# Budget

Cincinnati Speech (000781) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (202)

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

Plus/Minus Sheet (opens new window)

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**Adjusted Allocation**

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

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Next Generation of Personalized Learning

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

   We are revolutionizing the outdated education model by creating a web-based tool that provides Individual Learning Plans (ILP) to our at-risk inner city students. Individualized learning is not a foreign concept for Ohio; however, until Compendium, no one tool truly has it all with respect to the tool's ability to manage competency not only in academics, but also in personal and interpersonal skills required to be successful in future work and life experiences. Best practice tells teachers to create lesson plans that incorporate personal and interpersonal skills; however, with the implementation of state and federal initiatives each year teachers' time is increasingly in high demand. There are currently no "off the shelf" training modules available for teachers in need of professional development to teach and monitor personal and interpersonal skills such as leadership, organization, written and verbal communication, self-discipline, and teamwork. Through the Straight A grant and in partnership with Pearson, we will develop teacher training modules to assist teachers in this area, as well as finalizing Compendium. Compendium houses the data necessary for teachers to make informed decisions when it comes to core subjects and also creates ILPs for students with respect to competencies in personal and interpersonal skill areas. This work lays the foundation for our partnership with Brad Henry, eStudent Services Technology Director, from The Ohio State University. Henry's team is currently working on an initiative titled the SIM Workforce Apprenticeship Program (SWAP) which aims to create a solution for secondary schools actively working to interest students in and prepare students for future STEM studies and careers. A tool like Compendium will aid in the efforts to push the SWAP initiative forward into an implementation phase. Through these partnerships, we are laying the foundation for what education in Ohio looks like in the very near future.

   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.

1500 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:**

   - [ ] Pre-K Special Education
   - [ ] Kindergarten
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] 6
   - [ ] 7
   - [ ] 8
   - [ ] 9
   - [ ] 10
   - [ ] 11
   - [ ] 12

5. **Lead applicant primary contact:**

   - First Name, last Name of contact for lead applicant
     Douglas Mangen
   - Organizational name of lead applicant
     Cincinnati Speech and Reading Intervention Center
   - Address of lead applicant
     1812 Central Parkway Cincinnati, Ohio 45214
   - Phone Number of lead applicant
     937-264-8588
   - Email Address of lead applicant
     Doug@mangen1.com

6. **Are you submitting your application as a consortium?**

   - [ ] 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

The Problem: Students in urban Ohio public schools are grossly underserved. Their only hope of "catching up" is the perfect combination of excellent teachers, the highest quality instruction and an education plan perfectly tailored to their individual needs and learning styles. We know this perfectly concocted scenario does not exist in Ohio. Currently, The Ohio State University eStudent Services division is working to amend this growing issue by preparing secondary students for entrance into the workforce through a program called SWAP, which helps match high school students with local employers based upon their skills and competencies. SWAP's focus on competency based workforce placement requires us to match the competencies that local employers require with those of our students. The focus of the initial research on competencies will center on personal and interpersonal skills, such as self-discipline, leadership and communication. However, the foundation of this work has not yet been completed. We need to empower our teachers with a tool for monitoring personal and interpersonal competencies of each student in the classroom. Thus, allowing them to incorporate into lesson plans activities to build these competencies. To solve this challenge we have partnered with Pearson and Mangen & Associates to develop Compendium - the teacher professional development and data tracking tool.

