## Budget

Metro Early College High School (012391) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (165)

**U.S.A.S. Fund #:**

### Plus/Minus Sheet (opens new window)

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**Adjusted Allocation:** 0.00

**Remaining:** -1,465,617.00
Using Metro as its platform for change, OSLN has enabled the Metro design to influence and impact 56,519 teachers in 1,955 schools in 287 districts through its outreach activities.

The primary platform that Metro uses to deliver its' outreach activities is the Ohio STEM Learning Network (OSLN). OSLN connects Metro to a broad range of partners, including Battelle Memorial Institute (BMI), Columbus State Community College (CSCC), and Battelle Memorial Institute (BMI).

While it is obvious that each one of the partnership entities has the capacity to improve the education system, the question is: Why? The data suggest that a typical high school graduate is prepared for neither the rigors of college study nor the demands of work. For minority and/or economically disadvantaged youth the data paint a bleak picture for the prospects of a high school graduate without additional education and/or workplace credentials. In other words, we are doing our children a great disservice by telling them they are not capable of meeting the standards of success used to measure the K-12 education system.

The MIT project brings together the unique blend of talent necessary to create the visionary model for the next generation of learning. All three partners, Metro Early College High School (MECHS), Columbus State Community College (CSCC) and Battelle Memorial Institute (BMI) have individually established track records in innovation that have dramatically altered the landscape in their respective fields of business. All three partners are mission driven organizations committed to the long-term enhancement of high quality education within the Columbus community. It's where we live. Established in 2006, MECHS was originally a first-of-its-kind program option for students in Franklin County, but in Jan. 2012 Metro became a stand-alone public STEM school. Metro was created through a partnership with the Ohio State University and BMI to create a "smart" STEM (science, technology, engineering, mathematics) school with a "big footprint." The success of Metro students is well documented, but the underlying value of the school has been its influence in driving reform within the region and throughout the state. The "big footprint" of Metro includes the development of the Metro design for educational programming in 5 regions of the state and the implementation of 20 new schools. The primary platform that Metro uses to deliver its' outreach activities is the Ohio STEM Learning Network (OSLN). OSLN connects Metro to STEM schools, educators and teachers across the state and nation. Using Metro as its platform for change, OSLN has enabled the Metro design to influence and impact 56,519 teachers in 1,955 schools in Ohio to improve instruction. Established in 1963 as Columbus Area Technician's School, CSCC has grown from an initial enrollment of 67 students to its current enrollment of 26,000 students over two campuses and nine regional learning centers. CSCC is also the state of Ohio's largest provider of higher education distance learning. CSCC's mission is to be Central Ohio's front door to higher education and a leader in advancing the region's prosperity. Columbus State is a flexible education provider that offers students the multiple opportunities they need to get to the next phase of their career - whatever that may be. CSCC offers two-year associate degree programs in Career & Technical fields that lead to employment or an Associate of Arts/Associate of Science degree, which represents the first two years of a bachelor's degree that can transfer to any Ohio four-year public institution. In short, CSCC offers multiple entry points for students to go to whatever is next in their educational journey. Since its founding in 1929, a core element of BMI mission has been supporting education in science and technology fields. BMI strives to measurably improve education to prepare the next generation of scientists, engineers, technologists, and thought leaders. BMI's most recent work in the field of education includes the start-up of MECHS, OSLN, and STEMx - a collaboration of 19 states dedicated to raising standards and improving education results for all students, especially those who are economically disadvantaged. While it is obvious that each one of the partnership entities has the capacity to improve the education system, the question is: Why? The data suggest that a typical high school graduate is prepared for neither the rigors of college study nor the demands of work. For minority and/or economically disadvantaged youth the data paint a bleak picture for the prospects of a high school graduate without additional education and/or workplace credentials. In other words, we are doing our children a great disservice by telling them
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.

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

Other Operating Disbursements: These expenses include other costs not captured within the other categories. Included are travel expenses for the principal and teachers (not employees) for project-related residence to school site visits, conferences, training, and other events during grant period. Other estimated expenses include contracts and subcontracts supports, fiscal management, and any other indirect expenses not captured within the project costs.

Fringe and Benefits: See above response. Metro will contract for the principal in residence, and other key personnel for the project. Battelle also will provide intensive school design consulting, project management, contracts, subcontracting support, and other services as needed.

