

Budget

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (328)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	462,049.38	462,049.38
Prof Development		0.00	0.00	8,416,200.00	0.00	0.00	0.00	8,416,200.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	8,416,200.00	0.00	0.00	462,049.38	8,878,249.38
							Adjusted Allocation	0.00
							Remaining	-8,878,249.38

Application

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (328)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
DataStrong

2. Executive summary: Please limit your responses to no more than three sentences.

The Central Ohio Compact - education's response to our region's skills gap - has spawned unprecedented collaborative efforts among school districts, higher education and industry to meet an ambitious goal to double the number of adults who have postsecondary degrees or certificates by advancing high school students' acquisition of marketable credentials and progress toward college degrees in four critical industry sectors. The momentum has unveiled 3 challenges: 1) Employers need a broker to coordinate myriad requests for involvement from schools, higher education, industry leaders and community organizations; 2) K12 schools need better tools for matching students with educational opportunities that will help them master gateway courses and qualify for postsecondary opportunities now available to them in high school; and 3) The Compact consortium needs to mesh available data from disparate sources in K12, higher education and industry in order to strategically deploy available public and private resources to reach its goal. The Educational Services Center of Central Ohio is leading "DataStrong," a consortium project of 15 school districts that will deploy a light data-driven infrastructure to automate the complex and labor-intensive task of matching individual students with the adults best qualified to help them succeed and by providing critical performance data for specific (internal and community-based) educational opportunities, drilling down to what works best for which kids - and enabling strategic decisions about matching organizations, employers, schools and students in the ways that matter most.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

99497 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Thomas Reed

Organizational name of lead applicant
Educational Service Center of Central Ohio

Address of lead applicant
2080 Citygate Drive, Columbus, OH 43219

Phone Number of lead applicant
614.542.4120

Email Address of lead applicant
tom.reed@escoco.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an

educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

According to Georgetown University's Center on Education and the Workforce, 9 of 10 workers with a high school education or less are restricted to 3 low-paying, declining occupational clusters. That means 60 million Americans including 18,000 students from Central Ohio are at risk of being locked out of the middle class. By 2020 59% of Ohio jobs will require a post-secondary certification or degree. The problem: only 36% adults have one (Complete College America 2011). Meanwhile, central Ohio's economic development relies on access to skilled and educated workers that can attract, retain and grow businesses, particularly in 4 critical industry sectors: advanced manufacturing, health, information technology and logistics. The Central Ohio Compact's response has spawned unprecedented collaboration among districts, higher education and industry to meet an ambitious goal of 60% of adults having a postsecondary degree or certificate by 2025. A consortium of 15 central Ohio districts and partners are launching demonstration programs that advance high school students' acquisition of marketable credentials and progress toward college degrees. The Compact's Pathways to Prosperity effort has attracted in-kind and financial private-sector support and is poised for rapid expansion. The momentum has unveiled 3 challenges: 1. Employers face myriad requests for involvement from schools, higher education, industry leaders and community organizations. They need a broker for these opportunities. 2. Not enough high school students are qualified to enter their preferred pathways. K-8 schools need better tools for matching students with teachers and success with gateway courses. 3. Data to inform resource deployment is available in discreet pools among school, higher education and industry sectors. The consortium needs to mesh these data to monitor outcomes for students and employers.

The proposed innovation and how it relates to solving the problem or improving on the current state.

To mitigate the three challenges for rapid expansion, the consortium is designing a light and nimble infrastructure strictly focused on data assimilation and opportunity brokerage. DataStrong requires a substantial upfront investment to produce long-term efficiency in the deployment of school and industry resources and sufficient progress toward the desired outcomes for students and employers. The product will benefit local districts by automating the complex and labor-intensive task of matching individual students with the teachers best qualified to help them succeed and by providing critical performance data for specific (internal and community-based) educational opportunities, drilling down to what works best for which kids. It will measure success not only against the readily available school-based assessment and college matriculation data, but also against college placement assessments, course performance and economic development impact. The consortium will be able to assess gaps in service, investment outcomes and progress toward the 60% goal. With this information, the consortium will link organizations, employers, schools and students in the ways that matter most. Data needed for this project exist in discreet pools. The magic is creating simple algorithms to extract desired information across the sectors (and their respective data tools). The product will conform to the following essential expectations: 1. Data Security: Meet or exceed the highest applicable security guidelines to protect against breaches of sensitive information. 2. Student Privacy: Access to student data provided in strict compliance with the federal Family Education Rights and Privacy Act (FERPA), as well as state and local requirements. 3. Leveraging Existing Tools: Complement - rather than duplicate - existing warehouses and data tools, building on the significant investments made by the state and local districts. 4. Maintenance Agreement: Design and implementation contract(s) include five-year maintenance agreements resulting in no on-going costs for participating school districts. Local educators who have depth of knowledge of students beyond performance data will provide feedback to validate and/or revise the algorithms. With the ability to make data-informed decisions to maximize their talent and impact on student gains, the consortium will be able to identify with increased specificity the resources to deploy. For example, a struggling reader might be assigned to a 3rd grade teacher and a tutoring program that have previously demonstrated success with students like him. Using similar information, we will identify missed curricular opportunities. A recent study by SAS showed only 50% of students who were likely to be successful in 8th grade algebra, a gateway course for college readiness were enrolled significantly fewer among non-white students thereby contributing to achievement gaps. The consortium will identify equity in access issues to accelerate opportunities for all students. Likewise, students poised for success can be matched with the employer-provided programs that show the most economic benefit. Future research may allow us to evolve algorithms to include non-cognitive measures, but we will start with available data that research says make the largest impact. Ohio has invested in data systems for student performance and teacher effectiveness that make our solution possible. This information shows individual teachers succeed with certain groups of students (e.g. high performing or low performing) more than others. Additionally, the Pathways initiative relies on instruction and support provided by colleges and industry, often outside of the traditional classroom. A system to match students with the right opportunities and with the adults most likely to help them succeed will enable all available resources to be strategically leveraged for the maximum benefit of individual students and employers.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a

clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

DataStrong will have a powerful, positive impact on student achievement in grades 4-12, in state-tested subjects of reading, math, science and social studies as well as end of course exams for Physical Science, Biology, Algebra I and II and Geometry (or integrated Mathematics 1, 2 and 3), English language arts 1, 2 and 3, American history, and American government. By maximizing the utility of current state and local resources (i.e., robust data systems) and applying thoughtful algorithms to student, teacher, and school data, we will significantly reduce the guesswork involved in matching students with the right teachers and stretch opportunities. Also, this data-driven approach will embed additional continuous improvement processes into schools and districts by allowing administrators to make well-informed human capital decisions, further increasing students' access to high-quality instruction. As a result of this innovation, we expect the following changes in student achievement: 1) Improved preparedness for rigorous high school courses, as evidenced by an increase in middle school students completing advanced coursework and increased dual-enrollment credits earned 2) Reduction in current achievement gaps between disadvantaged students and their peers 3) Improved state test scores overall in participating schools 4) Improved graduation rates 5) Reduce the need for college remediation 6) Improved college-going rates 7) Increased workforce readiness as evidenced by certification rates 8) Increased career awareness and work experiences for students and regional employers Intermediate outcomes facilitating these changes include: 1) Accurate matching of student needs and teacher strengths 2) Increased access to effective and challenging learning opportunities (i.e., stretch opportunities) aligned with Common Core State Standards and College-and-Career Readiness benchmarks 3) Increased readiness for dual-enrollment (college-level) courses and college matriculation as measured by COMPASS and ACT 4) Increased effectiveness of the overall teaching staff in participating schools 5) Improved student engagement as evidenced by student survey responses

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

As a result of this innovation, we expect the following spending reductions in consortium districts: 1) Spending reductions in purchased services and personnel costs (salary and benefits) for data architecture, assimilation and illustration 2) Decreased investment of consortium resources to coordinate and design work-based learning experiences for students 3) Spending reductions in personnel costs (salary and benefits) in consortium district for course content remediation (e.g. summer school, credit recovery) 4) Reduced spending in consortium districts on large-scale, deficits-based professional development

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

DataStrong will use data to inform key decisions around the enhancement and more purposeful use of consortium and classroom resources. Among these resources will be course offerings, which will continuously be reviewed and revised as necessary to ensure all students have access to the stretch opportunities they need. For instance, if data show that a number of 6th grade students are on track to be ready for Algebra in 8th grade, middle school administrators can make the necessary logistical and resource allocation decisions to ensure enough sections of 8th grade Algebra are available. Similarly, more strategic decisions around staffing and teacher-student assignment will ensure that schools tap into the potential of their most important resources—educators. More efficient brokering of K12 needs with regional employers will provide career awareness early and often through the schooling experience. Expected changes include: 1) Increased availability of, and enrollment in, advanced middle school courses aligned with Common Core and college-career readiness benchmarks 2) Increased matching of students with teachers who have demonstrated success in working with similar students (as compared to Project Year 1 benchmark) 3) Increased access to career awareness and exploration at elementary, middle and high school through efficient brokering of K12, higher education and industry partner. Intermediate outcomes facilitating these changes include: 1) Development of a technology innovation that produces Match, Stretch, and Human Capital reports based on high-quality value-added and teacher effectiveness data 2) Development of a connected data system supporting secure access for K12 learning opportunities connecting student performance data, an inventory of career/work-experience needs of students (K12 and college) with regional employers, and streamlined access for reporting and accountability.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

DataStrong will result in the development of a new technology innovation that will be disseminated throughout the consortium as part of a shared service delivery model managed by the ESCCO. Services received by consortium districts will include Stretch, Match, and Human Capital reporting, as well as guidance and training from ESCCO to increase school and district capacity to use the information to drive learning opportunities and improvements in K-8 effectiveness. As mentioned in Q8, the processes required to inform the reporting are highly technical and would typically be labor-intensive. This innovation will make those processes user friendly and accessible, ensuring efficient and effective implementation processes. The consortium's work will establish an efficient and cost-effective delivery model that can then be scaled for use in additional Ohio districts. The fact that the algorithms will be based on Ohio's robust data makes effective scalability a highly attainable goal. Finally, the shared service model will ensure accuracy in reporting by increasing sample sizes and access to data, to the benefit of all districts. Expected outcomes include: 1) Increased efficiency in staffing decisions and school and district operations (i.e., course planning) 2) Increased school effectiveness in raising student achievement 3) Long-term program sustainability resulting from increased district capacity through support and training from project partners 4) Technology innovation and shared service delivery model disseminated to at least 15 districts (99,497 students) upon project completion Intermediate outcomes facilitating these changes include: 1) Development of a technology innovation that utilizes existing data systems to produce Match, Stretch, and Human Capital reports; and a related shared service delivery model that builds school and district capacity to make data-driven decisions 2) Increased shared services (i.e., technology innovation) among consortium districts

10. Which of the following best describes the proposed project? - (Select one)

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

8,878,249.38 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Narrative explanation: \$8.845M allocated to DataStrong will be used for four primary functions: 1. PROJECT COORDINATION AND MANAGEMENT. The budget estimates the ESC of Central Ohio will incur \$231,000 in expenses in the first year of the grant for project coordination and management (52 weeks, 2 days per week @ total spend of \$800/day); fiscal monitoring (52 weeks, 1 day per week @ total spend of \$500/day); consulting and training for consortium districts (2 days per district or 32 days plus 4 days prep and planning @ \$500/day times 2 consultants), and evaluation and communication (2 days per month for communications or 24 days and 67 consultant days for evaluation @ \$1,000/day). Additionally, the ESC will assess a 5.49% fee for all transactions for an estimated total of \$462,049.38 which will cover associated costs related to financial manage and program and financial audits. 2. DATA INFRASTRUCTURE AND REPORTS. The ESC will seek bids from non-profit providers to develop and deploy data collection solutions, algorithms for match, stretch, and human capital reports, software for data outputs and dashboarding, and training of ESC consultants to deploy consortium-wide training and support. All estimates include five-year maintenance agreements on all applications and products. Bids may not exceed \$3.5M for the data architecture and infrastructure, and \$1M for the five-year licensing and maintenance agreement. Separate bids will be accepted for the development of algorithms for predictive analytics as well as the output reports and dashboard representations of teacher, school, district, and regional data. Proposals may not exceed 1.5 million and integration must include a five year support/maintenance agreement. A separate proposal will be requested for administering and collecting student engagement metrics not to exceed \$200,000. 3. INTERMEDIARY FUNCTIONS: The proposal calls for Columbus State to conduct an analysis around the tracking of dual enrollment students from their high school careers through their college work and beyond. CSCC must document current practices and their impact on admissions, registration, and data analysis processes, and development of new processes based on best practices in this area estimated to require 800 hours of consulting time (\$180,000). CSCC will also complete a deeper analysis of admissions and student information systems and integration with existing data warehouse systems requiring an additional 800 hours of consulting (\$180,000). The grant also calls for a "flagging" process at the university to identify and track at-risk students and apply interventions (\$500,000), an inventory of existing regional employer engagement (\$45,000), collecting and sharing information regarding work based learning to better leverage, track, and expand existing programming (\$500,000). Program management costs for one staff member for one year is \$95,000. Total cost for Intermediary functions through