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

This consortium of schools is dedicated to propelling all students to greater heights than the students or the nation have ever believed is possible. Cincinnati Speech and Reading Intervention Center joins a cadre of schools having already demonstrated the ability to succeed where others have failed. Restoring the passion for learning that exists in every child is only the beginning. The primary objective of this group is accelerated academic growth while simultaneously developing through daily instruction the personal and interpersonal skills needed to thrive in the 21st Century. While working with both Pearson and Brad Henry from The Ohio State University, the entire team agreed personalized learning plans were the only highly effective way to track and monitor student growth related not only to core subjects but also student's personal and interpersonal competencies. What we need is an Individualized Learning Plan (ILP) that goes beyond differentiation in the classroom and truly helps teachers align their lessons with students' strengths and weaknesses. While all high quality educators agree that this is a best practice, no teacher truly has the time and energy in the day to create additional lesson plans to teach and monitor personal / interpersonal skills. Therefore, it was determined that we should search out a one-stop-shop tool that would allow teachers to track, monitor and create student ILPs while allowing for the integration of lessons plans in core subjects as well. What we found was that tool does not exist. Many come close; however, not one tool has each critical component to solve the student achievement puzzle. Our group then set off to develop the tool that we need to support student achievement. The web-based tool, Compendium, is interactive for students, parents, teachers and all school staff. It allows them to collaborate on the ILP goals as well as access the different applications housed within Compendium. Compendium is the next generation learning tool that personalizes learning through dynamic scheduling and customized educational planning. No other tool on the market today can compare to what Compendium will provide because Compendium delves deeper into competency driven lesson planning and execution by integrating the personal and interpersonal competencies. Competency-based and interest-based learning are now at the same level as standards-based learning and Compendium allows the flexibility to navigate seamlessly through all three. Students will develop and enhance their problem solving and independent thinking skills, which are not only crucial to the global economy but also are required in our ever-changing world. Compendium grants each person involved in every child's learning path all of the pieces to the puzzle; therefore, preparing all children to succeed when faced with the academic, social, economic, and physical challenges ahead.

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.)

This initiative will allow our K-8 inner-city students to engage and gain access to the world of infinite information and unleash the geniuses within them. This initiative will also build student knowledge through their own curiosity-fueled exploration allowing for innovation, creativity
Students at schools within our consortium have access to technology and lessons are taught to the whole group based on a continuum of the Common Core Standards; however, the technology tools available are not being utilized to the fullest. This system will allow for a digital conversion and emphasis on personal learning for students and teachers. Students will work to their strengths and follow their interest as academically and show individual growth through the different reports that Compendium generates. This technology will collect data as students are learning - on a constant or near-constant basis - providing instant feedback on individual student performance to educators thereby enabling them to spot and correct problems earlier.

### Benefits
- The coordinating benefits savings are $262,649.10.
- Purchased Services: We will save on PD costs through the grant, as well. Through our Pearson partnership we will have professional development savings resulting from digital dissemination $110,000.00.
- Supplies: As we will be utilizing our schools' technology more effectively, we will see consumable and supply savings resulting from digital generation and use $412,021.00.

### 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.

| 100 - Salaries: Over the course of five years, our consortium schools will assume salary savings resulting from system efficiency in ILP creation. $1,700,000.00 |
| 200 - Benefits: The coordinating benefits savings are $262,649.10. 400 - Purchased Services - We will save on PD costs through the grant, as well. Through our Pearson partnership we will have professional development savings resulting from digital dissemination $110,000.00. 500 - Supplies: As we will be utilizing our schools' technology more effectively, we will see consumable and supply savings resulting from digital generation and use $412,021.00. |

### 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.

### 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.

| 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.

Applications 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 centers, 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.

2,056,176.31 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Support / Purchased Services: $ 1,312,176.31 Compendium contains two shares. First, is the cost for labor and contracted services necessary to build the Compendium system. Secondly, is the purchasing of technology hardware and software ensuring each student has a device in hand with which to utilize Compendium. The total for the complete build out of Compendium is $ 1,312,176.31, which includes hardware, software development, supplying equipment to the schools and general labor for the product. Professional Development / Purchased Services: $ 744,000.00 Pearson ($ 518,000.00 ) will provide web based and shoulder to shoulder professional development for teachers related to determining and implementing project-based tasks that demonstrate College and Career Readiness Competencies through Aligning Standards, Curriculum, and Instructional Practices for student success. Mangen & Associates will provide the professional development for Compendium. This includes teacher professional development courses for all teachers on the inner workings and functionality of the Compendium tool ($160,000.00). Additionally, the M&A team will also provide PD on the Google platform, which will be necessary for teachers, as the entire Consortium of schools utilizes the Google suite ($36k). Compendium is Google compatible and therefore all staff must be well versed. Travel Reimbursements: Teachers will be reimbursed for travel costs associated with PD days. This is estimated at a total of $ 30k.

