### Budget

Columbus Collegiate Academy (009122) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (320)

**U.S.A.S. Fund #:**
Plus/Minus Sheet (opens new window)

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**Adjusted Allocation**: 0.00

**Remaining**: -5,621,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Efficiency Maximization and Environmental Revitalization for Greater Education (EMERGE)

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

Project EMERGE will renovate and revitalize two formerly vacant city district buildings into institutions of academic AND environmental excellence and will shore up the schools as beacons of hope in two of Columbus’ most disadvantaged neighborhoods. The installation of high efficiency HVAC, lighting, roof and window systems will result in significant operational savings and ensure that a greater share of hard-earned taxpayer dollars are directed into classrooms, where they will have the greatest impact on student outcomes. Additionally, these improvements will allow the students and staff of Columbus Collegiate Academy (CCA) and Columbus Collegiate Academy - West (CCA-W) to focus on academic growth during extreme temperatures with minimal distraction and, at the same time, increase the understanding of real-life applications of STEM concepts.

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.

610 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: - Provide the following information:

First Name, last Name of contact for lead applicant
Celeste Ferguson
Organizational name of lead applicant
Columbus Collegiate Academy
Address of lead applicant
1469 East Main Street Columbus, OH 43205
Phone Number of lead applicant
614.299.5284
Email Address of lead applicant
cferguson@unitedschoolsnetwork.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

CCA and CCA-W are located in two former Columbus City Schools buildings after launching in the basement of a church and the wing of a Boys & Girls club facility respectively. Although the buildings offer great spaces for our students, taking on these facilities has come with a cost. Both buildings are plagued by expensive roof leaks, aging boilers, an outdated lighting system and a lack of facility cooling capability. CCA-W's 102 year-old building also experiences tremendous loss through beautiful but inefficient, single-paned windows. These conditions have led to thousands of dollars in repairs annually and disproportionately high utility bills. Without facilities funding, these costs come from our general fund. To raise the capital for replacement versus repair, USN will have to invest in costly fundraising services. This will divert USN funding of programs that create efficiency for schools. From May - September, conditions are stifling. By mid-morning students look wilted and behavior infractions increase. Midday in the classroom brings fluid loss; headaches are a common complaint amongst teachers and students. Because the majority of our students come to us 2-3 grade levels behind, administrators have taken several steps to maintain our rigorous 8 a.m. - 4 p.m. schedule to maximize student growth, even under these conditions: "Large fans were placed in hallways that connect classrooms to increase air flow. The noise is immense and the fans do not provide direct relief within the classes. *Summer school is limited to morning hours which prolongs the session by one week. December through April, conditions are variable as we cannot control the thermostat for the boilers. They are either on or off. This results in extremely warm or cold buildings. When the rooms become too warm, teachers are forced to open windows- another energy loss. When the rooms are too cold, students who have coats must wear them over their uniforms, resulting

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

EMERGE is a comprehensive energy and environmental makeover for two of Columbus's highest performing middle schools. After comprehensive energy audits of each school building, the following is proposed: the installation of highly efficient variable refrigerant flow HVAC systems, state-of-the-art controls, innovative lighting applications, durable roofing solutions and, in one case, low U-factor windows. This project will also provide JadeTrack in our schools, as well. JadeTrack is a comprehensive software platform designed for sustainability performance management: resource efficiency and waste, water, energy use, and emissions reporting. It eliminates the need for data to be entered manually and once reporting begins, it allows for risk and cost management. In terms of increasing student learning, energy audit providers will also conduct classes on energy conservation and management to our students in both schools, and will train students and teachers on using the Jade Track system. Ongoing projects in energy conservation will give students a real world, hands-on experience with regard to energy use in their own schools. These improvements will drastically reduce energy use and maintenance expenditures for each school, would reduce USN fundraising expenses, and allow each school to increase comfort for its occupants which will optimize student learning. The resultant savings will be used to provide the highest quality instructional supplies and student support services possible.

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.)