Columbus State is \$1,5M. 4. DISTRICT PLANNING AND IMPLEMENTATION makes up the final expenditure category. Funds will be allocated to stipends in consortium districts to offset cost of district and building personnel directly involved in year 1 planning and implementation activities. In the first year of the grant only, each district will be compensated \$500 per meeting up to \$2,500 for participation in the regional organization. A \$2,500 reimbursement paid to 16 districts is a total cost of \$40,000. Also, each of the 16 consortium districts will be compensated \$7,500 to offset the cost of IT or SIS staff time for the student performance data interface for a total of \$120,000. Finally, each district will be compensated \$500 per person for validating and calibrating match reports up to a total of \$2,500 per participating school. A total of 136 middle schools and high schools in the region will be receiving match reports for an estimated total of \$340,000.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

By design, none of the participating school districts will incur any maintenance costs as a result of their involvement in this project until after FY 2020. Explanation: DataStrong is front-loaded with aggressive design, development, and deployment deliverables in the first year, and all vendor solutions MUST include a support and maintenance agreement that extends through the duration of the grant period. This upfront investment in infrastructure, capacity building and redeployment of existing staff rather than employment of additional FTE means that neither consortium districts nor the Educational Service Center will incur additional costs for the project from June 30, 2015 through June 30, 2020. This is critical in that this phase will encompass the design, build, implement, and validate phases of the project. Beginning in FY 2021, the project will be one-hundred percent sustainable and furthermore, participating school districts will realize significant and permanent cost-savings as a result of their involvement. It is estimated that the continued participation in the project will cost districts \$2.42 per pupil, or \$240,782 overall for the 99,947 students enrolled in the sixteen participating school districts. The DataStrong consortium is committed to ensuring an affordable and sustainable cost model that represents a significant value-proposition for all participating school districts. To achieve this goal, the consortium will establish a Financial Implementation Work Group made up of Treasurers from each of the participating school districts. This group will meet quarterly throughout the life of this grant to develop fiscal benchmarks and ensure the project's long-term sustainability. The ESC of Central Ohio will Chair this group as the fiscal agent for the project.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

42,900,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

In the calculations of expected savings below, 1.0 FTE = \$120,000 in total spend by the board of education. The ESC spends \$40,000 per year on data assimilation services along with 10% of two Director's time on analysis and reporting. The investment in information infrastructure will yield expected savings of \$64,000 per year totaling \$320,000 over the life of the grant. Larger districts in the consortium such as Columbus and Westerville, dedicate more than 1.0 FTE to data assimilation and reporting. In smaller districts such as Hamilton or the consortium's lone community school, The Graham School, the dedicated FTE for data assimilation is fractional yet the work is simply redistributed among central office and building personnel. Accordingly, it is conservatively estimated that consortium districts allocate an average of 0.5 FTE annually for data support at \$60,000 per year for 5 years. Across our 16 member districts, that amounts to \$4.8M in personnel costs to generate the equivalent of Match, Stretch and Human Capital reports for all schools. In all, investment in the data infrastructure will yield an expected savings of \$5.12M in the lead applicant and consortium districts over the life of the grant. Functionality of the data infrastructure proposed in a shared services model purchased individually by consortium districts would cost an estimated of \$9.15 per student, or a collective investment of school resources of \$9.1M. As a shared service leveraged by the ESC on behalf of the consortium, development and installation of the data infrastructure costs only \$4.5M. The upfront investment saves \$4.6M that can be reallocated to support instructional services that are designed and strategically deployed using better information. The 136 middle and high schools allocate an average of .25 FTE or \$30,000 toward coordination and management of work-based learning experiences each year to establish and manage relationships with regional employers (\$4.08M/yr). It is estimated that workload will be cut in half by the involvement of the intermediary leadership structure thus reducing personnel costs by \$2.04M, or \$10.2M over the life of the grant. In a deficits-based human capital management model, an organization strives to ensure all members of a specific job function possess a standardized set of skills and competencies. Those who lacking receive training or retraining, which may or may not result in the acquisition of competency or implementation with fidelity. To ensure minimum levels of competency, most recognizably in literacy and reading instruction, consortium districts spend an average of \$4,500 per school per year in teacher training and re-training. That represents \$3.06M in mass-standardized teacher training simply to minimize teacher deficits. A strengths-based model that optimizes existing teacher competencies by matching them to students with compatible needs costs consortium districts \$0, which will result in an allocation of 65% of previous professional

development funds back into PD while 35% can be reallocated to support instruction resulting in a savings of \$1.98M over five years. Similarly, providing student remediation (summer school, repeat a course, credit recovery) costs districts \$771 per student. This amount is calculated by dividing the estimated state share per pupil (\$5,400) by 7 class periods in a day. In effect, a student who repeats a class requires the district to spend 1/7th of that students per pupil funds for remediation. The average failure rate from SIS data is 11% of enrollment. In a consortium of 99,497, that is \$8.43M per year or \$42M over five years. Reducing remediation by 50% would save consortium districts \$21M in remediation and re-teaching over the life of the grant. From these calculations, a \$9.7M investment of resources in the innovative strategies and shared services proposed in DataStrong will realize expected savings of \$48.31 million for consortium districts.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The primary goal of DataStrong is to provide actionable information that will maximize student opportunities and success. We are committed to ensuring the affordability of the ongoing operations and maintenance of this project for the benefit of all participating district in the long term and well-beyond the life this grant. By design, all the development and large cost components of standing up this system are realized within the first year of the grant with validation through research costs spread over four years. The first year of sustainability will be in FY 2021 for all participating districts. The costs to continue the project on an annual basis will include the following program components: Robust data infrastructure: the design and development will be the most expensive component and is estimated to cost \$4.50 per student in the first year of the grant. After the first year, it is estimated that the cost to maintain and use the system will be reduced by a third or to \$1.50 per student, which is typical for most large data infrastructure projects. Project management costs will continue at an estimated 0.4 FTE or two days per week at a rate of \$500 per day. That yields a per pupil cost of \$0.52 to support project leadership and continued management of the system. The final component to maintain the system will support Student Engagement surveys, at a rate of \$.40 per student. In all, the combined sustained costs for the project equal \$2.42. For the 99,497 students in consortium districts, that is a sustainability cost of an estimated \$240,782 per year. When compared to the total expected savings of \$42.8M, the project more than pays for itself well beyond the grant period with a significant return on investment in terms of positive outcomes for students and real and verifiable savings that can be reinvested into the classroom. The DataStrong consortium is committed to realizing cost savings, reinvestments of these savings into the classroom, and ensuring sustainability for the long-term and will develop a Financial Implementation Work Group made up of Treasurers from each of the participating school districts. This group will meet quarterly throughout the life of this grant to develop financial benchmarks for cost savings, methodology for capturing reinvestments into the classroom, and mitigate risks to long-term sustainability. The ESC of Central Ohio will Chair this group as the fiscal agent for the project.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range Feb 2014 - Sept 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