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.

The total project cost for this initiative is sustainable due to the fact that all purchases are one time expenditures. Mangen & Associates will build Compendium, which will provide all schools in the consortium with free access for the life of the software. The Professional Development courses that are developed through this work will always be available to our schools via the online delivery model that Pearson will custom create for our use.

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.

496,931.00 If yes, specify the amount of annual expected savings. If no, enter 0.
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.

This is one of the best parts about Compendium. The designers and developers understand that the students working in 2013 need to be prepared for a world that can’t even be imagined. Secondary and Post-Secondary education will be drastically different as personalized instruction grows; therefore, we plan to acculturate the students now. Next, the jobs and job fields of the future are going to require skills we currently are not teaching and assessing today. Compendium is being built to not only track but also to teach and assess those technology, personal, and interpersonal skills needed. Compendium has endless benefits for teachers, students, parents and employees everywhere. Compendium is a tool that will follow a student or person through his / her academic years and into college and/or career while preparing him / her for the world of tomorrow. Compendium is designed to meet the demand for student and adult needs through customized applications and by inspiring the highest level. The outlay to build the Compendium system is considered an upfront cost. This means that the cost will be greater at the commencement and the system will be self-sustaining. [c1] This tool can be used by every single student, teacher and school in the world. Compendium will be designed to follow every user into any other industry or job field because it can be molded to all professional learning. System maintenance responsibilities will be allocated to current technology staff; therefore, eliminating additional long term costs. We are extremely excited to begin upgrading and moving forward because the opportunity to transform education, the nation and the world is at our fingertips RIGHT NOW!

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 3/1/2014 - 12/31/2014

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

1. 3/14 - 8/14: ILP modular creation along with competency portfolio drafts; DASL data transfer functionality established with ITC; PD Development team including school consortium project managers, Mengen & Associates, Pearson, and Brad Henry’s team from The Ohio State University will outline the professional development course materials to be developed by Pearson. 2. 8/14: Shoulder to shoulder
18. Implementation - Process to achieve project goals

* Date Range 1/2/2015 - 6/30/15

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

1. 1/2: Project Kickoff 2. 2/1: Design phase completed and style guide provided to development team; Pearson to collaborate with consortium leadership teams for development of modules 3. 3/1: Data table structure completed; work begins on roles and permissions 4. 4/1: Customized Functionality focuses a. Reporting Systems b. System Analytics c. Instructional Audit Interface d. Assessment system modifications e. Google API upgrades f. NWEA charting upgrades g. Inventory Management Tool with Academic Plan usage integration 5. 5/1: Beta Testing begins with team of coaches and teachers; Setup Wizard development begins 6. 5/20: Results from Beta testing reviewed and change requests evaluated and implemented 7. 6/1: Training system module modifications 8. 6/30: Build Completed; Training System launched to all consortium staff along with checklist for supervisors to verify competency of user base 9. 8/1: Student Enrollments completed to date and teachers begin to populate lesson plans and goals 10. 8/30: NWEA benchmark assessments completed by consortium schools; ongoing bug fix and system support provided by M&A

* Anticipated barriers to successful completion of the planning phase.

The potential for key project contributors to not be fully informed and up to date would be the largest disruption to the planning process. We will be utilizing a web-based project management system that will make all task lists, related files, and correspondence available to the entire team. We will also be building the project Gantt in a web accessible application so that all resources are informed or allocated in the most efficient manner and kept up to date with revisions throughout the planning process. Informational assemblies will be held to ensure that the members of the consortium have an understanding of the planning schedule and progress.