Through the addition of conditioned air and control systems, school leaders can eliminate the negative effects of the sweltering heat and extreme cold conditions common throughout the standard Ohio school year. Research conducted from as early as the 1960's has found that ideal classroom conditions (classroom temperatures ranging between 68? to 70?) reduce the frequency of student errors, improve attention spans and lead to overall increases in student and staff productivity (Peccolo, 1962). One such study concluded that air condition was considered to be the most critical factor in providing an optimum thermal environment for learning (Manning and Olsen, 1964). Because most of our students arrive in 6th grade 2-3 grade-levels behind, they are our most challenged grade band. They are often most prone to distraction and difficulty adapting to rigorous academics. We anticipate a 5% increase in 6th grade reading and math growth scores on the NWEA and 6th grade reading and math scores on the OAA/PARCC assessment as a result of this project.

- 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.)

Code 400: Purchased Services-Through high-efficiency upgrades, it is expected that CCA will realize an annual utility (gas and electric) and facility maintenance savings of $16,060.00 each year. CCA-W is expected to see a reduction in similar costs of up to $32,116, annually. The
## 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.
5,621,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of Project EMERGE is $5,621,000.00. This includes all materials and labor associated with these remarkable upgrades. * HVAC Mechanicals and Installation: $3,814,000.00 * Electrical Upgrades: $516,340.00 * Building Management System and Installation: $175,400.00 * Utility Management Software and 5-Year Membership: $61,000.00 * Lighting System Upgrades: $138,160.00 * Window Removal/Replacement (CCA-W Only): $429,000.00 * Roof Removal/Replacement: $487,100.00

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.

The installation of the variable refrigerant flow cooling systems will add just over $15,050.00 in new utility expenses each year to CCA and $19,320.00 at CCA-West. Fortunately, the mechanical and control systems improvements will significantly reduce current maintenance and utility expenditures, leading to significant reductions in overall annual spending.

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

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

Yes

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.

82,456.00 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.

Project EMERGE is expected to save the consortium schools over $82,456.00 annually in utility and maintenance expenditures. Columbus Collegiate Academy: CCA will realize an annual reduction in utility costs of $13,110.00 through heating system upgrades. Additionally, it is expected that upgrading to new heating and controls systems will reduce yearly maintenance expenditures by $10,000.00. Further, the installation of high-efficiency lighting systems will create an additional $8,000.00 in savings. In total, CCA can expect to see annual savings of approximately $31,110.00 per year. Columbus Collegiate Academy - West: CCA-W will experience even greater reductions in utility costs due to the installation of new heating equipment at a rate of $35,626.00 per year. It will also realize savings on HVAC maintenance of $10,000.00, annually. The installation of the high-efficiency lighting system will create an additional $5,720.00 in savings on electricity each year. In total, CCA-West can expect to see annual savings of approximately $51,346. For United Schools Network, there will be a savings of $35,000 in fundraising consultant fees, and $10,000 in indirect costs such as printing, meetings, food, and staff time for two years. This will total $90,000 over two years if USN does not need to invest in additional fundraising costs to raise the dollars for capital improvements. Also, as a result of engaging vendors this year (prior to 2015) to upgrade our facilities, the consortium will save an estimated $446,260 in rising material, labor, and construction costs.

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 EMERGE project self-sustaining because it eliminates the source of current and large expenses and replaces it with less costly, more efficient, and permanent solutions. The future costs and energy required to maintain these new fixtures are minimal. Savings from this project can be used in the classroom and to mitigate unforeseen costs due to implementing the system. Details below: Savings: Due to the
condition of existing heating systems, immediate savings in maintenance-$10,000.00 per year, per facility- will be realized upon installation of the new equipment. Immediate savings will also be realized upon the installation of high-efficiency windows at the CCA-W facility and roof systems at CCA and CCA-W. Both elements will significantly reduce energy loss and annual maintenance expenditures. By replacing current lighting systems with modern, low energy-draw lighting applications, both schools will experience significant reductions in electricity consumption. The combination of the improvements above with the variable refrigerant flow cooling system and controls will drastically improve quality of life and will lead to substantial energy savings. These annual savings of $82,456 will continue for the life of the upgraded equipment. Expenses: Although the variable-flow refrigerant system will require an investment of $15,050 at CCA and $19,230.00 at CCA-West, this added cost will not overcome the total savings when operating in concert with the full package of energy-saving upgrades. As evidenced by the narrative in question 14 above, an annual, ongoing savings of $48,176 will be realized between the two schools.

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: 8/1/2014-5/30/2015

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


- Anticipated barriers to successful completion of the planning phase

Once contracts are awarded, Joe Baszynski, the Chief Operating Officer of United Schools Network, will closely with service providers to overcome planning and execution delays. As with most construction projects, it is possible that structural elements and condition may require minor changes in course leading up to implementation.