SCOPE OF WORK: Significant planning has already taken place through the meetings of the Compact and partners to define the success of this grant and its impact on our 99,947 students to reach our goal of 60% adults having a college degree or credential by 2025. 2/14 Meeting: Ideation and investigation of needs; Conceptualization of innovation 2-3/14 Investigation into feasibility of solution and research on innovation, school reform, student success, and evidence-based best practices 3-4/14 Project Planning, management and implementation planning and

barrier identification 4/14 Cost savings and sustainability meetings 4/14 Project management team meeting for strategy, logistical, and communications planning 5/14 Plan procurements necessary for success and draft RFPs per ESC policy July-September 2014/First 90 days 7/14 Inform all stakeholders of grant award and operationalize project mgmt and team communications structures 8/14 Procurement: Draft and release RFPs for purchased services 8/14 Detailed Project implementation plan 8/14 Communication (internal and external) infrastructure established 9/14 Review RFP responses 9/14 Award RFPs and convene all partner meeting including contractors 9/14 Transition to Implementation

* Anticipated barriers to successful completion of the planning phase

BARRIERS The barriers we have identified and our plans to overcome include: **DECISION-MAKING:** ESCCO Governing Board will have decision-making authority over procurements pursuant to state law and local policies. The Compact steering committee will oversee programmatic decisions from Work Teams charged with grant outcomes. The financial oversight committee will review decisions to ensure fiscal responsibility and accountability. A policy/legal work team will address implications for consideration by members on local policies. **DATA SECURITY:** The securing of data to protect privacy as required by federal (FERPA), state and local board policies is paramount. We will create a data governance process and interface agreements with strict rules for access (who) and for what purpose. The data system will reside within the state's private K12 secure network. **PROJECT MANAGEMENT:** We will assign a certified project manager to create a project charter for each of the 3 work streams of this grant that will specify team members, roles, detailed timeline, risks and issues and budget. PM will host weekly meetings with Work Team leads and report status to Executive Director. Each district has assigned a coordinator to navigate internal structure of the district. A data contact will also be identified to coordinate access to district-level data necessary for success. Work Teams and PM will present monthly to steering committee. **EXTERNAL COMMUNICATIONS:** The project team will dedicate significant planning time to the development of a comprehensive communications and engagement plan, grounded in research from Kotter (Harvard Business School). This process is designed to engage stakeholders throughout the project and includes: Awareness/Commitment, Developing Understanding, Implementation, Building Capacity, and Sustaining.

18. Implementation - Process to achieve project goals

* Date Range Sep 2014 - June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Implementation begins with breaking the project into manageable work streams (WS). Each team will undertake a process with the project manager to deconstruct grant objectives into a clear approach to the work. **WS1: BROKER** position to be filled to coordinate the marketplace of supply and demand of needs between districts, partners and regional employers **Scope of Work:** 9/14 Job Description Development and Acceptance 9/14 Broker empowered to establish relationships and begin to establish structures for communications 10-12/14 Broker will inventory opportunities from partners, employers, community service organizations and needs from districts at elementary, middle and high 1-6/15 Broker will deploy a communication channel that acts to connect partners with supply/opportunities and demand/needs **WS2: REPORT AND SOFTWARE DEVELOPMENT:** Development of data and reporting requirements and build out of system. **Scope of Work:** 9/14 Algorithm dev; mock reports; collect data 10/14 Beta software; sample reports; QA 11/14 First reports & validation 12/14 Rev software; Re-run reports 1/15 Final reports. Training. Identify Stretch barriers 2/15 Outreach to MS students for gateway courses 3/15 Spring scheduling; run live reports; fit-gap analysis of report to actual 4/15 Provide report to schools; HC report to supt/HR dir 5/15 Engage parents/students in Stretch 6/15 Feedback from districts; improve **WS3: DATA SYSTEM:** The shared-services data system will identify a best-fit solution for the K12, college, employer and community organization data repository from which Match, Stretch and HC reports are generated, stored and accessed. **Scope of Work:** 9/14 Install base system. Build security/user access. Define gaps in function 10/14 Populate partner data; identify development 11/14 Release 1 report access (WS2); expand data store 12/14 Ver2 database release 1/15 User training/input for enhancements 2-6/15 V3 dev and release. Training

* Anticipated barriers to successful completion of the implementation phase.

WS1: BROKER: This role will be actively engaged in developing partnerships and making connections throughout the life of the project. One barrier as we move forward involves the expansion of opportunities throughout offer at elementary and middle school. We will share ideas to create age-appropriate opportunities in the region. **WS2: SOFTWARE:** Development will be 9/14 through 6/15. We will begin with defining requirements and limitations of the reporting capabilities based on availability of data. Data agreements will be put in place to ensure adherence to applicable laws. Algorithms will be developed to prioritize teacher-student matches based on value-added diagnostic data starting with prior achievement level then non-cognitive data (survey). We will load into the warehouse (WS3) and prototype software in analytic tools to produce sample reports. We will meet with local educators to validate reports and make revisions. We clearly identify a barrier to implementation will be adoption and human capital. Match/Stretch challenge processes that may be hard to change (scheduling) and identify talent gaps in staff (sufficient class sections/qualified teachers). To address complex policy issues throughout the grant, the Steering Committee will assign policy issues to Work Teams. **WS3: DATA SYSTEM:** The shared-services data system will identify a best-fit solution for the K12-college-employer data repository. This repository will house Match, Stretch and HC reports and allow for users to understand, prioritize, plan and monitor educational outcomes. This data system will be developed beginning in 9/14 through 6/15. The barrier we recognize in this workstream is whether a system exists that meets all specifications requiring extension/development of database. There may be additional risk in populating the system with data from non-standard sources that may not industry-defined data fields (e.g., student pathway/employer match). We have budgeted for add'l development.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range September 2014 to September 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