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

* Date Range 8/14/15 - 6/30/16

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

8/14 - 6/15: Initial data will be collected as a baseline measuring growth with first phase of Individualized Learning Plans 8/30/15: NWEA benchmark assessments completed by consortium schools NWEA benchmark assessments completed by consortium schools. Data from previous year will be compared. 9/1/15: System Analytics reviewed to ensure intentional use alignment across consortium schools 9/30/15: ILP audit conducted to review everyday usage and tracking benchmark alignment 12/15: Mid year PD conducted identifying best practices to feed case study 2/1/16: NWEA midyear assessments completed; data reviewed against previous years’ growth as well as system and ILP audits for teacher effective utilization as well as student growth impact; best practice case studies willbe identified and published to all consortium staff for review and implementation 5/15: NWEA End of year assessments completed. Full comparison to previous years’ data conducted and system effectiveness report generated 6/30/16: Staff, parent, and student evaluations collected and published along side of student growth report over 2 years

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

The system is designed to provide real-time data for student impact, system usage, PD tracking, student and adult competency growth. Monitoring of this data by teachers and critical instructional coaches will be critical. We will combat any risks by ensuring that all data is tracked and PD sessions are conducted as needed through out the entire process. Mangen & Associates will lead the monitoring of all data and conduct PD regularly and on demand for teams and individuals. Best practice case studies will also lead to individualized PD sessions for consortium staff.

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:

The expected changes to instructional practices will be that all lessons and assignments will be teacher-led but student driven. There will be evidence of differentiation for students based on lesson plans and assignments, which meet the student’s individual needs according to their ILP. Currently, students spend about 90% of the day in whole group instruction leaving 10% of the day for small group or individual instruction. Once Compendium is launched, lessons will be student driven changing the landscape of classrooms to 80% small group or individual instruction and 20% whole group instruction. Eventually, all instruction will be based on personal learning goals that are student driven. Currently, the Director of Instruction (DOI) uses written or computer generated reports to support teacher growth. Compendium will allow the DOI to show teacher growth in OTES through this system based on each teacher’s ILP, a recorded walk through, observations, lesson plans and data that supports student growth.
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.

School districts have used different resources, such as Plan Book or Progress Book, to collect student and teacher data. Those schools that have implemented both a compilation of student data and individual learning plans into their classrooms have seen the increase of student progress. Research shows that schools realign the "what" and "how" that they teach when individual learning plans are implemented allowing for students to learn at their own pace. Learning becomes inquiry based and intervention is provided with precision rather than when the need creeps up on you. Students' needs take the focus, which allows the teachers to focus their lessons to build learning and success for the students (Adams, 2013). Mooresville Graded School District found that with the digital conversion and individual learning plans state test scores increased, graduation rates increased, attendance and behavior also improved (Adams, 2013). Based on research students learn best when...they understand clearly what is expected of them to learn, they are given feedback about the quality of their work, they are given advice about how to make improvements on their work, and they are fully involved in what needs to be done next and who can help them (www.sciennes.ik.org/p_PLP.iklm, 2013) Research supports Assessment of Learning, which allows learners to have an understanding about how to learn. Learners who are involved in assessing their learning are more likely to develop attributes and skills needed to become resilient and self-motivating learners. Through the Assessment of Learning teachers make a sound judgment about students' achievements. This involves all adults who interact with students as they learn. Compendium will be the "Space Shuttle" which drives the teacher's lessons and directs students' individual learning based on individual learning plans, assessment data (NWEA), and students' interest. We have built the foundation. Now we must create the structure by capitalizing on the technology needed for our students to soar to higher levels of learning and 21st century skills enabling them to move beyond the walls that immobilize their growth. The system will grow with the students and teachers as the staff become more aware of how to effectively meet students' needs based on the compilation of student data and incorporate teacher led but student driven lessons. The system will be an additional coach for the teachers on compiling data and best teaching strategies, which meet specific student needs. The substantial impact and lasting value will be supported by student growth of 1.5 years to 2.0 years or more. There will be no roadblock for our urban students because they will have access to learning and the world of information based on their individual needs leading them to success. Our students who are kindergartners will now enter high school with skills beyond their age or grade that will allow them to excel to higher levels of learning and careers.

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.

Brain Brun, Brian@mangen1.com will be responsible for conducting the internal evaluation.

* 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).

