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Adjusted Allocation: 0.00
Remaining: -720,000.00
Application

Dayton SMART Elementary School (014148) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (220)

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: Energizing the Talent Pipeline

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

3. Talent Pipeline: A mechanism by which we ensure there is a constant stream of highly-qualified, comprehensively-screened teachers who are ready to step into any of our classrooms when the need arises. The ultimate goal of this project is to improve student achievement by making sure we place highly-effective teachers in our classrooms and provide comprehensive support to help them be successful within our consortium and beyond. Fully embracing the efficiency and necessity of technology, this project seeks to infuse the Talent Pipeline with speed, specificity and streamlining, thereby reducing the time from application to the classroom.

4. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant: Lanre Oriowo
   Organizational name of lead applicant: Dayton SMART Elementary School
   Unique Identifier (IRN/Fed Tax ID): 011449
   Address of lead applicant: 601 S. Keowee St., Dayton, OH 45410
   Phone Number of lead applicant: 937-264-8588
   Email Address of lead applicant: lanre@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 (IRN/Fed Tax ID): 011468
   Address of secondary applicant: 3380 Koorh 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.

   Bobbi Jo Chapman, Special Education Coordinator, Dayton SMART Elementary School, 011468, 20 Arco Dr., Toledo, OH 43607, 937-654-6697, bobbi@mangen1.com

   Melissa Richardson, Superintendent, Impact Academy, 012631, 3060 Durrell Ave., Cincinnati, OH 45207, 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 a 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.

   Lanre Oriowo has a Master's degree in Education and in Business Administration. Lanre is part of the Instruction Team that supports the consortium of schools. Her primary responsibilities are initiating the data analysis process, guiding entry-level teachers and their mentors through the Resident Educator Program and supporting all high-stakes testing in the network: OAA, Measure of Academic Progress (MAP) testing and Ohio Test for English Language Acquisition (OTELA). Brian Brun brings 12 years of project and business management experience. Having served in the technology, education, construction, hospitality, military business industry. 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. Bobbi Jo Chapman has 23 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 within the consortium. She was the DIBLES 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 drive 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.

   Melissa Clark has been the driving force behind the recruitment for the last 3 years. She has been instrumental in bringing talented and enthusiastic teachers and Directors of Instruction (DOIs) into the schools. A consortium of schools dedicated to propelling the forgotten urban student to greater heights than they, and the nation, ever thought possible. Dayton SMART Elementary was a center 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 the 21st Century society. Cincinnati Speech & Reading Intervention Center (CSR) and Columbus Bilingual Academy (CBA) lead the pack as far as years of operation and progress of students. Both schools received Value-Added scores of "A" in the FY13 school year which represents more than 2 years of growth. In the FY12 school year CSR went from "Academic Emergency" to "Continuous Improvement" and CBA made an even greater leap by going from "Academic Emergency" to "Effective". In the same year Columbus Bilingual Academy North (CBAN) went from "Academic Emergency" to "Effective". Great Expectations Elementary (GEE) was rated "Continuous Improvement" in their first year and this past year the school saw a "B" Value-added rating. FY13 marked the first time Impact Academy Cincinnati (IA) had a testing grade and this first set of student started strong with a performance index rating of "C". Dayton SMART Elementary (DSE) is in great company.