The timeline for the summative evaluation is: September 1, 2014 - Collect Baseline Data from consortium members including process variables (Human Capital Assessment) as well as baseline student performance dependent variables including achievement rates by school and district aggregated to region, student growth measures in grades 4-8 at school, district and region. Descriptives such as students in rigorous courses, remediation rate, dual enrollment participation rates, AP participation rates, August 30, 2015 - Collect summative data September 30, 2015, run multivariate analysis of covariance October 31, 2015, report findings Project results will be analyzed annually beginning with collection of baseline data in August 2014 and each August after for the duration of the grant. By October of each year, including year 1, findings related to the data analysis will be reported to the consortium's executive committee. At that time, specific

benchmarks will be set and revised as necessary, and a communication plan devised to ensure consistent messaging across the consortium members.

* Anticipated barriers to successful completion of the summative evaluation phase.

Barriers, challenges and risks will be present throughout the project. In year 1 of the initiative: THE GEOGRAPHIC AND DEMOGRAPHIC SIZE OF THE CONSORTIUM is a barrier to effective communication of universal definitions, project goals and objectives, and data integrity. This risk will be mitigated by clear articulation of definitions in a written, widely distributed and often referred to glossary with annotated illustrations communicated through technology-supported web-based tools. CHANGES IN THE STATE ACCOUNTABILITY SYSTEM (i.e. PARCC) will potentially complicate longitudinal covariate analysis. To mitigate this risk, the summative evaluation will use statistical methods to standardized scores (Z scores) and ensure consistent analysis of covariance through the duration of the project. TURNOVER/RETIREMENT OF DISTRICT LEADS and CHANGES IN INTERNAL CAPACITY AT ESC threatens momentum and consistency of the consortium and project implementation. To mitigate the risks of loss of person-specific skills and attributes, the project will build wide capacity across the consortium through a shared leadership model.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

DataStrong will transform behaviors of district leaders, building principals, guidance counselors, and classroom teachers from using data as a retrospective accountability metric used to describe last year's school and teacher-level effects on student learning to predictive analytics that help them optimize teacher strengths for rapid lift in student performance. Examples of systemic changes include: evidence-based reassignment and redeployment, targeted teacher recruitment and selection aligned to student learning needs and demographic shifts, and real-time monitoring of preparedness of middle grades students to enter chosen college and career pathways in high school. DataStrong will align an information infrastructure to industry needs and promote regional career connectedness to the workforce pipeline that links Local Education Agencies (K-12) with industry, community service organizations, and institutions of higher education. Also, it will produce algorithms, applications, and architecture that populate never-before-seen reports detailing the instructional needs of specific student populations, suggested matching of students to teachers based on optimal pairings of needs to strengths, and offer strategies for increasing access for under-represented students' to more rigorous curriculum and career gateways. Districts will possess critical information that offers the ability to make program decisions based on key analytics related to high-demand industry sectors. Consortium member representatives will have access to industry sector contacts who will set up exploratory and work-based experiences for middle grades and high school students.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The rationale and cumulative research supporting DataStrong spans the research indicating the importance of teacher quality on student progression and achievement to the need for seamless career preparation for student entry into today's labor market. As we attempt to improve student success and labor market outcomes, identifying and influencing the variables that influence student progression through the education system is critical. Extensive research shows that teacher quality is the single most important in-school determinant of student achievement (Goldhaber 2010). All else equal, effective teachers produce 3 times the academic gains, or roughly 1.5 years of learning, compared to 0.5 years with an ineffective teacher (Hanushek, 2011). The cumulative effect of having 3 consecutive years with an effective teacher vs. ineffective can amount to over a 50 percentile point difference in student achievement distribution (Sanders, 1996). Reduced access to high-quality teachers, low-income and minority students are less likely to have opportunities to enroll in the types of courses that can position them for school and life success (Jackson-Davis 2000). Research indicates systematic underplacement (i.e., failure to place students in courses that are challenging enough for them) of students in the key gateway course of 8th Gr Algebra by 50% (SAS 2009). Access to rigorous coursework is critical for academic and career success. Using SAS predictions in 2011, 97 percent of the students identified who took eighth-grade Algebra scored at proficient or advanced at the end of the course. Teacher quality and enrollment in rigorous coursework are key variables that can be monitored and addressed using the proposed data integration system. Academic achievement is only part of the problem; Students must be prepared for the work. The 2011 HGSE report Pathways to Prosperity Project: Meeting the Challenge of Preparing Young Americans for the 21st Century" and Northeastern's Center for Labor Market Studies point out a growing skills gap among young adults as well as a dramatic decline in the employment of young adults, which is now at its lowest level since World War II. The HGSE report illustrates the skills gap by pointing out that 40 years ago 72 percent of the nation's workforce held a high school diploma or less, but that by 2007 just 41 percent of workers did. During the same period, the workforce had grown by 63 million jobs but the number of jobs held by adults without postsecondary credentials actually shrank by 2 million. "Our unwillingness or inability to cope effectively with

disparity has caused us to under-develop school to career supports for a large segment of our youth population" (Ferguson, 2013). The Compact outlines a framework for action conceived through HGSE and other career pathways research (Jenkins 2006, Hoffman, 2013), that includes improving curricular alignment from middle school to higher education, more opportunities to accelerate learning, eliminating the need for postsecondary remediation, guaranteeing pathways to associate degrees and bachelor's degrees, strengthening career -technical programs and aligning learning outcomes with the workplace. Regional initiatives are currently being deployed to address each of those priorities. Jobs for the Future (JFF) and other pathways researchers agree that a powerful "engine" is needed to lead the strategy and monitor the metrics (Ferguson 2013). JFF determined that effective regional engines provide sustained support for pathway quality, work based learning infrastructure, awareness and advocacy and a system for creating and maintaining engaged partnership. These findings offer strong support for the proposed infrastructure that maximizes the utility of existing data by using it to help students reach their potential. In doing so, the proposed innovation will have a positive and significant impact on Ohio students and the regional economy.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Name, contact information, and whether internal or external evaluator Thomas G. Reed, 614.542.4120, tom.reed@escoco.org, internal evaluator

* 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 project's progress).