The effectiveness of Compendium will be evaluated based on student learning growth on our goal of 1.5 years for students on grade level and 2.0 years for students below grade level on the NWEA Reading and Math assessments. The evaluation plan includes quarterly and annual reports on the pace of learning growth for each student in the system. Students, parents and teachers will evaluate Compendium in its effectiveness in facilitating the instruction and learning process through ongoing performance surveys and personal interviews. The technology team will track a variety of usage reports to identify user preferences and areas for potential system improvements.

* 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.

The success of this project relies heavily upon Brian's ability to manage the on-going development of the Compendium tool. School directors will monitor student achievement on a bi-monthly basis and will report data to their regional director. The regional directors will share all student growth data with the grant leadership team, which meets each week. These weekly session are used to track and modify the project plan to ensure that sufficient progress is made related to all project objectives.

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 project will change the direction of education and build a support system that will allow teachers to help students learn based on...
personalized learning and allow for individualized progress as students’ needs and interests are served through ILPs. It is our desire that all of our students will be at grade level or beyond by third grade. With our goal of 1.5 years growth for students at grade level and 2.0 years of growth for students not at grade level we predict that 95% of our students will meet this challenge. Compendium is a tool that students will carry with them as they traverse from elementary school, to middle school, to high school, to college and into the career world. It will enhance their personal growth and will prove to be a valuable asset in life. The substantial value of this project would include: better use of teacher time, a system that allows for individualization of lessons/assignments for students motivating student learning and growth, easy access for teachers to student data and a comprehensive system that will correlate student data into one report that can be used as the basis for the student’s personalized learning plan. This system will have a lasting impact for all staff, students, and parents changing their focus on learning and career opportunities. This system will also be a resource management tool for teacher information. It will include an automated system that will send messages to teachers about professional development opportunities and notify a teacher when his / her license is up for renewal. Compendium will contain many resources for administrators, teaching staff and students. Along with lessons, assignments, grades and report card information, Compendium will contain links to many applications for teachers and students. Some of the direct links will include Reading A-Z, Razz-Kids, PBS Kids and Cool Math Games. Compendium will allow for the shared access of all consortium resources. This level of collaboration will join classroom effectiveness with best practices used throughout our schools creating a lasting impact. When this system is fully operational and available for staff members, the cost to maintain the system will be minimal compared to the cost of the time intensive and paper intensive process in use today which speaks to the value of this project. This change in process will definitely result in a reduction of teacher salaries, materials and supplies (i.e. paper) and in purchased services for the five-year fiscal forecasts for each of the six participating schools in addition to a significant boost to staff efficiency and effectiveness.

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.

<table>
<thead>
<tr>
<th>* Student Achievement</th>
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<tbody>
<tr>
<td>The Straight A Fund will increase the pace of learning growth for all of Ohio’s children. Student growth in the six participating schools will average 1.5 years for students on grade level and 2.0 years for students below grade level on the NWEA Reading and Math assessments and each of the next five years 95% of our students will be proficient or above. The Straight A Fund will allow for one hundred percent of staff and students within the consortium to be able to explain or give directions on how to access Compendium and the different tools and be able to use the tools and skills for 21st century learning. Communication between the schools will transform the effectiveness and design of instructional practices from whole group to personalized learning which is teacher led but student driven. The system will build a warehouse of teaching strategies, teacher resources and learning methods and techniques.</td>
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<tr>
<th>* Spending Reduction in the five-year fiscal forecast</th>
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<tr>
<td>The Straight A Fund will allow us to show spending reductions of $496,931.00 per year, which includes purchased services, materials, supplies and teacher salaries. This would be a five-year fiscal forecast savings of $2,484,655.00 for the consortium.</td>
</tr>
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<tr>
<th>* Utilization of a greater share of resources in the classroom</th>
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<tr>
<td>Compendium will allow the DOI to show teacher growth in OTES through this system based on each teacher’s ILP, a recorded walk through, observations, lesson plans and data that supports student growth. All teachers will be fully trained in the utilization of Compendium, as well as will have received PD for technology integration in the classroom by June 30th, 2015.</td>
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<tr>
<th>* Implementation of a shared services delivery model</th>
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<th>* Other Anticipated Outcomes</th>
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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