18. Implementation - Process to achieve project goals

- Date Range: 8/1/2014 - 6/30/2015

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

General: Throughout each project, contractors will meet as needed to discuss project progress, possible setbacks and solutions. Joe Baszynski, the United Schools Network COO, will be in communication with project foreman on a daily basis to ensure that projects are running on time and to address any unsuspected issues. HVAC System * September 2014: Place equipment order, received by March 2015 * August 2014: Boiler Demo * Mid-August 2014: Boiler install - Set, tie-in, sheet metal, controls, inspection, insulation, pre-operational checks * September 2014: Boiler startup/commissioning (2 days) * June 2015: Demo of existing unit-ventilator systems (15 days) run piping to classroom temperature controls (10 days), building controls commissioning (10 days) * July 2015: Room unit placement (10 days), insulation (5 days), air balance (5 days) * Mid-August 2015: VRF system commissioning (10 days) * End August 2015: Final inspections and occupancy award (2 days) Lighting System * April 2015: Lighting purchase and shipping (40 days) * June - July 2014: Lighting install (60 days) Utility Management System * September 2014: Purchase utility management equipment (30 days) * August 2014: Integrate utility management system (5 days) * September 2014: Training on utility management system (1 day) Roof System * June 2015: Roof loading/unloading (5 days) * June 2015: Roof demo (3 days) * June 2015: Roof install (7 days) * June 2015: Sheet metal package install (5 days) Window System (Columbus Collegiate Academy - West) * June 2015: Concurrent demo and install of window units (30 days)

- Anticipated barriers to successful completion of the implementation phase.

As is standard in all construction projects, weather and unforeseen structural issues will play a role in the project completion timeline. However, each project timeline was developed conservatively to allow for these setbacks.

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

- Date Range: 8/1/2014-6/30/2015

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

Baseline data has already been collected over a 36-month period for both facilities. United Schools Network COO, Joe Baszynski will work
closely with School Leaders to analyze consumption trends and cost savings on a monthly basis using data from the JadeTrack utility management system. The JadeTrack utility management system will allow real-time analysis and mapping of utility savings compared to current base-line data. At the end of the five-year in-service date, an efficiency study will be executed by experts in the field of heating, air-conditioning and ventilation services. Data collection to benchmark and analyze the impact of the project on academic achievement: May 15th, 2015 - June 15th, 2015 Week 1: Student end of year survey will measure satisfaction with learning environment on a Likert scale. Returning students will complete separate survey measuring current learning environment as compared to previous years’ learning environment as a True/False response. Operations staff will collect responses. Week 2: Student surveys analyzed by USN. Teacher end of year survey will measure satisfaction with learning environment on a Likert scale. Returning teachers will complete separate survey measuring current learning environment as compared to previous years’ learning environment as a True/False response. School Directors will collect responses. Week 3: Directors collect data including NWEA growth and OAA achievement scores from the previous school year. This data will be compared to equivalent academic data for the 14-15 school year. School Directors will collect retention data (number of students not promoted) from the previous school year. This data will be compared to equivalent data for the 14-15 school year. Week 4: School Directors prepare reports and bring to School Director’s meeting with USN’s COO. COO will analyze project success against all objectives that align with each of the project goals and create report to disseminate.

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

Time challenges in creating and administering surveys to students during an already busy time of year. Solution: Proactively solicit advice mid-year from similar schools that successfully complete end of year student surveys. We will discuss at the March School Directors meeting to be prepared to implement best practices to improve administration and participation. Analysis of utility and maintenance savings will be ongoing and may be slightly affected by the ability of the United Schools Network COO to properly train school-based operations staff on best practices in systems management. To ensure that the learning curve is minimized, utility management will be a topic of discussion at bi-weekly Operations Check-ins at each facility. Additionally, the expert knowledge of each system vendor will be utilized to ensure that new systems are operating at maximum efficiency.