Method for measuring progress toward short- and long-term objectives A transparent, replicable internal evaluation will be led by Tom Reed from the ESC and with the support ESC data specialists. Cost savings from an internal evaluation can be applied to more substantive objectives that will impact student growth. The evaluation will follow a quasi-experimental design to evaluate the impact of concepts and strategies of the project on student learning. 1) Analyze pre-post changes in student performance controlling for use of optimized staffing strategies and compared to changes in performance non-participating schools 2) Analyze alignment of staffing decisions to findings recommendations built into the reports and measure variation in report use 3) Analyze changes in percentage of under-placed students in rigorous courses 4) Analyze changes in recruitment and selection based on match reports and measure variation in their use 8/14-10/14 BASELINE DATA collected through observation and participant self-reports using a Human Capital Self-Assessment. Baseline outcomes will be collected using district and state data to establish student performance levels in reading and math in the 4th-8th gr. 8/15-10/15 ANALYSIS OF PROCESS MEASURES using Multivariate Analysis of Covariance to measure changes in district staffing systems and correlations to changes in student performance. Dependent variables will include statewide achievement tests in reading and math controlling for non-academic variables including poverty and mobility. Measures of implementation fidelity will be used as intervening variables in the analyses of impact on staffing decisions and student outcomes.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Process for modifying project plan if goals are not being met The process for modifying the project plan if goals are not being met will be through a system that includes three levels of monitoring and technical assistance by the lead applicant: -UNIVERSAL: High quality technical assistance for all consortium members around grant goals and objectives -TARGETED: Evidence-based technical assistance of moderate intensity that addresses district specific implementation challenges or barriers -INTENSIVE: Dedicated technical assistance of high intensity consortium districts or school which are demonstrating minimal fidelity to project goals and objectives. This process will serve as a progress monitoring to assess consortium performance over time. For districts and schools exhibiting the least fidelity to project goals, this process will guide the development of effective strategies to engage the district. Increased intensity of technical assistance may be achieved by increasing the amount of time and human capital assigned to a district, increasing the frequency of technical assistance sessions, reducing the number of grant-related initiatives, or by providing technical assistance support from an external facilitator or consultant with specialized skill or area of expertise. These modified strategies will be well defined in terms of duration, frequency, and length. Districts that respond appropriately to targeted or intensive assistance may return to universal technical assistance with ongoing progress monitoring. Additionally, a full report of findings will be issued annually to the consortium advisory committee at its October quarterly meeting. Consortium level mid-course corrections will be recommended at that time and acted on by consortium representatives.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The design of DataStrong goals, implementation, and sustainability were heavily influenced by the research from the University of Chicago in their paper on "Measuring Implementation, Spread and Sustainability of Educational Innovations: Innovating for Coordinated Collaborative Research" (American Educational Research Association 2012). 1) Central Ohio business and civic leaders' regional goals include 150,000 new jobs, 30% increase in per capita income, and \$8billion in capital investments. Achieving these goals mean supporting a talent pool of educated and work-ready individuals. The Central Ohio Compact has committed to achieving a goal of 60% of adults attaining a post-secondary degree or certification by 2025. These goals have substantial impact and lasting value on central Ohio's competitiveness and individual wellbeing. To put this into perspective, today's first-graders will be our region's 2025 graduates. This initiative begins with serving the K12 community, supporting their matriculation into 2-4yr college and extends into workforce/adulthood. Consider the facts, of 12,300 students who graduated from central Ohio high schools in 2008, only 5,066 were enrolled in a 2-yr college or 4-yr university. Of these students, 2,771 were placed in remedial courses, only 3,829 (or 75%) students persisted after their first year with only 1,829 (14.9%) projected to graduate (Tafel 2012). College graduates are far less likely to be unemployed than those with high school diplomas, more likely to vote, volunteer and participate in philanthropic efforts (Ibid). Over the course of an individual's lifetime, their earnings are also higher. From

an economic competitiveness and quality of life perspective, prosperity and well-being are enhanced regionally. This is substantial and long-lasting impact. 2) The expansion of robust data system will have substantial impact beyond the scope of the grant in empowering educators with the rich information they need to serve kids beyond traditional K12 data systems. The data produced holds potential to immediately transform access to more challenging curriculum particularly gateway courses to high school, dual-enrollment and college success. We will immediately be able to quantify higher enrollments. We must monitor higher enrollments with ensuring student success in these more challenging courses as monitored and reported through the new data system. This has the potential to create a challenge for human resources to meet the new demands of their college-career bound student body. Success will compound as learning gains are met in 4th grade translating to further readiness in 6th, 8th, calculus, AP and more. This is substantial and long-lasting. 3) When looking at the unprecedented collaboration of the Compact across K12, higher education, government, regional employers, community service organizations and private individuals, the old adage of it takes a village to raise a child is no longer trite but true. This is substantial. One business owner said he has wanted to help education for a long time, but never really understood how. Now, he knows how, but managing the complexity of opportunities is still challenging and distracts from their core business. The innovation of the broker to create communications channels takes the burden off the business and makes it easy to connect to the market - employers (supply) and students (demand). We can quantify this immediately in the number of career exposure opportunities at elementary, career experience opportunities at middle and career exploration opportunities at high school leading to furthering post-secondary education, certificates and jobs (to meet the 150,000 jobs outlined in Columbus 2020). Education and economic impact are substantial and long-lasting when we our region is committed.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

*** Student Achievement**

As a result of this innovation, districts will meet the following benchmarks: - By June 2015, 50% of students in the consortium districts identified as 'underplaced' will enroll in one or more advanced courses for the fall of 2015 and it will increase in each subsequent year by 15% until 100% is achieved in 2019. - By June 2015, schools in consortium districts where students are assigned to teachers using match reports will see achievement gaps in reading and math reduced by 20%, and then by 10% in each subsequent year (eg. A 50% gap will be reduced to 40% in year 1 as $50\% \times 20\% = 10\%$). - By June 2015, schools in consortium districts where students are assigned to teachers using match reports will score at or above expected growth for that year and all subsequent years for the duration of the grant period. - By June 2015, schools in consortium districts will reduce by 10% each year the percentage of students not graduating in four years. - By June 2017, schools in consortium districts will see college remediation rates for first-time college goers in Ohio public colleges and universities reduced by 10% annually (eg. 40% remediation rate becomes 36% remediation). -The number of first-time college enrollments will increase by 10% in each of the first two years of the grant and 20% in each of the last three years. Intermediate outcomes facilitating these changes include: - Beginning in August 2015, the number of MS and HS students enrolled in challenging learning opportunities (i.e., stretch opportunities) aligned with Common Core State Standards and College-and-Career Readiness benchmarks will increase by 10% annually. -Beginning in the fall of 2016, schools will show increased readiness by 10% annually for dual-enrollment (college-level) courses and college matriculation as measured by COMPASS and ACT assessments. -Beginning in August 2016, student surveys will reflect improved student engagement with increases from baseline by 15% annually.