Compendium is a revolutionary system where school districts can house personal and interpersonal information about their students and teachers. Also, Compendium will contain many resources for administrators, teaching staff and students. Along with lessons, assignments, grades and report card information, Compendium will contain links to many applications for teachers and students. Some of the direct links will include Reading A-Z, Razz-Kids, PBS Kids and Cool Math Games. Compendium will allow for the shared access of all consortium resources. This level of collaboration will join classroom effectiveness with best practices used throughout our schools creating a lasting impact. When this system is fully operational and available for staff members, the cost to maintain the system will be minimal compared to the cost of the time intensive and paper intensive process in use today which speaks to the value of this project. This change in process will definitely result in a reduction of teacher salaries, materials and supplies (i.e. paper) and in purchased services for the five-year fiscal forecasts for each of the six participating schools in addition to a significant boost to staff efficiency and effectiveness.
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 accept. Doug Mangen, Treasurer. 04/17/2014
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon</td>
<td>Godzik</td>
<td>937-264-8588</td>
<td><a href="mailto:Brandon@mangen1.com">Brandon@mangen1.com</a></td>
<td>Dayton SMART Elementary School</td>
<td>014149</td>
<td>601 S Keowee St, Dayton, OH, 45410-1168</td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td>Clarke</td>
<td>513-751-2000</td>
<td><a href="mailto:Joe@mangen1.com">Joe@mangen1.com</a></td>
<td>Impact Academy Cincinnati</td>
<td>012631</td>
<td>3060 Durrell Ave, Cincinnati, OH, 45207-1716</td>
<td></td>
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<tr>
<td>Brandon</td>
<td>Godzik</td>
<td>937-264-8588</td>
<td><a href="mailto:Brandon@mangen1.com">Brandon@mangen1.com</a></td>
<td>Great Expectations Elementary School</td>
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<tr>
<td>David</td>
<td>Mangen</td>
<td>937-264-8588</td>
<td><a href="mailto:David@mangen1.com">David@mangen1.com</a></td>
<td>Columbus Bilingual Academy-North</td>
<td>011468</td>
<td>3360 Kohr Blvd, Columbus, OH, 43224-3051</td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td>Clarke</td>
<td>513-212-8959</td>
<td><a href="mailto:Joe@mangen1.com">Joe@mangen1.com</a></td>
<td>Cincinnati Speech &amp; Reading Intervention Center</td>
<td>000781</td>
<td>1812 Central Pkwy, Cincinnati, OH, 45214-2304</td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Mangen</td>
<td>614-324-1492</td>
<td><a href="mailto:David@mangen1.com">David@mangen1.com</a></td>
<td>Columbus Bilingual Academy</td>
<td>000420</td>
<td>35 Midland Ave, Columbus, OH, 43223-1064</td>
<td></td>
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<tr>
<td>Douglas</td>
<td>Mangen</td>
<td>937-264-8588</td>
<td><a href="mailto:Doug@mangen1.com">Doug@mangen1.com</a></td>
<td>Mangen &amp; Associates</td>
<td></td>
<td>6640 Poe Ave. Suite 400, Dayton, Ohi, 45414</td>
<td></td>
</tr>
<tr>
<td>Brad</td>
<td>Henry</td>
<td>614.203.1457</td>
<td><a href="mailto:henry.347@osu.edu">henry.347@osu.edu</a></td>
<td>Ohio State University</td>
<td>eStudent Services</td>
<td>224 Kinnear Rd., Columbus, Ohio, 43210</td>
<td></td>
</tr>
<tr>
<td>Woodrow</td>
<td>Carter</td>
<td>707-208-1978</td>
<td><a href="mailto:woodrow.carter@pearson.com">woodrow.carter@pearson.com</a></td>
<td>Pearson</td>
<td></td>
<td>2154 East Commons Ave., Suite 4000, Centennial, CO, 80122</td>
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</tr>
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</table>
# Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donray</td>
<td>Bennett</td>
<td>Network Director of Instruction</td>
<td>Donray will be in charge of the fidelity of the implementation between the school and its partners. Donray will work with all consortium school members, their project managers, school leaders and teachers to ensure that the professional development is implemented and that all teachers and students have Individual Learning Plans that are informed by their competencies and are monitored through Compendium.</td>
<td>Donray has served as a building leader for two years at Columbus Bilingual Academy, a consortium member. At Columbus Bilingual Academy, Donray has been responsible for implementing the competitive School Improvement Grant for the last two years.</td>