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 mission of this consortium of schools is to provide the best education to students in the inner city. These students have dire home situations that make it challenging for them to find academic success. True diamonds in the rough, our students have made significant progress in achievement. We aim to do more. The multi-dimensional education we strive to provide can only be delivered by teachers who possess the strength of heart, mind and character to yield the same result in our students. Not every teacher can propel an urban student to success. As a result our schools are plagued with high teacher turnover. The Talent Pipeline is the mechanism by which we will ensure there is a constant stream of highly-qualified, comprehensively-screened teachers who are ready to step into any of our classrooms when the need arises. The pipeline will significantly reduce the rate of teacher turnover by providing on-going development and support. Thus showing our dedication to those who are committed to our students' success. The success of the Talent Pipeline hinges on creating an electronic system that will support the 7 phases of an employment cycle: Recruit, Entry, Contract, New Hire, Train, Monitor and Exit. This system will follow the candidate from application and will continue beyond transition to other employment opportunities. The 7 phases of an employment cycle are marked by activities that advance the main goals of this project: increase student achievement and spending reductions in the five-year fiscal forecast. The main activities in the Recruit phase include reaching out to traditional and non-traditional teacher preparation institutions and positioning the attract to teachers of the highest caliber. In both cases the individual school websites will be the vehicles to entice teachers, field placement coordinators and other career service personnel once we have made initial contact at recruiting events. The Entry phase is where much of the activity is dedicated to multi-faceted screening that goes beyond resume review and credential verification. We will need to collaborate with employee assessment companies to develop the screening tools to assess the strengths, weaknesses, the personal and interpersonal skills as well as the personality and character attributes of the candidates. This phase's output is a competency portfolio of skills that will help the Directors of Instruction determine which teachers are best suited to meet the needs of their student population. The activity in the Train and Monitor phases focuses on using the teacher's competency portfolio to create a growth plan that is responsive to their new information such as skill development or acquisition. A teacher will oscillate from the Train phase to the Monitor several times during the year as there will be frequent opportunities for skill development or enhancement as dictated by the growth plan. The Exit phase is where the teacher is provided with the chronicle of the time spent in our network and the growth and development experienced. This portfolio will be packaged electronically and delivered to the teacher so they are able to present a more thorough description of what he or she can bring to the new teaching assignment.

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.

In our experience there are many well-meaning teachers who seek employment with community schools like ours in order to "make a difference." Most of these teachers are woefully unaware of and unprepared for the additional challenges that constantly invade the urban classroom environment. This leads to high turnover rates. By following the adage "measure many times, cut once" this project helps to identify the necessary skills for success with our student population, indicate the teachers that are strong in the highest priority areas, and giving them the foundation to help them thrive. The project will also help managers to put a finger on the pulse of the teacher's development so they are better able to respond to new information as it is presented. The final outcome of the competency portfolio allows the teacher to have a visually, quantifiable record of his or her own growth. With the anticipated reduction in teacher turnover we will have a cadre of teachers who are able to train incoming teachers on the resources used to support the curriculum. The money saved in teacher induction will be repurposed for continuing teacher development. The system will allow us to give the same attention to our teachers as the teachers give to their students. Achievement scores will show that this support benefited the students. CBA, which is one of the schools in the consortium, is in its 3rd year of a School Improvement Grant (SIG). This supported CBA’s implementation of individualized attention to student needs. Since receiving the grant CBA has experienced rapid growth from "Academic Emergency" in FY09 to “Effective” in FY12. The next year an "A" rating for Value Added was earned. This continued success is significantly attributed to the stabilization of the CBA’s instruction staff, who also led the consortium in using technology to drive student learning.

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 college 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 is included as part of the application

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

$720,000.00  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, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.).

Purchased Services - $556,000 - to be spent on website developers, diagnostic assessment creation services and career fair attendance. Capital Outlay - $164,000 - for the purchase of software and hardware required for the development of the electronic system supporting the Talent Pipeline.

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)

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

The main recurring costs will be in system maintenance and updates. This will take the form of equipment repair and purchase, hours debugging or coding the program, and added security measures to protect the privacy of anyone with information in the pipeline. Since this cost was already included in previous projections, it does not add to the expected disbursements in the 5-year forecast.

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

199,269.80  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.)

In the end we anticipate savings of $199,269.80 annually for the next 5 years in the following areas: 15% decrease in administrative, materials and supply costs in each school in the consortium from the replacement of much of the human interaction in Entry process (for a total of $109,269.80 per year). A $90,000 annual decrease in new teacher orientation is expected due to the decrease in teacher turnover. Less money is spent on the battery of professional development around how to use the curriculum resources and technology.

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 the new/recurring costs 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.

The electronic talent pipeline system is not device dependent which means, as long as the device has internet access, the system can be utilized. Aside from general maintenance such as bug fixes and updates to the system, there will be software and hardware updates. The expected cost savings will continue for as long as the system is in place. With the need for High Quality Teachers and the continued influence of ESEA on how Ohio evaluates, rewards and supports teachers, this project will become sought after by schools that need to make sure they have the right people in the right places. Schools with high teacher turnover will certainly be excited to use a process that can give an indication of the right fit for prospective employees and the supports needed to ensure they have tenure longer than 1 year. This process can be customized for schools and possibly non-education institutions.