*** Spending Reduction in the five-year fiscal forecast**

- By FY2020, DataStrong consortium school districts will reduce per pupil expenditures for Operating-Classroom Instructional by an average of 1.2%.

*** Utilization of a greater share of resources in the classroom**

-By September 2015, 40% of teachers currently employed in consortium districts will be redeployed using match reports that teacher strengths to student needs. That benchmark will increase to 50% in 2016, 60% in 2017, 70% in 2018, 75% in 2019. Intermediate outcomes facilitating these changes include: Beginning in January 2015, districts will access and use technology innovation that produces Match, Stretch, and Human Capital reports based on high-quality value-added and teacher effectiveness data. -Beginning in August 2016, the number of students involved in career awareness and work experiences will increase by 10% annually.

*** Implementation of a shared services delivery model**

-By September 2015, 60% of new teachers in consortium districts will be recruited and selected using match reports aligning teachers to student needs. That benchmark will increase to 70% in 2016, 80% in 2017, 90% in 2018, 100% in 2019. Intermediate outcomes facilitating these changes include: -Beginning in March 2015, the ESC will lead a consortium-wide review of technology innovation and facilitate strategy sessions for effectively using data for planning, staffing, and programming decisions.

*** Other Anticipated Outcomes**

N/A

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

The strategy of building software to create Match, Stretch and Human Capital reports is readily and easily scalable across the state of Ohio as we are leveraging statewide value-added results along with local student information systems and/or EMIS data to compare schedules to predictions with little additional investment beyond operating the software and training educators how to act on the information. The ESC will be able to offer this software to other ESCs through expansion of shared services. After the initial investment of development and maintenance supported by the grant, operation of the software is less time than current data coordinators or local educators spend sifting through data on their own. This efficient and cost-effective innovation will save man-hours (and money) and offer improved opportunities for students. The role of the broker as a productivity enhancing position (in economic terms) at its core. In another sense, it is a critical bridge to connect employers and schools who have traditionally not understood how to interact effectively at scale. The job descriptions, roles and responsibilities will be published and shared for replication across the state. Additionally, past initiatives similar have invited researchers, evaluators and curious visitors to learn, share and grow - building on the success of others to create more success. Of the harder aspects of this grant to replicate is the robust data system. However, the project seeks to build upon an existing solution in an innovative way to connect the information sharing and data paths necessary to enable our current and future success. This starts with identifying the data required, defining the requirements, identifying the data sources, extracting and loading data, and building access and reports that present useful and engaging information. These requirements and output will be published artifacts of this grant and made available to those who choose to implement (build) this solution. Additionally, once development is funded, the commercial cost of another buying into or sharing this service decreases considerably with the initial financial investment. Either way, Ohio benefits from this investment as the foundation research and development will be complete.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP). Dr. Tom Goodney

