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**Adjusted Allocation**: 0.00

**Remaining**: -372,750.00
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.

Springfield City School District's (SCSD) improvement initiative and community engagement process led to a dramatic expansion of educational choices to meet the needs of our diverse student body. Those leading this project have extensive experience managing grants and innovative programs in public education. SCSD has an excellent record of financial management, recently commended for a 58% yes vote.

Starbucks, Mead, Comfort Keepers, and others. Mr. Sterzenbach serves as Oxiem's Technology Director. His professional career encompasses website architecture, online marketing, application development, market research and branding.

Dr. David Estrop has led SCSD for four years, while we've made significant improvements in value added measures, reversed declining enrollment, and earned state and national attention for our innovative technology grants. SCSD is an E

| First Name, last Name of contact for lead applicant: | 3 South Limestone St, Springfield, Ohio 45502 |
| Phone Number of lead applicant: | (937) 484-8181 |
| Email Address of lead applicant: | jfimiani@oxiem.com |
| 
| Organization's Primary Contact: | Oxiem |
| Keywords: | Innovation, Education, Technology |

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

First Name, Last Name of contact for lead applicant: Dona Starrett
Organizational name of lead applicant: Springfield City SD
Unique Identifier (RIN/Fed Tax ID): 044818
Address of lead applicant: 1500 West Jefferson St, Springfield, Ohio 45506
Phone Number of lead applicant: (937) 505-2841
Email Address of lead applicant: starrettdd@spr.k12.oh.us

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

First Name, Last Name of contact for secondary applicant: N/A
Organizational name of secondary applicant: N/A
Unique Identifier (RIN/Fed Tax ID): N/A
Address of secondary applicant: N/A
Phone number of secondary applicant: N/A
Email address of secondary applicant: N/A

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 (RIN/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.

* 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.

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.
stakeholder confidence, we began an extensive community engagement process. For three years we provided data to all interested members of our community: students, parents, teachers, administrators, business people, and retirees. We turned to our “customers” and asked them what they expected from their school system, what we needed to improve. Together, we identified key issues and then reached consensus on the solutions to those issues. Our division/three wanted more educational choices, more involvement with the real world, and better writing and support for students and parents as they navigate these choices and pathways. We’ve built that system now. We offer credit flex, acceleration, and blended learning; we allow part-time enrollment, extended day and extended year learning, distance learning, dual enrollment, online learning, opportunities to advance and more. Our course selection has grown dramatically. Unfortunately, this rapid expansion of options - layered over the traditionally complex urban school environment problems - while we’ve determined that a Knowledge with complex customer needs with a well-designed user interface will improve our operations. Ultimately, we expect to expand this system for various “audiences,” including our students, families, and teachers. We will then serve as the framework for creating personalized learning plans. Initially, however, we intend to deploy this first to improve the accuracy and responsiveness of our internal customer-facing staff. As defined on Howto.gov, “A Knowledge Management System (KMS) is a common repository and a set of software tools and services that enable an organization to capture, organize, store, index, search, retrieve, and manage the information that is used in the completion of a variety of effective and easy to use search tools that users can use to find answers to questions quickly.” SCSD will develop and deploy an KMS embedded in an adaptable web-based portal, which will not only improve our customer service and our staff satisfaction, but over three to four years we will also provide enough savings to cover the initial investment and then will provide ongoing cost savings to the district.

During the last year, our Intake and Retention Committee worked with representatives from all departments of the district to develop flow charts, procedures, and key contact information. Through a series of meetings we first developed departmental and grade level enrollment and scheduling processes. Then, bringing larger groups together, we worked on the connections between departments and grade levels. Having first completed a set of process flow diagrams, we scheduled meetings to share this information. We added a full day of summer professional development for high school principals, counselors, and special education coordinators to review and discuss these charts. We developed a half-day of training for the district leadership team, which includes all directors and supervisors. We conducted training for our secretaries. We held separate meetings with our attendance staff. In each case (and we’re struggling to schedule additional sessions) we are handling very busy people a folder of 5 pages of complex attachments for a variety of appropriate forms. We are unable to absorb these costs. We are embracing a variety of effective and easy to use search tools that users can use to find answers to questions quickly. We will then serve as the framework for creating personalized learning plans. Initially, however, we intend to deploy this first to improve the accuracy and responsiveness of our internal customer-facing staff. As defined on Howto.gov, “A Knowledge Management System (KMS) is a common repository and a set of software tools and services that enable an organization to capture, organize, store, index, search, retrieve, and manage the information that is used in the completion of a variety of effective and easy to use search tools that users can use to find answers to questions quickly.” SCSD will develop and deploy a KMS embedded in an adaptable web-based portal, which will not only improve our customer service and our staff satisfaction, but over three to four years we will also provide enough savings to cover the initial investment and then will provide ongoing cost savings to the district.

