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**Adjusted Allocation:** 0.00

**Remaining:** -673,061.00
Application
Columbus Bilingual Academy (000420) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (136)

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: Perfecting Everything

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.

Our innovative "Perfecting Everything" project is already on its way to making a substantial impact on back office functions within a network of six public Ohio community schools. We have started with a focus on financial and operating efficiency to ensure nothing falls through the cracks. With that focus, we found administrative time spent on non-instructional tasks and the cost to meet reporting requirements is substantially reduced. In our urban schools, it is imperative to devote as much attention as possible to our students. Spending time being overly concerned about compliance and other issues means we are not spending time ensuring our students are performing at their full potential. This innovative project includes two facets of an automated process. The first facet is an accountability system which guides specific assignments and deadlines associated with compliance requirements for state, sponsor, board and other key stakeholders. This accountability system includes checklists to ensure task completion, internal audits to validate self-reporting, and evaluations to reward performance of highly-efficient staff. The current system is being fulfilled through Excel Spreadsheets, Google Applications, and email reminders. We would use this grant to accelerate the timeline to automate the processes that are already working through a relatively primitive manner in this network of high performing schools. The second facet is the initiation of an online collaborative purchasing consortium. Our system will electronically house best prices, preferred vendors, and group discounts on a constant basis and enable online links to the best values on an hour-by-hour basis, enabling significant cost savings for each member of the network.

654 3. Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:
First Name, Last Name of contact for lead applicant: Nicki Hagler
Organizational name of lead applicant: Columbus Bilingual Academy
Unique Identifier (RN/Fed Tax ID): 000420
Address of lead applicant: 35 Midland Ave., Columbus, OH 43223
Phone Number of lead applicant: 937-304-7043
Email Address of lead applicant: nicki@mangen1.com

5. Secondary applicant contact: Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: Doug Mangen
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: 937-654-6697
Email address of secondary applicant: doug@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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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.

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.

Nicki Hagler, the lead on this project, is a licensed school treasurer and internal auditor for the six schools in the consortium. Nicki has six years of experience in financial management, internal controls, and process improvement in public charter schools. To date, Nicki and her support team have assisted more than 50 public schools in establishing a strong internal controls system, growing their revenue base and/or building a solid unencumbered cash reserve. Doug Mangen is also a licensed school treasurer with more than twelve years of financial management experience with Ohio public schools and eight years of experience on the Vandalia-Butler City Schools Board of Education. Doug has invested the majority of his time toward developing "academically-successful, financially-sound" traditional public and public charter schools throughout Ohio. Doug brings many years of experience in working with traditional inner-city, rural and suburban school districts. Matt Combs is a lead programmer with over ten years of 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 now taken on the task of tailoring applications for the education industry. Cincinnati Speech and Reading IC, Columbus Bilingual Academy, Columbus Bilingual Academy - North, Dayton SMART Elementary School, Great Expectations Elementary School, and Impact Academy are all involved in a consortium of schools dedicated to propelling the forgotten student to greater heights than they, and the nation, ever thought possible. Columbus Bilingual Academy joins a cadre of Ohio community schools that have been rated effective or Excellent and demonstrated the ability to succeed where others have failed; restoring the passion for learning that exists in every inner-city child. The main goal of this group of schools 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. Though two of the schools are very young, all schools are rising above others because of the high standards of achievement and behavior expected of every student that walks through their doors. Cincinnati Speech and Reading IC, Columbus Bilingual Academy, Impact Academy and Columbus Bilingual Academy - North lead the pack in the pace of student growth. All schools achieved a value added scores of "A" in the 2012-2013 school year, which signifies more than 2 years of academic growth in one school year. Despite its relatively short existence, Great Expectations Elementary School has attained a value added score of "B". Dayton SMART Elementary opened in July 2013 and is on its way to establishing the high level of quality education expected of this elite group of public community schools.

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.

The problem we have identified is current reporting requirements in public schools force administrators to spend an extraordinary amount of time learning, catching, and fixing "back office" issues. It is our
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 consortium 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.

Subsection (b) is applicable and uploaded as part of the application.

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

   673,691.00 * 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, RTT 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).