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 most significant change to organizational practices will be the reduction in time lost to addressing mechanical issues associated with aging windows, roofs and HVAC systems. School-based operations staff and the USN COO spend hours each week addressing leaks, malfunctioning windows and boiler issues (flameouts, broken sump pumps and faulty controls). Removing these unexpected time-drains will allow school-based operations staff to focus time on removing barriers to learning for their students. They will have more time to prepare attendance analysis, communicate with parents and address technology issues that can result in instructional time lost. Math and science teachers will have the ability to utilize the JadeTrack utility management application to engage students in energy consumption analysis and improvement initiatives. Students will learn how to map data using graphs and diagrams. They will learn and employ problem solving skills that will benefit them in school and life. They will have opportunities to experience their impact (positive and negative) on the environment. Students will not wear coats over their uniforms during winter which will reduce distractions. During warm months, by mid-morning students look wilted and behavior infractions will decrease. Large, noisy fans will not be placed around the building, daily. Teachers will not dispense water bottles, open windows, or reposition fans during warm months. The reduction of these distractions will result in more time for teachers to reinforce learning and engage students in activities that will further their understanding and mastery of core content.

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.

A number of schools and districts across Central Ohio have executed similar projects or incorporated elements of project EMERGE in new construction with tremendous success. Dublin City Schools, Hilliard City Schools and Ohio Hi-Point Career Center are just a few of the organizations that have added energy-efficient upgrades to their buildings. Due to the nature of this project, the intent of the research below is to prove that these systems can have a tremendous impact on existing facilities. *Adults and children work most efficiently in comfortable thermal environments (Canter, 1976 http://sdpl.coe.uga.edu/researchabstracts/thermal.html). By ensuring that classroom temperatures do not drop below 68 degrees or rise above 75 degrees, students and staff will be less prone to fatigue and better suited to take on the demands of the schools’ rigorous curriculum. “In the area of temperature and humidity, researchers concluded that as temperature and humidity increased, achievement and task performance deteriorated, attention spans decreased, and students reported greater discomfort. Cooler classrooms created increased feelings of comfort, activity and productivity. (King, J. & Marans, R.W. (1979). The physical environment and learning process (Report No. 320-S12). Ann Arbor: University of Michigan Architectural Research Laboratory.) * Jerry Lowe interviewed
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.

Joe Baszynski, jbaszynski@unitedschoolsnetwork.org, COO of USN, will conduct the external evaluation based on the following plan:

* 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.)

Student achievement objectives for FY 15: 5% more 6th grade students will maintain or grow in percentile and grade-level according to their performance on the OAA/PARCC and NWEA than did students from FY14. (Metrics: FY 14 & FY 15 O.D.E. School Report Cards and FY 14 & 15 Fall - Spring NWEA report.) (2) The ODE School Report Card will reflect a higher performance index than the previous year. (Metric: FY 14 & FY 15 O.D.E. School Report Card.) Classroom use objectives for FY 15: (1) Each trimester, surveyed teachers will report an estimated 10% reduction in time and resources spent adjusting their instruction around environmental issues. (2) Each trimester, 85% of surveyed teachers will report an increase in the quality and productivity of instruction time. (3) 85% of math and science teachers will report an increase in use and ease of implementation of the JadeTrack data analysis in their classrooms on the end of year teacher survey. (Metric: EMERGE Trimester Teacher Surveys) Savings & efficiency short & long term objectives: (1) Expenditures for the project will not exceed 10% of projected figures. (Metric: USN COO EMERGE trimester report) (2) Projected energy and maintenance cost-savings will not dip more than 10% below projected figures. (Metric: JadeTrack data report, school level utility P.O. reports, USN Development budget) (3) School-level operations staff will not report more than an average of 4 maintenance issues, regarding upgraded equipment, per month in FY 15. (Metric: USN Operations Google Doc: Operations Maintenance Tracker)

* 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.

USN COO will collect all end of year surveys and reports from operations staff, School Directors, and treasurer services by June 20th, 2015. Using a spreadsheet and scoring rubric, each school will be evaluated on its progress toward the grant goals. Each school will meet 80% of the applicable objectives for school-level project success. If there is a 10% or greater variance between the schools in the percentage of objectives met, a strategic examination of the differences between school-level implementation will be conducted. 1) If a school meets less than 80% of applicable objectives, data relevant to the objectives that were not met will be examined. a. If academic outcomes are not met, School Directors will study and improve communication between teachers and operations staff to maximize the classroom environment for students. b. If financial measures are not met, the USN COO will work with energy audit providers to identify ways to align the buildings with the projected savings and/or negotiate lower utility rates. c. If classroom use measures are not met, the USN COO will request additional professional development from the system providers in order to improve the skills of operations staff and teachers in balancing their classroom environment. USN will set forth an official written recommendation for the program for FY 16 by July 31st, 2015 which will outline lessons learned and improvements and will made available to Dr. Ross' office to share with other Ohio districts. This will be added to the project binder of standard operating procedures (See prompt 25).

