basis. The specific measurable benchmarks for students below grade level will be .5 years of academic growth during the first quarterly assessment, 1.0 years of academic growth during the mid-year assessment, 1.5 years of academic growth during the third quarter assessment and 2.0 years of growth for the end-of-year assessment. The specific measurable benchmarks for students at or above grade level will be .375 years of academic growth during the first quarterly assessment, .75 years of academic growth during the mid-year assessment, 1.25 years of growth during the third quarter assessment and 1.5 years of growth for the end-of-year assessment. In addition, 95% of students on the system for at least three years will be proficient or above on OAA assessments by the third year of this project and 100% of students on the system for at least three years will be proficient of above on OAA assessments by the fifth year of this project. A Corrective Action Plan will be required for any benchmark that is found to be below program objectives during the internal audits. The Director of Instruction at each school will be held accountable for ensuring the performance of any subpar area is addressed and back on track by the next quarter's instruction audit. If the subpar performance is not corrected by the subsequent quarterly audit, the Corrective Action Plan will be upgraded to include a higher level of intensity and a potential change in leadership. Spending Reduction Benchmarks: The plan to evaluate the financial performance impact of this project is to use a team of independent internal auditors comprised of school finance and operations professionals to review the achievement of stated cost savings objectives on a quarterly basis. The annual savings budgeted for each school will be expected to meet the following quarterly benchmarks: 25% savings realized by first internal audit (conducted in October of each school year), 50% savings realized by January audit, 75% savings realized by April audit and 100% annual savings realized by the close of each fiscal year (June 30th). A Corrective Action Plan will be required for any benchmark that is below program objectives. The Treasurer for each school will be held accountable for ensuring the performance of any subpar area is addressed and back on track by the next quarter's instruction audit. If the subpar performance is not corrected by the subsequent quarterly audit, the Corrective Action Plan will be upgraded to include a higher level of intensity and a potential change in leadership.

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.

Accept. Bobbi Jo Chapman, Special Education Coordinator, Cincinnati Speech and Reading IC 10/24/2013