Purchased Services: In year one, each school is anticipating 15% increase in purchased services and a one-time cost of $50,000 due to building, maintaining, and training on the "system" that will house the above-mentioned tools, devices, instructions, reminders, etc. In addition to the increased costs in year one, each school is also anticipating a 10% decrease in purchased services due to administrative efficiencies and collaborative purchasing savings. In years two through five, each school is anticipating a 10% increase in purchased services due to training and the "system." In addition to the increased costs in years two through five, each school is anticipating a 10% decrease in purchased services due to administrative efficiencies and collaborative purchasing savings. This will wash out all additional new/recurring costs of implementing the grant. The new/recurring costs are described in Question 15. Supplies and Materials: In year one, each school is anticipating a one-time cost of $25,000 in supplies and materials due to the need for more non-capitalized supplies to utilize and train on the "system." In years one through five, each school is anticipating a 10% decrease in supplies and materials expenses due to collaborative purchasing savings. Capital Outlay: In year one, each school is anticipating a one-time cost of $50,000 in capital outlay due to the need for more personal devices to utilize the "system." These items include devices like Chromebooks, iPads, laptop computers, etc. In years one through five, each school is anticipating a 15% decrease in capital outlay expenses due to collaborative purchasing savings.

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.

   285,157.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/note: 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.

All new and recurring costs will be purchased services to enhance, maintain, and train on the accountability and collaborative purchasing "system." These expenses are likely to decrease year after year as improvements will not be needed as frequently as the starting years. As described in Question 14, all new/recurring costs will be off-set by administrative efficiencies and collaborative purchasing.

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

   492,178.50 * Specific amount of expected savings (annual)

* Narrative explanation/note: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) Along with all anticipated costs, there will also be financial savings with this project. The "system" will reduce time and effort of staff on the above-mentioned back office tasks. This will reduce redundant staffing and purchased services costs. Also, this system will reduce errors in compliance and other reporting areas. Reducing errors will eliminate penalties, late fees, and interest. While these items are generally not accounted for during initial budgeting, additional savings in these areas will be available for investments in other student growth initiatives. The collaborative purchasing "system" will allow all schools to leverage savings currently available to larger districts. Since our community schools are not currently part of a purchasing consortium, this will provide an immediate return on investment and likely substantial savings. Current projections estimate $492,178.50 in savings per year in Purchased Services, Supplies and Materials, and Capital Outlay across the consortium. Over the course of the five year grant period, we estimate a total of $2,460,892.50 in savings in Purchased Services, Supplies and Materials, and Capital Outlay across the six school consortium.

17. Provide a brief explanation of how the project will self-sustain. 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.

All increases in purchased services will immediately be offset by the elimination of the redundancy of staffing/purchased services costs. The creation of video training and other web-based, multi-use instructional tools will also reduce the need to personally train new users on the accountability system. The collaborative purchasing system will provide additional savings in purchased services, supplies and materials, and capital outlay. Over time, this will only provide a one-time savings with each purchase, but also will compound in value each year.

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 entity.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/31/2013

* Narrative explanation

The plan described above is already in place. If this initiative is funded, the plan will be modified to allow for a more expedient implementation. The plan would only require slight modification. Once modified, the plan will be disseminated to all schools within the network to ensure expectations are laid out and, subsequently, met. This would be completed by December 31, 2013.

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

* Narrative explanation

Since the plan described above is already in place, if this initiative is funded the plan will be modified to allow for immediate implementation. The implementation would host all schools within the network, as opposed to using one or two "pilots". Since the plan would be completely modified and ready by December 31, 2013, the implementation would start January 1, 2014. The first phase of implementation would include building the automated programs necessary to house the accountability and purchasing systems. This would be completed by February 28, 2014. The second phase of implementation would be in-house use by all schools within our network. The second phase would allow bug fixes and other improvements to increase user-friendliness. This would begin on March 1, 2014. The third phase would ensure that all users are fully utilizing the systems. This would begin on April 1, 2014 and would inform the summative evaluation.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The expected changes in instruction include more resources directed toward highly effective student growth initiatives. Instead of focusing on the day-to-day operations and challenges of meeting compliance requirements, our schools would be able to focus on making the time we spend with our students efficient and effective. The focus would shift to best-case instructional practices, personalized learning plans for each student, ongoing recognition of student accomplishments and finding additional ways to make our classrooms model learning environments. Organizational changes mainly around budgeting. Since this project will allow more efficient administrative functions at our schools, we will be able to match funds to be allocated towards instruction. This would allow the average instructional expense percentages from approximately 55%-60% to 60%-70% of our total expenses. This could result in $135,000-$460,000 additional spending in our schools per year in instruction that would otherwise be spent outside the classroom.