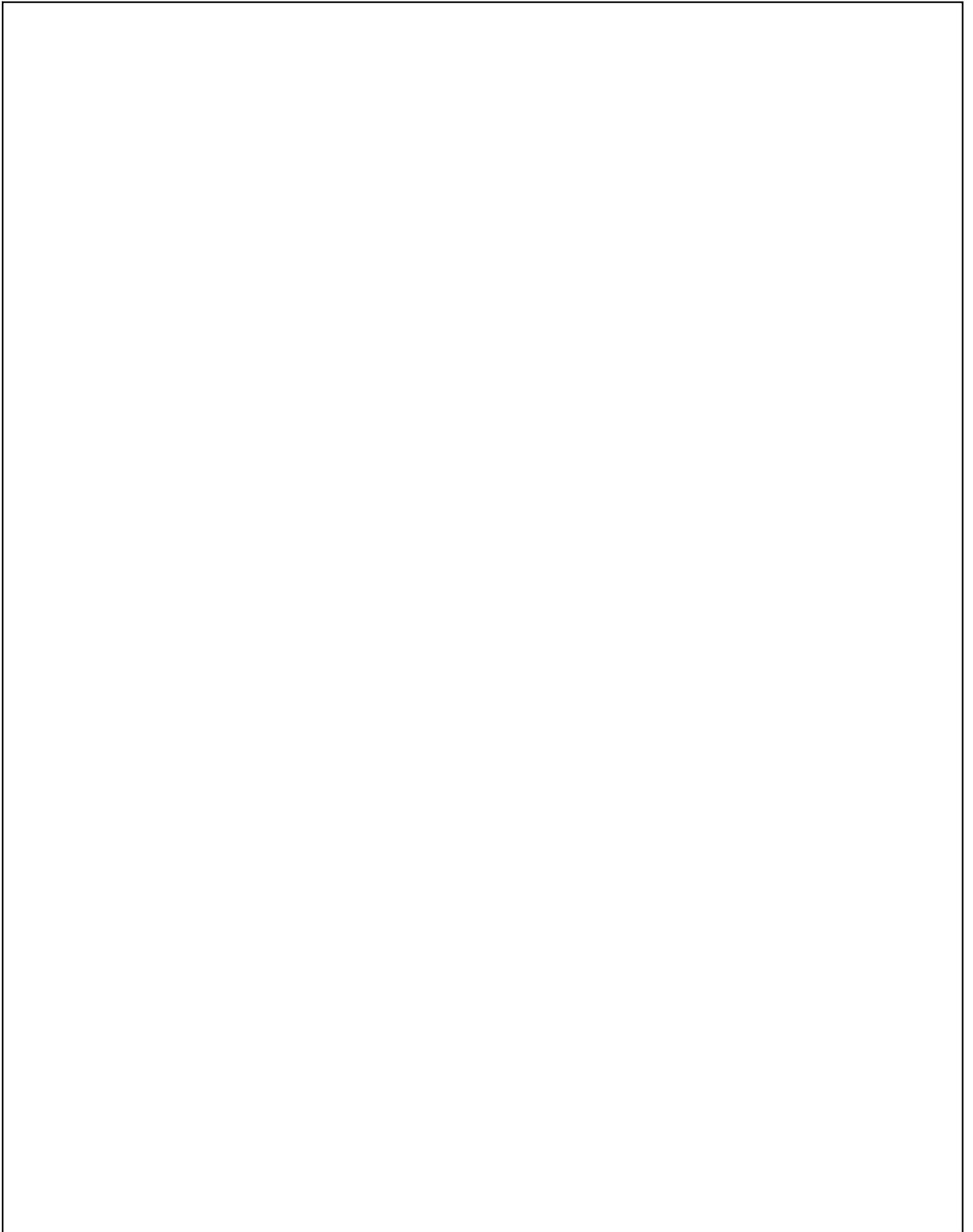
Consortium

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Angel	King	(614) 921-7000	kimberly_halley@hboe.org	Hilliard City	047019	2140 Atlas St, Columbus, OH, 43228-9647	
Kim	Halley	(614) 921-7000	kimberly_halley@hboe.org	Hilliard City	047019	2140 Atlas St, Columbus, OH, 43228-9647	
Paul	Craft	(740) 833-1100	craftpa@delawarecityschools.net	Delaware City	043877	248 N Washington St, Delaware, OH, 43015-1649	
Trent	Bowers	(614) 450-6000	tbowers@worthington.k12.oh.us	Worthington City	045138	200 E Wilson Bridge Rd, Worthington, OH, 43085-2332	
April	Domini	(614) 855-2040	domine.1@napls.us	New Albany-Plain Local	046995	55 N High St, New Albany, OH, 43054-7099	
Monique	Hamilton	(614) 492-2520	monique.hamilton@gocruisers.org	Groveport Madison Local	046979	5940 Clyde Moore Dr, Groveport, OH, 43125-2009	
Michael	Fulwider	(614) 365-5888	mfulwider7158@columbus.k12.oh.us	Columbus City School District	043802	270 E State St, Columbus, OH, 43215-4312	
Juliet	Peoples	(614) 417-5000	peoplesj@whitehallcityschools.org	Whitehall City	045070	625 S Yearling Rd, Whitehall, OH, 43213-2861	
Diane	Mankins	(937) 644-8105	Dmmankin@mevsd.us	Marysville Exempted Village	045476	1000 Edgewood Dr, Marysville, OH, 43040-2105	
Scott	Reeves	(614) 797-5700	reevess@wcohsd.org	Westerville City	045047	936 Eastwind Dr Ste 200, Westerville, OH, 43081-3319	
Katie	Maxfield	(614) 481-3600	katie.maxfield@ghcsd.org	Grandview Heights City	044073	1587 W 3rd Ave, Columbus, OH, 43212-2825	
Jack	Fette	(740) 657-4050	jack_fette@olsd.us	Olentangy Local	046763	814 Shanahan Rd Ste 100, Lewis Center, OH, 43035-9078	
Susan	Witten	(614) 491-8044	switten@hamilton-local.k12.oh.us	Hamilton Local	046953	775 Rathmell Rd, Columbus, OH, 43207-4737	
Janine	Taylor	(614) 837-4533	:jtaylor@cwls.us	Canal Winchester Local	046946	100 Washington St, Canal Winchester, OH, 43110-1224	
Brian	Seymour	(614) 833-2110	brian_seymour@plsd.us	Pickerington Local	046896	90 East St., Pickerington, OH, 43147-1061	
James	Kutnow	(614) 262-1111	kutnow.1@gemsschool.org	Graham School, The	133421	3950 Indianola Ave, Columbus, OH, 43214-3158	



Partnerships

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Stacia	Edwards	614 287 5212	sedward1@cscs.edu	Columbus State Community College		550 East Spring St , Columbus, OH, 43215	
Todd	Hellma	614-481-3141	thellman@battelleforkids.org	Battelle for Kids		1160 Dublin Rd, Ste 500 , Columbus, OH, 43215	

Implementation Team

ESC of Central Ohio (046938) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Dr. Thomas	Reed	ESCCO Executive Director	The ESC team is led by Dr. Thomas G. Reed, Executive Director, who will serve as the ESC's primary support for the project.	The Educational Service Center of Central Ohio (ESC) has a long, successful history designing, deploying, and monitoring district-specific innovations, Race to the Top initiatives, and both online and face-to-face professional development.	Dr. Reed has served at the ESC for eight years first as the director of the Regional School Improvement Team (RSIT) and then as director of the State Support Team, Region 11 (SST 11) before settling into his current role. Dr. Reed's leadership experiences include superintendent and high school principal and he has taught educational leadership courses at both Ohio Dominican University and The Ohio State University.	
Chris	Downey	Project Management	Chris Downey, ESC of Central Ohio Grants Manager will serve as the grant's project manager.	Master's Degree from OSU's John Glenn Institute	Extensive experience in grants management, project management, and project evaluation. Chris has served as the ESC's grants manager since July 2009, with responsibilities encompassing both grant writing and providing project management for several of the agency's grant-funded programs. Since January 2014, he has also been assisting Reynoldsburg City Schools with the implementation its first round Straight A Fund award.	
Dr. Stacia	Edwards	Intermediary Representative	Dr. Edwards will lead community and industry partnership development. Columbus State Community College has been dedicated to meeting the educational needs of Central Ohio for 50 years. The College has grown from an initial enrollment of 67 students in 1963 to its current thriving campus of around 26,000 students. Columbus State's Career & Technical Programs division offers two-year career programs in more than 55 areas of business, health, public service, human service, and engineering technologies. Students can also take the first two years of their bachelor's degree here through our College of Arts and Science, then finish at a four-year college with our Bachelor's Degree Transfer Programs. The CSCC Community Education and Workforce Development division offers continuing education classes, licensure courses and personal enrichment courses. Online courses fall under Distance Learning, and programs for high school students fall under K-12	Dr. Stacia Edwards has more than 25 years of experience in post-secondary education. She has a doctorate in higher education management with research expertise in the relationship between education and labor market.	Dr. Stacia Edwards currently works to connect all Columbus State Community College strategic initiatives to the goals of the Central Ohio Compact. Stacia previously worked as an Assistant Dean for Science and Math at Wright State University where she focused on community engagement and k-12 outreach. As a Deputy Chancellor for the University System of Ohio, she created systematic process for linking businesses with education to better meet the needs of both students and employers. Most recently as a Vice President of BattelleEd, she worked to develop a system for documenting the effectiveness of educational technology used in k-12 education environments.	

		Programs.		
--	--	-----------	--	--