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 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): 12/15/2013

* Narrative explanation

The system will need to be mapped across the user interface and the administrative interface. Christina and Lanre will be primarily involved in completing the first part of this step and will meet weekly to ensure alignment of phase descriptions. Once finished, the results will be handed over to Matt and Brian to translate the map into code. Since this process is almost completed we will seek feedback from colleagues; they can help identify missing steps or information.

Implement (MM/DD/YYYY): 03/15/2014

* Narrative explanation

Almost weeks of programming by Matt and the additional coders hired will yield the product that can be beta tested by "dummy" candidates. During this time it is important to create a variety of scenarios to test the system. This will help catch bugs in the system. The nature of bugs found can extend the beta testing time beyond April, which is when we hope to begin intense use of the system.
* Narrative explanation

Embedded in the program will be short surveys that are randomly delivered to program users. There will also be a multi-faceted evaluation that assesses the success of the implementation to decide if there are any major or minor changes needed. This will be supported by the weekly touch points that will occur from the first day the system is launched.

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

In an administrative level, there will be fewer people involved in the transfer of important documentation which reduces the risk of loss. The system will also allow quicker response to employee life changes that affect tax documents, health insurance rates, etc. Typically these changes are usually not considered until it is time to file taxes or until another need arises that raises awareness. Teacher placement and HQT reporting will become more efficient and error free. Very early in the Entry phase the system will be able to determine to which courses the teacher can be assigned, based on the license code(s). On the instruction side, teachers will be able to monitor their own growth and development needs. These teacher growth plans will also be easily accessed by mentors and school leaders to collaboratively move teachers from strength to strength. Rather than waiting until it is time for a formal evaluation, Directors of Instruction can share feedback from drop-ins and walkthroughs and give bite-sized and easy to implement action steps.

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.

**Impact on student achievement** - A research study conducted by Dr. Bill Sanders, formerly at the University of Tennessee's Value-Added Research and Assessment Center, concluded that "the most important factor affecting student learning is the teacher". This statement was the conclusion to the research study that compared similar students who were taught by a series of high performing teachers and a series of low-performing teachers. Students who were taught by the high-performing teachers ranked more than 50 percentiles points higher than the students who were taught by the low-performing teachers. Since this system is geared towards surrounding the teacher with support from the moment they seek us out for employment, we will output teachers who improve in their effectiveness and self-efficacy thereby imparting growth gains in our students. Impact on spending reduction - The National Commission on Teaching and America's Future (NCTAF), in a recent policy brief, estimates that teacher turnover costs the country around $7 billion. On average, the national teacher dropout rate is 16%; however this number is even higher in urban schools that experience a teacher dropout rate of 20%. The suggested solution is to hire strong teachers and give them great induction training and on-going support. By giving teachers more tools to be successful, we inevitably reduce the cost of teacher turnover.

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

\[
\begin{array}{c}
\text{Yes} \quad \checkmark \quad \text{No}
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22. If so, how?

This electronic system will be built with the capacity for expansion and customization. Depending on the number of individuals involved in the hiring and developing process the customization can range from simple personnel renaming to a la carte selections to suit the needs of the district. The time for customization will range from 2 weeks to 4 weeks (allowing time for a trial run).

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

This project will significantly increase our students' pace of learning. It will help us develop and retain high-quality teachers so they can help us meet the vision of the consortium, which is to enable every student growth 1.5 to 2 grade levels every year. Our driving force is the desire to close the learning gap that prevails among our student demographic and helping them see higher education as an attainable goal.

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.

**Benchmark 1**: Average Performance Index rating of "B" or better for each of the six schools in the consortium by the end of FY16 Benchmark 2: Average Value Added rating of "A" for each of the six schools in the consortium by the end of FY16 Benchmark 3: Average annual teacher turnover rate of 7% or less for each of the six schools in the consortium by FY16 Benchmark 4: Cost savings of at least $100,000 ($16,667 per school) during mid-year assessments and at least $280,000 ($33,333) by the close of the fiscal year for each of the five years.

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.

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 Lanre Oriowo, Instructional Project Manager Dayton SMART Elementary School 10/24/2013