12. Describe how it will meet the goal(s) selected above.

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

14. 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.

15. Where are the expected savings that may result from the implementation of the innovative project? 97,000.00 * Specific amount of expected additional costs (annual cost after project is implemented)

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

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, please explain how these costs will be made up. The costs for this project are primarily one-time costs related to research and initial customization and modification of the software systems. These costs were estimated to provide us by OXSEM based on work with other projects. OXSEM calculated additional costs are expected to have a combined cost of $6,000.00. We have calculated the cost of that repeat survey can be absorbed shared between our communications and HR budgets. We will contract with a marketing firm for the production or direct mail and other communications tools to alert our stakeholders and the whole community of our improved ability to help them navigate our educational options and our overall system. This is a non-recurring expense. $500 We will purchase supplies and materials to support the research and introduction of this system. These will include purchase of items such as flash drives and binders which will be non-recurring expenses.

18. 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)

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

20. Where are the expected savings that may result from the implementation of the innovative project? 97,000.00 * Specific amount of expected additional costs (annual cost after project is implemented)

21. 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, please explain how these costs will be made up. The costs for this project are primarily one-time costs related to research and initial customization and modification of the software systems. These costs were estimated to provide us by OXSEM based on work with other projects. OXSEM calculated additional costs are expected to have a combined cost of $6,000.00. We have calculated the cost of that repeat survey can be absorbed shared between our communications and HR budgets. We will contract with a marketing firm for the production or direct mail and other communications tools to alert our stakeholders and the whole community of our improved ability to help them navigate our educational options and our overall system. This is a non-recurring expense. $500 We will purchase supplies and materials to support the research and introduction of this system. These will include purchase of items such as flash drives and binders which will be non-recurring expenses.

22. Are there any expected savings that may result from the implementation of the innovative project? 97,000.00 * Specific amount of expected additional costs (annual cost after project is implemented)

23. 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, please explain how these costs will be made up. The costs for this project are primarily one-time costs related to research and initial customization and modification of the software systems. These costs were estimated to provide us by OXSEM based on work with other projects. OXSEM calculated additional costs are expected to have a combined cost of $6,000.00. We have calculated the cost of that repeat survey can be absorbed shared between our communications and HR budgets. We will contract with a marketing firm for the production or direct mail and other communications tools to alert our stakeholders and the whole community of our improved ability to help them navigate our educational options and our overall system. This is a non-recurring expense. $500 We will purchase supplies and materials to support the research and introduction of this system. These will include purchase of items such as flash drives and binders which will be non-recurring expenses.

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25. 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, please explain how these costs will be made up. The costs for this project are primarily one-time costs related to research and initial customization and modification of the software systems. These costs were estimated to provide us by OXSEM based on work with other projects. OXSEM calculated additional costs are expected to have a combined cost of $6,000.00. We have calculated the cost of that repeat survey can be absorbed shared between our communications and HR budgets. We will contract with a marketing firm for the production or direct mail and other communications tools to alert our stakeholders and the whole community of our improved ability to help them navigate our educational options and our overall system. This is a non-recurring expense. $500 We will purchase supplies and materials to support the research and introduction of this system. These will include purchase of items such as flash drives and binders which will be non-recurring expenses.