<td>Donray has spent an exceptional amount of time coaching teachers, working with students and working as an instructor at an Upward Bound program. This experience lends itself to this project exponentially.</td>
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<tr>
<td>Brian</td>
<td>Brun</td>
<td>IT Project Manager</td>
<td>Brian will be responsible for the coordination of the project on the technology and development end. He will work not only with the development team to monitor project completion but also with school administrative teams to implement the 1:1 technology initiative throughout the schools.</td>
<td>Brian Brun brings to the team 12 years of project and business management experience with extensive experience in project management.</td>
<td>Having served in the technology, education, construction, hospitality, and military sectors Brian's expertise provides a diverse background. His strong focus on timely delivery, risk management, critical thinking and strategic planning has led to the successful completion of high profile multi-million dollar projects.</td>
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</tr>
<tr>
<td>Doug</td>
<td>Mangen</td>
<td>Treasurer</td>
<td>Doug will be responsible for the financial management and Treasury work associated with the grant. As the Owner of Mangen &amp; Associates, Doug's financial team will offer grant support throughout the life of the project.</td>
<td>M&amp;A is a Dayton-based school financial organization that provides school treasury, finance, accounting and grants management support to schools throughout Ohio. Mangen &amp; Associates has successfully implemented projects of similar size and scope, including more than twelve Public Charter Schools Grants, several EETT grants, Public Charter School Program Dissemination grants, Ohio Community School grants and two successfully funded 21st Century Grants. Doug Mangen, the Head Coach for M&amp;A, is a licensed school treasurer with more than twenty years of financial management experience with Ohio public schools. For the past twelve years, Mr. Mangen has invested the majority of his time toward developing &quot;academically-successful, financially-sound&quot; charter schools in the Columbus, Cincinnati, Cleveland, Toledo, Mansfield, Lima and Dayton regions. To date, Mr. Mangen and his</td>
<td>Mr. Mangen developed a passion for public education while serving his first two terms on the Vandalia-Butler Board of Education and several projects with the Dayton Public Schools Board of Education. During his tenure on the Vandalia-Butler Board of Education, the District's academic standing improved from a rank of 27th out of 54 districts in 1997 (Continuous Improvement) to a rank of 3rd out of 54 in 2005 (Excellent). During this same time, the cost-per-student in the district directed toward non-instruction activities declined by 17% while instructional dollars per student increased by 31%. Prior to starting Mangen &amp; Associates in 2002, Mr. Mangen served 10 years as the Director of the Dayton Business Committee, a coalition of 21 Chief Executive Officers of major Ohio</td>
<td></td>
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</table>
associates have assisted more than 100 charter schools in establishing a strong internal controls system, growing a revenue base, and/or building a solid unencumbered cash reserve. Corporations, where he provided leadership for many of the region's higher education, K-12 public education, workforce development, and regional economic development initiatives.

<table>
<thead>
<tr>
<th>Matt Combs</th>
<th>Lead Developer</th>
<th>Matt will be the lead developer for the Compendium project. Under the direction of Brain Brun, Matt will work with his development team to create Compendium to the team's specifications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Combs</td>
<td>Lead Developer</td>
<td>Matt Combs is a lead developer with over 10 years experience building web and desktop applications. He specializes in building applications that are optimized for speed, efficiency and ease of use. Working previously with several Fortune 500 companies on some of the most heavily used applications in the world, Matt is now focusing his energy on tailoring apps for the education industry.</td>
</tr>
<tr>
<td>Matt Combs</td>
<td>Lead Developer</td>
<td>After building several internal applications for schools, he has decided to expand on his love of education to help build an app that will change not only teacher's lives in the classrooms but also the lives of students, parents and community members as well.</td>
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</table>