The design team understands that MIT costs will be distinct from those of a traditional high school or even Metro, and that there is a gap that can be bridged. MIT will achieve savings because of the lower cost per credit hour ($185 at Ohio State vs. $80 at Columbus State). Cost reductions are anticipated as a result of maximizing blended learning opportunities.
grant costs have been developed as follows: Metro Early College High School will receive $258,700. These funds will be used to transform the school into a design lab for preparing the administration and staff of MIT. One-time costs include teacher and support staff time to create a documented process for training. Web curriculum and materials, a project liaison, and technology support to facilitate the blended learning curriculum. Once MIT is complete, these costs will not recoup. Columbus State Community College will receive $331,701. These funds will support a project liaison, Web curriculum development, professional development, and blended learning development and support. These are one-time costs to support the start-up of the MIT project. Battle will receive $875,216. Battle will function as the project manager contributing two full-time and three part-time staff members to the project. The staff members will work at the grant will serve on the project for the entire period. Battle’s portion of the funding includes purchased services, allowing Battle to subcontract to support both Columbus State and MIT and to facilitate the implementation of the project and evaluation services. We recognize there will be costs to maintain and sustain the project beyond the duration of the grant (e.g., technology, course development, teacher professional development, etc.). We also understand that the MIT costs are different than those of a traditional high school. Our 8-years of experience with start-up and implementing Metro have taught us how to be more efficient with the funds and where to save costs (blended learning, support personnel, contracted services, etc.). The challenge for the MIT project is “gap” funding for the period from start-up implementation to “break-even” in terms of enrollment. Our cost/revenue models indicate that funds will be needed for 2 years to reach a balance point between revenue and expenditures. Our current budget projections show a negative balance $384,500 in year 1. By the second year of implementation, we anticipate break-even with 400 students. By the third year, we anticipate, with enrollment of 600 students, a positive cash balance. At this funding level, we anticipate a surplus of revenue and expense over costs. To support the first 2 years of this project, Battle has committed $500,000 cash. Additionally, this project has been awarded $100,000 by the Next Generation Learning Challenge, and is in the process of generating another $45,000 in 2014-15. By 2016, MIT will be receiving enough funding, based on current per pupil revenues, to be sufficient for day-to-day operations. We believe the combination of current funds, awarded grant funds, and support from the Straight A Fund will be enough to fill the funding gap until 2016, when the school will be self-sustaining.

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

- 253,500.00 * 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.)

In the annual cost savings generated by the MIT cannot be demonstrated in the Financial Impact Table because the MIT is not yet operational; however, savings can be demonstrated. By partnering with Columbus State, tuition costs are reduced. Based on actual tuition costs at Ohio State University currently incurred by Metro, total costs for MIT are reduced by $138,500 annually. By implementing a robust blended learning platform at MIT, 1.5 FTE’s are subtracted from the Metro model. Based on actual staff/pupil costs currently incurred by Metro, total costs for MIT are reduced $117,000 annually. Rationale: The Metro model was designed in transferable, but the university structure isn’t. With the involvement of Columbus State, MIT can be developed as a more cost-efficient version of the Metro model, with the ability to be replicable. While Columbus State is unique, we believe the MIT model is scalable to the well-established system of 2-year community colleges throughout Ohio. However, in order to scale, the model must be cost efficient. The MIT model isn’t designed to be cheaper; just better. MIT is designed to create a higher return on the investment of public dollars (college vs. high school diploma). The higher return is produced by a more efficient use of K-12 and higher education funds, which translates into students gaining “more education” in the current system for the same dollar amount spent. The question is, how? On the K-12 side of the design, MIT utilizes an approach to creatively maximize the use of “time” and the opportunities it affords students. Through the use of mastery-based instructional environments, credit flexibility, and blended learning, students benefit by moving through required coursework at an accelerated pace. It is estimated that some of the students of MIT will complete their high school requirements by the end of what traditionally is the 10th-grade year. On the postsecondary side of the design, creative use of blended, virtual, and direct instruction will maximize the dollar investment toward college credits. While this produces a savings of both in time and money for the school, it is also an opportunity to invest in higher levels of educational attainment for the pupil. The increased savings of time will be determined by each student’s capacity to move through the system. The design team of MIT and their ability to generate the lowest cost, highest quality delivery system of college instruction, will determine the funds saved within the design. By banking time, students will be able to invest in their respective futures and gain the ability to obtain more than a high school diploma. By banking money, the design team of MIT is able to create multiple efficient delivery systems, generating lower cost per college credit. The higher ROI for the student is the most important feature for students to know that they are getting a high-quality education. We know that at a global environment, to gain some kind of postsecondary credential to qualify for better jobs and greater opportunity for a successful life, but we don’t provide a way to pay for it. It has become clear that we need alternative solution to the status quo and it must be replicable. We believe that MIT is the prototype of the next generation of school, built to serve the next generation of students. Battelle and Columbus State are committed to working toward the next generation of funding to support it.