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29. 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, please explain how these costs will be made up. The costs for this project are primarily one-time costs related to research and initial customization and modification of the software systems. These costs were estimated to provide us by OXSEM based on work with other projects. OXSEM calculated additional costs are expected to have a combined cost of $6,000.00. We have calculated the cost of that repeat survey can be absorbed shared between our communications and HR budgets. We will contract with a marketing firm for the production or direct mail and other communications tools to alert our stakeholders and the whole community of our improved ability to help them navigate our educational options and our overall system. This is a non-recurring expense. $500 We will purchase supplies and materials to support the research and introduction of this system. These will include purchase of items such as flash drives and binders which will be non-recurring expenses.
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 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 include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

- Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/1/2014 - 02/28/2014

- Narrative explanation

For maintenance, prior to implementation the stakeholders were informed of the steps involved and were able to provide feedback. This information was collected and used to make adjustments to the plan. Throughout the implementation, stakeholders were kept informed of the progress and changes made. Communication between stakeholders was ongoing and involved regular meetings and updates. The stakeholders were also provided with opportunities to provide feedback and were actively involved in the decision-making process. This ensured that the project met the needs and expectations of the stakeholders.

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

29. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five E) substantial impact and lasting value

19. In the 1990s, software solutions and consultancies began to address these problems, and knowledge management began to emerge as a discipline somewhat unique specialty, with strong ties to information technology. As these solutions gained traction, knowledge management became a critical component of organizations, driving the need for tools and systems to manage and share knowledge effectively. This led to the development of knowledge management systems, which were designed to address the challenges of information overload and the need for more structured approaches to knowledge sharing.

20. In recent years, there has been a growing recognition of the importance of knowledge management in organizations. The development of tools and systems to support knowledge management has led to a greater focus on the effective use of knowledge within an organization. This has resulted in a shift towards more strategic approaches to knowledge management, with a focus on integrating knowledge management into the overall business strategy. This has led to a greater emphasis on the importance of knowledge management in achieving organizational goals.

Additionally, there has been a growing recognition of the need for more effective approaches to knowledge management. This has led to the development of new tools and systems, as well as changes in organizational practices and processes. These changes have been driven by the need to better manage and share knowledge, and to improve the effectiveness of knowledge management practices.

Research publications on knowledge management systems date back to the mid-1990s. First, recognition of the problems created by the wealth of rapidly changing information in organizations drove the discussion, as illustrated in the title of an IDC 2001 White Paper "The High Cost of Not Finding Information." In that, Feldman and Sherman stated, "Knowledge can be transformed into a significant competitive advantage for the organization." The ability to find and retrieve information is paramount. Research then began to study and quantify the costs of sub-optimal access to appropriate information. Studies by Altim and Ford Motor Companies estimate that knowledge workers spend 15-25% of their time on non-productive information-related activities. In the early years of the 21st century, software solutions and consultancies began to address these problems, and knowledge management began to emerge as a discipline somewhat unique specialty, with strong ties to information technology.
21. Is this project able to be replicated in other districts in Ohio?

☐ Yes ☐ No

22. If so, how?

While Knowledge Management Systems, customized User Interfaces, and Web-based Aggregators are readily available, our planning and implementation efforts will be carefully documented and will create a template for other districts that may seek to replicate our system. We will share our process and our progress through the Council of Chief State School Officers’ Innovative Learning Network, of which Ohio and SCSD are members. We will propose presentation of our work at state conferences, such as BASA, to reach the superintendents and treasurers of other districts. We will host visiting districts, as we often do, to share our road map and our advice. Others can certainly contract with the Oxiem, which has several offices in Ohio, including its main office centrally located in Columbus.

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

Value to students and families in that they are better directed to the appropriate people within our organization to meet their needs. Value to district in that it increases the efficiency of our staff, which will likely lead to greater job satisfaction, and will delay the need to hire additional secretarial and administrative staff. Value to the district in that it will dramatically reduce the time that staff must be in training meetings, and thus reduce the costs. Several of these meetings require additional paid days, so the actual costs can be calculated and our calculations indicate that this system will have fully recycled the investment costs in 3 to 4 years. In addition to the cost savings through reduced training time and avoidance of problems (increased resolution accuracy), the benefit is that our staff can now spend this recovered time better supporting education in the classrooms and the buildings. Our secretaries and administrators can use the saved time to proactively communicate with families, to support our teachers, and to collect and input student and academic data that is critical to our improvement efforts. Value to district in that the many options that we offer will be better utilized by staff and students, which will allow us to review, evaluate, modify, or remove options as student needs evolve. This will generate savings as we can allocate staff more appropriately. Value to community in that this clearly allows us to respond to the stated need for more educational options AND IMPROVED GUIDANCE in navigating those options. Value to Ohio in that this business model will be adapted to the K-12 realm, further linking efficiencies from one industry to another.