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.

EMERGE will reinvigorate two former Columbus City School buildings. One of the greatest challenges to operating a successful community school is the acquisition and maintenance of facilities. Since the opening of Columbus Collegiate Academy in 2008, students and staff have proven that the high expectations, no excuses program works when you place highly trained and supported teachers in front of students. Since then, CCA and CCA-W have continued to see incredible results in two of Columbus’ most disadvantaged neighborhoods. The value of these organizations to their respective neighborhoods is immeasurable. Project EMERGE will allow both schools to further plant their roots in their neighborhood. The improvements associated with this proposal will not only improve the quality of life for those fortunate enough to work...
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

Sixth grade student growth and achievement in math and ELA will increase by 5% in the first year of the project and will grow to an 8% increase over a five year period when FY 14 and FY 20 scores are compared. The project will also positively impact students in sub-groups (such as special education services, English language learners) which will be reflected in a 5% increase of the Performance Index score for each school over a five year period.

* Spending Reduction in the five-year fiscal forecast

An annual savings on utilities and maintenance of $48,176.00 is expected to occur for the consortium. This should lead to an overall reduction in costs of $240,880.00 over the five-year fiscal forecast. The annual benchmark for Columbus Collegiate Academy will be a reduction in spending on utilities and maintenance of $16,060.00 per year for a total savings of $80,300.00 in the five-year forecast. Columbus Collegiate Academy - West can expect to see a reduction in spending on utilities and maintenance of $32,116.00 per year for a total savings of $160,580.00 in the five year forecast.

* Utilization of a greater share of resources in the classroom

Columbus Collegiate Academy will see an increased share of resources in the classroom at a rate of $64.00 per student within the first year of completion of Project EMERGE. This is calculated by taking the total annual savings realized ($16,060.00) divided by students served (250). Columbus Collegiate Academy - West will see an increased share of resources in the classroom at a rate of $133.00 per student within the first year of completion of project EMERGE. This is calculated by taking the total annual savings realized ($32,116.00) divided by students served (240).

* Implementation of a shared services delivery model

By utilizing the shared project management services of the United Schools Network COO, the schools will avoid the cost of hiring an independent contractor. Additionally, a one-time savings of $400,000.00 will be realized through combining the two projects through reductions in material costs and labor.

* Other Anticipated Outcomes

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

In terms of replicating the management of this project in other districts, USN functions as a traditional public school district's central office. Therefore, the corresponding administrative personnel should be able to serve as Joe Baszynski does for this project. This project has, to-date, taken approximately 14 hours of Mr. Baszynski's time as COO. This includes contacting vendors, conducting site-visits and surveys, reviewing and negotiating bids and establishing timelines. Should we be awarded this grant, Mr. Baszynski estimates this will take approximately 10% of his time during the grant period. Anther district with a larger central office staff, or operations team, should easily be able to incorporate this model into their framework even if the number of schools or students were of greater scale. In researching this project, we are encouraged to find that many schools and districts are already employing these cost saving, energy saving systems. Cristo Rey, a private Columbus high school is installing a similar HVAC system in a historic downtown facility. They expect to realize similar savings that will allow them to direct more of their resources into the classroom. Dublin City Schools is implementing the energy conservation classes and JadeTrack system in their 6-12 grades. This is a district with 23 buildings and over 14,000 students. As we move through this project, USN will set dashboards, schedules, meetings, contracts, agendas, goals, and outcomes into a standard operating procedures binder. This will be a reference point for our network and for other interested districts. From year to year it will be a semi-living document: historical reference and lessons learned to suggested improvements and adjusted goals to maximize the impact of this grant.
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).