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.

The MIT project is self-sustaining. When fully enrolled, MIT will generate enough funds to maintain an ongoing per-pupil cost similar to that of Metro. Using the current operating budget of Metro as the benchmark, MIT is more cost-efficient and will allow MIT to operate within the confines of the current per-pupil funding structure. Applying the current Metro model to a 2-year institution substantially reduces costs. With Columbus State as an ideal partner, we will reduce tuition cost (versus Ohio State) dramatically. The cost savings is estimated to be $105 per credit hour, totaling savings of over $136,500 annually (based on Metro students earning $1,300 credits per year). We are also working with Columbus State to create more blended learning opportunities to reduce personnel costs. These two cost reduction measures ensure fiscal stability for MIT. All new costs supported by the grant are for the start-up of the project and will not be reoccurring.

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 schools.)

Plan (MM/DD/YYYY): 11/01/2013

Narrative explanation

Pre-planning - The project was first proposed in March, 2013. Columbus Mayor Coleman's Education Commission recommended that all Columbus City students should have high-quality college pathways. As a follow-up pursuit as part of their high school opt-out program, Battelle, in partnership with Columbus State, responded by developing a concept describing the model that ultimately became the MIT project. The concept was then expanded into a grant application. In June, the MIT concept was awarded a $100,000 planning grant from EdCue (funded by the Gates Foundation) as a Breakthrough School Design. The planning team was created, and the concept has been further refined to establish MIT, a new school adjacent to the Columbus State Campus. Through the first half of 2013, the team met with local educational leaders (Columbus City Schools, Central Ohio Education Service Center, Reynoldsburg School District) and national education leaders (2Reves, Ed First) to further refine and disseminate the plan. Leadership from Battelle, Metro and Columbus State met to establish a framework for the school and for the partnership moving forward. The team has also met with Reynoldsburg City Schools to engage in the process of school sponsorship. With the assistance of Reynoldsburg, MIT will have its IRN in place by March of 2014.

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

Narrative explanation

Implementation: Currently, a project manager from Battelle has been assigned and is the team lead responsible for the implementation of the project. Two key personnel, liaisons for Columbus State and Metro, will be added early in the project implementation. The planning process will include the creation of five working groups with the following responsibilities: Budget: responsibilities include budget development, planning and analysis. Curriculum: responsibilities include curriculum development and implementation. Facilities: responsibilities include technology infrastructure procurement and maintenance. Marketing/Communications: responsibilities include communication plan for internal and external audiences, presentations, and marketing materials. Each group’s work area is detailed in a project plan with relevant roles and responsibilities defined. Each project plan is translated into a Gantt chart detailing tasks, critical paths, benchmarks, and time lines. The project manager's role is facilitation of the working group plans. By design, the project manager will have direct lines of communication and leadership to the teams from each of the partners. The project manager will also have budget authority of the project to allow for timely expenditures and an expedited procurement process. It is anticipated that the following benchmarks will be achieved by the following dates: Budget: distribution to working groups and accounts (1/28/14) - Curriculum: Committee structure in place (1/14/14) - Scope of work established (2/10/14) - Human Resources: Leadership staffed (1/28/14) - Teaching staff hired (2/28/14) - Facilities: Determined - total space (1/14/14) - Scope of work established (2/10/14) - Marketing/Communications: Recruitment targets established (1/11/14) - Recruitment plan drafted (2/10/14) - Blend learning occurring. As early fall of 2013, the team met with local educational leaders (Columbus City Schools, Central Ohio Education Service Center, Reynoldsburg School District) and national education leaders (2Reves, Ed First) to further refine and disseminate the plan. Leadership from Battelle, Metro and Columbus State met to establish a framework for the school and for the partnership moving forward. The team has also met with Reynoldsburg City Schools to engage in the process of school sponsorship. With the assistance of Reynoldsburg, MIT will have its IRN in place by March of 2014.