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.

Our district has staff devoted to assessment and research, and the ongoing evaluation can be directed by these staff members. After reviewing the literature, we have decided that we will track the utilization of the system, the response times, the accuracy of responses, the satisfaction of our staff who use the KMP, the satisfaction of our students and families who are interacting with our staff, the number of calls which cannot be answered at the point of initial customer contact. Due to the novel implementation of this system in an urban public school district, we feel we must develop our own benchmark data. We will be guided by benchmark data developed through KM implementation in higher education, healthcare, and other public organizations, but the sheer volume of customer interactions in other settings concern us. We will also work with the two insurance call centers in our community to create possible benchmarks, but while these firms are located here, their call volume is tremendous and their callers come from the entire nation. We will use external market research and internally generated baseline data collected in January and February, and then in September. We will track the time spent in training and problem solving during our benchmark periods and throughout the full year before implementation and the year after implementation is complete. Our internal estimates of the time we can repurpose, and the value of that time is approximately $97,000 per year. Given the cost of the system, we expect to achieve "payback" by saving enough time to offset the system cost within four years. This is a reasonable payback time period, similar to the time period we have used to evaluate investments in energy savings systems. We will approximate the cost savings annually. Our project team, with the assistance of our assessment staff and the system vendors, will track and set the goals for a one year short-term and a four year long-term measurement.

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).

Prior to the implementation of the portal (during January and February, 2014), baseline data will be collected in several areas. Due to the demands placed on our school system at the start of each school year, a second set of baseline data will be collected in September, 2014. Both sets will be compared against the same metrics collected one year after implementation. Data points, anticipated at this time, will include: the volume and purpose of stakeholder phone calls and emails to individual school; the volume and purpose of stakeholder phone calls and emails to central offices; stakeholder satisfaction with response times and usefulness of information received in response to phone calls and emails to both schools and central office; data from staff about whether they could provide the information requested by stakeholders during the initial contact; how many calls or emails had to be returned in order to allow staff to find the answers to stakeholder questions; the volume and purpose of stakeholder requests for information for which information could not be found by staff receiving the request; the number of stakeholder requests referred by staff to central office for resolution; satisfaction of district staff with the ease of use of the portal; satisfaction of district staff with the accuracy, consistency, and timeliness of information on the portal; satisfaction of district staff with professional development provided related to the portal; time devoted to maintaining the portal by district staff; time devoted to maintaining the portal by non-district staff; Additional data points may be added to the data set above as planning implementation moves forward.

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

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

I Accept

Dr. David Estrup
Superintendent
Springfield City School District
October 24, 2013

Technology and customer relationship management. Now, the list of firms which provide systems and development services has expanded to the point where the online publication Knowledge Management World recently published "Top100 KM Companies that Matter" with the explanation, "Each has either helped to create a market, redefine one or enhance one, and they all share two things-velocity of innovation and the agility to properly serve customers. We should emphasize again that the list is really a marker in time for the evolving and expanding knowledge management universe." Nonetheless, market leaders have emerged, and from their disciplined approach we can confirm that the benefits derived from a thoughtful implementation of KM can produce the expected benefits. An Oracle White Paper, published in 2011, "Five Key Benefits of Knowledge Management in Customer Service" states..."leading enterprises have turned to knowledge management and realized significant, quantifiable results." The five key benefits are reduced research time, increased resolution accuracy, reduced training time, management of increasing service volumes, and creation of service insight. The paper presents case studies to document these successes, each with several benefits quantified. Through research, and through discussions with local call center businesses, and through discussion with internal staff and our leadership team, we confirmed the issues described in the research apply to our K-12 public education system. If we are able to implement a KMS and realized even one of these five key benefits we know that our organization will be well positioned to better serve the needs of our students and our community.