20. 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.

The benchmarks for spending reductions in the five-year fiscal forecast will be measured on a quarterly basis. Each quarter of the five year period, we anticipate a $3,806-$12,842.50 savings per quarter for each of the six schools within the consortium. Each quarter, every school will undergo a budget analysis (as a part of the current quarterly internal audit process) to ensure savings projections are being met. The benchmarks for utilization of a greater share of available resources in the classroom will be measured by annual state report card reports. Each year, every school will attain an “A” value-add rating and will track mid-term benchmarks to ensure the learning is on pace to attain this goal. We expect one year of growth per student to be achieved by the mid-term assessments and two years of growth per student to be achieved by the end-of-year assessments. Finally, the benchmarks for goals not mentioned in question 9 will be measured by annual state and federal audits. Each year, every school will receive zero findings and/or management letter comments on all audits. Internal audits will be conducted quarterly to ensure all compliance matters are met.

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

Yes

22. Is so, how?

The creation of an automated system for both accountability and enhanced collaborative purchasing will be easily shared with other schools in our network and across the state. The startup phase of this initiative will focus on the partner schools. However, the training and systems developed through this process will be easily replicated in additional community and traditional public districts throughout Ohio. Since the project will be web/electronically based, most training will be available on the same platform. Training videos, FAQ’s, and help features will be available to all users. New schools implementing the “system” will also have an opportunity of personal training if the web-based training is not sufficient for maximum utilization. Increasing the scale and scope of the project will be attained by working with outside partners. Traditional public schools, various sponsors, and outside compliance officers will provide critical insight to how the project will be valuable to all schools throughout the state.

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

The substantial value is cost savings - personnel, efficiency, and purchasing. This is anticipated to be approximately $2,486,892.50 over the 5 year grant period. The lasting impact is continued savings, clean state and federal audits, and student learning growth. Cost savings is the most substantial value that will be realized across all schools in the network. The majority of cost savings will be in the areas of personnel, efficiency, and purchasing. These savings will be measured through monthly budget analysis, clean state audits and spotless site visits. The lasting impact of the above-mentioned cost savings is the ability for these to be replicated among all schools in our consortium and schools throughout the state. The second area of substantial value is the impact these savings have on our students. Since our administrators will be able to spend more time on classroom initiatives, we expect our State report cards and other student measures to improve year after year. The current expectation of “A” value-add ratings on future state report cards will spill over to other areas measured by the state, sponsor, and parents. The lasting impact is allowing all of students to leave our schools with a foundation strong enough to take on any high school, college, and career.

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.

The benchmarks for spending reductions in the five-year fiscal forecast will be measured on a quarterly basis. Each quarter of the five year period, we anticipate a $3,806-$12,842.50 savings per quarter for each of the six schools within the consortium. Each quarter, every school will undergo a budget analysis (as a part of the current quarterly internal audit process) to ensure savings projections are being met. The benchmarks for utilization of a greater share of available resources in the classroom will be measured by annual state report card reports. Each year, every school will attain an “A” value-add rating and will track mid-term benchmarks to ensure the learning is on pace to attain this goal. We expect one year of growth per student to be achieved by the mid-term assessments and two years of growth per student to be achieved by the end-of-year assessments. Finally, the benchmarks for goals not mentioned in question 9 will be measured by annual state and federal audits. Each year, every school will receive zero findings and/or management letter comments on all audits. Internal audits will be conducted quarterly to ensure all compliance matters are met.

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 successful achievement of the above-mentioned benchmarks will be our first evaluation of impact. Clean audits and high State report card rankings will be a direct measure of our impact. As also mentioned, quarterly internal audits to measure the effectiveness of our instruction, operations, and financial teams will also be used to evaluate the impact. Finally, monthly budget analysis will evaluate the financial impact of our initiative. All of these methods, processes, time lines, and data requirements will measure the small-scale, immediate impact of the project and its success. Once this project is fully implemented, the overall impact is limitless. Automating a system of checks and balances over public community schools can easily be replicated to include traditional public schools. We do not have to stop there. By automating compliance and systematically setting up a process of reminders, we could also replicate to include a variety of businesses and individuals. Web-based pricing consortiums can also be replicated to organizations above and beyond schools. Limitless options for expanding our Perfecting Everything initiative make it exciting for every member of the team involved in the creation of the system.

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 Nick Hagiart Assistant Treasurer - Columbus Bilingual Academy 10/24/2013