Summative evaluation (MM/DD/YYYY): 09/30/2014

Narrative explanation

We understand the importance of communication with all stakeholders and have assigned a member of Battelle’s communication staff to assist the design team’s efforts in this regard. Battelle has also committed our most experienced education team manager to manage this project and ensure that it is implemented on time and on budget. The evaluation plan will be operationalized in January, with a completion date of September 30, 2014. Detailed project plans for each of the working groups with beginning time lines of Nov. 1, 2013, and end dates of September 30, 2014, are available upon request.
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

resources in the classroom.

experience.
The overall goals of MIT are to increase student achievement in a
college, but

Blended Learning
the Metro model is a call to action for businesses and higher education partners to come together to aggressively reform schools where the current model is one of factory, assembly

MIT project takes on the some of the biggest challenges in school reform with a whole

progress. The breadth of knowledge and experience will not end with the staff at the Metro school; the MIT design team will have the expertise of the entire Ohio STEM Learning Network as a resource. The

11th and 12th grades because the majority of the students are taking courses at Ohio State; the funds that would normally pay for teachers are available to pay for college credits. Since students at Metro continue to work on their high school classes until they achieve mastery, they do not need remediation when they take classes at Ohio State. These same design principles will be used to launch MIT.

22. If so, how?

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

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 overall goals of MIT are to increase student achievement in a diverse population; and to provide students with a greater share of resources and with a more individualized, customized educational environment. MIT will provide students with a personalized learning environment that blends direct educational reform and school transformation initiatives. MIT will provide access to high-quality teaching with a proven track record of success and will help to scale-up these efforts to achieve the highest-performing schools. The Metro school achieved unprecedented results with students from diverse backgrounds and levels of preparation: 28% Black; 53% White; 8% Asian; 8% multiracial; 30% economically disadvantaged; and 17% special educational needs. We expect similar results for students at MIT. As an inclusive school, MIT will break down barriers of gender, socio-economic status, and race, as students from the Central Ohio region are challenged to grow as scholars and as people. In partnership with a Columbus State, students will graduate from MIT credentialed for a career, and prepared both academically and socially to pursue higher education paths. Just like the vision for MIT, Metro's belief is that a successful high school experience is not indicated by the attainment of a high school diploma. Instead, students earn more from their education than their peers just like at their previous schools. Like the MIT model will result in students earning college credits while still in high school. At both schools, students are eligible to earn college credits at Ohio State. Eighty-five percent of Metro's graduates completed high school coursework in less than 4 years, and took college as high school students. On average, Metro students graduate with 33 college credits. Over the last 4 years, Metro students have earned 9,295 college credits during their high school tenure. Metro is able to achieve these outstanding academic results through its purposeful design and academic curriculum. Based on the Metro model, fewer teachers are required at the

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

Yes

No
Aspiring principals recruited, selected, and trained - Applicant and trainee characteristics (e.g., experience, education, credentials, age, gender, race, current position, school characteristics of current position, geographic area) - Documentation of outreach efforts and lessons learned on outreach and recruitment methods - Collaborative development of College Credit + program. The summative evaluation measures include: - Student achievement data, including graduation rates and ACT or other standardized test scores. - Types and number of courses taken by MIT students at Columbus State - Types and number of degrees/certificates earned by MIT students at Columbus State - Number of on-line and blended learning classes developed and taken - Documentation of program sustainability - Documentation of effective practices, recommendations, and next steps for program. The evaluation will be conducted over 3 years, as follows: - Yr. 1: Formative evaluation will provide a critical examination of the project's implementation, with emphasis placed on collecting and analyzing information on the recruitment of a principal, staff members, and students and on the opening of MIT. The lessons learned and formative feedback will be used for program improvement. - Yr. 2: Formative evaluation will continue to follow school implementation, but will also collect and analyze information on early outcome measures (e.g., number of students recruited and enrolled, student test scores, and differences in school environment). - Yr. 3: Summative evaluation will use data from the opening and ongoing operation of MIT to evaluate best practices, program outcomes, and sustainability. A key component of the summative evaluation will be to evaluate effectiveness of the MIT model for students.

Data Collection. The principal, staff members, and student applicants will be tracked from application to school opening and post-implementation. Formative feedback from program participants, including staff, trainers, and other stakeholders, will be collected and analyzed throughout the project to increase program effectiveness. Recruitment feedback will provide early indicators of success to program staff and other partners, so that modifications can be made, if needed, for the outreach strategies or application processes. Feedback on early outcome measures will also be given to program implementers to make plan adjustments and improvements. Data collection for summative evaluation will begin in 2015 and will include student data reported to Ohio Dept. of Ed. Columbus State enrollment information, and per-pupil funding in the budget. End-of-year progress reports will be prepared for Yr. 1 and 2. A Yr. 3 report will be prepared to summarize program progress, successes and challenges, adjustments, improvements, and other relevant information. Key findings will be captured in the guide for replicating the MIT model.

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 - Meka Pace, Principal/Dean of Early College High School 10/25/13