Celeste Ferguson, Columbus Collegiate Academy. 4/18/2014
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Kathryn</td>
<td>Anstaett</td>
<td>614.545.9570</td>
<td><a href="mailto:kanstaett@unitedschoolsnetwork.org">kanstaett@unitedschoolsnetwork.org</a></td>
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<tr>
<td>Celeste</td>
<td>Ferguson</td>
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<tr>
<td>Joe</td>
<td>Baszynski</td>
<td>(614)725-8562</td>
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<td>1469 E. Main Street, , Columbus, OH, 43205</td>
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## Implementation Team

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<tr>
<th>First Name</th>
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<th>Qualifications</th>
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<tbody>
<tr>
<td>Kathryn</td>
<td>Anstaett</td>
<td>School Director, Columbus Collegiate Academy - West</td>
<td>Kathryn will oversee the grant implementation at CCA-W.</td>
<td>Kathryn Anstaett is School Director of CCA-West. She will report student and teacher results during this project and collaborate with other School Directors in USN. She leads network-wide professional development training. Formerly, Ms. Anstaett was the Director of Curriculum and Instruction where she was responsible for teacher coaching and evaluation at the Main St. campus. Prior to her role as DCI, Ms. Anstaett taught and developed curriculum for social studies and science courses at CCA. Prior to joining CCA, Ms. Anstaett was a Spanish teacher in St. Louis through the Teach For America program.</td>
<td>Similarly, Ms. Anstaett has gained invaluable experience managing multiple complex projects and programs at the school level ranging from facility renovations to student performance improvement initiatives. In her work as Director of Curriculum and Instruction at CCA and School Director at CCA-W, Ms. Anstaett has extensive experience balancing conflicting priorities, managing concurrent operations and ensuring the on-time delivery of critical services and systems. She has proven successful in many instances of analyzing data to mitigate shortfalls and ensure maximum impact on student outcomes in a lean environment.</td>
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<tr>
<td>Celeste</td>
<td>Ferguson</td>
<td>School Director, Columbus Collegiate Academy</td>
<td>Celeste will oversee CCA’s implementation.</td>
<td>Celeste Ferguson serves as the School Director-in-Training at CCA. She will be School Director in FY 15 and will lead this project to meet the grant goals. She collaborates with teachers and staff to ensure student success through effective use of data, sharing of best practices, and ongoing professional development. Prior to joining the team at Columbus Collegiate Academy in 2013, Mrs. Ferguson served as the Assistant Director at Endeavor College Prep where she led the a number of school-wide student and staff-centered initiatives. She was also a Teach Plus Policy Fellow in Los Angeles California.</td>
<td>In her roles as Assistant Director at Endeavor Prep and School Director-In-Training at Columbus Collegiate Academy, Ms. Ferguson has gained invaluable experience measuring and analyzing student progress. Additionally, as a key school leader, she is responsible for the identification and execution of school-wide improvement processes and procedures. Mrs. Ferguson has extensive experience from this and previous positions in managing multiple projects within a building at a given time, using data to analyze the impact of environmental changes on student life and academics.</td>
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<tr>
<td>Joseph</td>
<td>Baszynski</td>
<td>COO, United Schools Network</td>
<td>Joe will be responsible for the fidelity of the grant implementation for the consortium.</td>
<td>Joe Baszynski is the Chief Operating Officer of United Schools Network. He will serve as project manager for the grant and external evaluator of the project’s success. Previously, he served as the Director of Operations for CCA and CCA - West. Mr. Baszynski began his career in education as a middle school Social Studies teacher in New York City's South Bronx. He is also a member of the Ohio Air National Guard. His experience as an Executive Officer and Squadron Officer prepared him well for the challenges inherent in charter school operations. He has led USN</td>
<td>Mr. Baszynski has experience managing similar projects as an Officer in the Ohio Air National Guard. In 2012, he was responsible for the management of a multi-million dollar, high profile base-wide communications infrastructure project that served over 1,000 members of the 180th Fighter Wing, Ohio Air National Guard. Mr. Baszynski was also responsible for the beddown of U.S. forces in Iraq during a 2011 deployment in support of Operation NEW DAWN. He was responsible for overseeing the renovation of multiple abandoned Iraqi military forces facilities as well as ground surfaces utilized by his deployed unit’s fleet of F-16 fighter aircraft. He worked closely with base civil</td>
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Through the successful implementations of U.S.D.O.E. CSP grants for CCA-West and UPrep. Audits from U.S.D.O.E. gave USN and the awardee schools exemplary scores. Engineering contractors on a tight timeline to ensure all projects were complete prior to the arrival of the notoriously finicky F-16 airframe. Due to his attention to detail and ability to manage relationships and expectations, his deployed unit experienced zero mission degradation due to time lost caused by insufficient operating conditions.