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<th>Object Code</th>
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<th>Retirement Fringe Benefits 200</th>
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<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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</table>

Adjusted Allocation | 0.00 |

Remaining | -555,000.00 |
A) APPLICANT INFORMATION - General Information

1. Project Title:
The Dublin Partnership for Operational Excellence: Collaborating with Ohio State and Cardinal Health to Transform School District Processes

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

Every Public School has a responsibility to allocate the majority of its limited financial resources to its core function; academics, in order to maximize the return on investment taxpayers have made in our schools and our students. However, operational needs, such as food service, transportation, custodial maintenance, utility costs, technology also demand a share of the operating budget and pull limited financial resources away from funding academic programming. With this grant, Dublin City Schools, in partnership with The Ohio State University, will implement a proven and sustainable cost reduction methodology, known as Lean Six Sigma, to train employees to reduce costs in non-core operational functions, and thus prevent financial resources from being drained from the District's academic programming.

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.

14800 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
Todd F. Hoadley

Organizational name of lead applicant
Dublin City Schools, IRN 047027

Address of lead applicant
7030 Coffman Rd., Dublin, Ohio 43016

Phone Number of lead applicant
(614) 760-4353

Email Address of lead applicant
hoadley_todd@dublinschools.net

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
**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.

<table>
<thead>
<tr>
<th>The current state or problem to be solved; and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Across Ohio, most school districts are on a 3 - 5 year levy cycle and repeatedly face going to voters with levy requests for additional taxes. The financial cycle is simply unsustainable and yet it is the norm for many Ohio school districts. This project will reduce operating costs across all non-academic operations of the school district, through the implementation of Lean Six Sigma (LSS). LSS is not a new idea, but it is an incredibly powerful one. Over decades, it has proven itself in companies from General Electric and Toyota to Starbucks and the Cleveland Clinic. It is moving rapidly across the private in areas such as financial services, retail, and health care. Specifically, it is a systematic approach to problem solving that drives down costs, streamlines work flow, and reduces wasted efforts. LSS has become commonplace in the private sector and it is time that Ohio schools adopt the LSS approach and deliver the benefits to students and families.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>The proposed innovation and how it relates to solving the problem or improving on the current state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This LSS project is will be a disruptive innovation across non-academic operations of Dublin City Schools. DCS classified staff will receive various levels of LSS training, in a job embedded training format, and immediately apply LSS methodology across key operational areas. During year one of the program, trained LSS job coaches will supervise implementation of the LSS methodology. It is important to understand that LSS cannot occur if only a small group of individuals are trained to perform LSS work. Rather, in order to create the necessary culture change, a significant number of staff, at multiple levels of the organization, must be trained and teamed together, collaborating on specific improvement projects designed to transform processes and create operational efficiencies. An organizational structure has been devised to ensure the proper strategic alignment, resource management, and committed leadership to propel this initiative. 1) DCS Operational Excellence Council - This team provides strategic and thought leadership to guide the initiative and measure progress towards stated goals. The council includes: Todd Hoadley, Superintendent; Stephen Osborne, Treasurer; Annette Morud, Director of Business Affairs; Peter Ward, Chair of Management Sciences at OSU; Peg Pennington, Executive Director for the Center for Operational Excellence at OSU; Bill Owad, SVP for Operational Excellence at Cardinal Health; plus 2 Dublin School Board members and 2 Dublin parents, trained in LSS. 2) DCS Operational Excellence Team - This team will identify LSS strategic priorities and with the district's Five-Year Forecast, provide the resources and motivation to build momentum, ensure sustainability, and remove policy and procedural roadblocks that can hinder LSS teams. This team includes: Dr. Hoadley; Mr. Osborne; plus 1 additional graduate of OSU's Master of Operational Excellence program; DCS Directors of Transportation, Food Service, Custodial Maintenance, Technology; and the DCS - Director of Continuous Improvement. 3) DCS Director of Continuous Improvement - This key leader has been identified within the existing administrative staff and will have her position realigned to focus on the goals and priorities of this LSS initiative. This leader will function as a key driver for all the LSS activity and momentum that this disruptive innovation requires. 4) OSU/Fisher College of Business Center for Operational Excellence Membership - Thirty-eight companies across varied industries have joined together with Fisher, to share best practices in Operational Excellence and to advance the LSS discipline. The mutual commitment and shared learning that permeates this group of forward-thinking organizations will provide essential support and opportunities to collaborate with other members. It is through this governance and support structure that DCS employees will acquire LSS knowledge, develop skills, and leverage LSS tools and practices to re-form District operations, reduce costs, and reallocate a larger percent of the budget to core academic programming.</td>
</tr>
</tbody>
</table>

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.)

- 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.)

This grant requests funding so as to allow DCS to train 10% of its workforce (2,000 employees) in Lean Six Sigma concepts. Training will occur, almost entirely among classified staff members and a few selected administrators. A layered training approach, described Q12, will provide entry level LSS (yellow belt) training to 100 classified staffers (5% of workforce), medium level LSS (green belt) training to 50 employees (2.5% of workforce) and high level LSS (Black Belt) to 7 employees (less than 1% of employees) in an effort to create an efficiency culture, on the “operational side” of the District. Training partners, both locally and regionally, and being been selected and will be utilized so as to show that this LSS training concept is available to all school districts throughout Ohio. To ensure top level organizational commitment, a leadership training program, for members of the Board of Education has been formulated in cooperation with The Ohio State University.
Additionally, an operational council, consisting of members of the community and school district, will meet quarterly to oversee fidelity of implementation of this grant request. This LSS initiative has identified initial projects that will reduce expenditures in the District's General Fund. As such, the 5 year forecast will be the main document used to track data against FY14 baseline performance. Our five-year forecast shows that, among these initial projects, should create a savings of $2,115,000 over the next 5 years. Details on several of these initial projects, and the related benchmarks that will be used to track progress are shown below: Reduce energy (electric and gas) consumption - Across the District's 22 facilities, a $200,000 (10 percent) annual savings has been established as a goal. Monthly utility bills are available and these documents allow the district to establish historical monthly averages for each site. These invoices serve as additional baseline data and will allow the treasurer to track success rate of each energy reduction project on a monthly basis. Utility costs are considered a purchase service with the General Fund so the Treasurer will track this line item in FY15 and beyond. Transportation - a cost reduction program, targeting fuel consumption: The FY 14 transportation budget is $9.6 million. Year one success marker is 1% cost reduction, or approximately $100,000. Historical fuel and parts purchase invoices will be used to establish baseline performance in the supply and material and purchase service line items. The 5 year forecast, along with the T1 and T2 reports will serve as success markers to track fuel and miles driven per month. Inventory reduction in our 10,000 sq. ft. warehouse: an expected $50,000 has been identified and will be tracked annually by the Treasurer through the General Fund supply and materials account. IT staff optimization: an LSS project will track operation and service of computers so as to avoid adding staff to this department. $100,000 / annually in personnel costs are expected to be obtained through cost avoidance. Finally, the District plans to "under promise and over deliver" and has intentionally used savings estimated under estimates given by professional consultants. There is a large potential that the cost savings, listed above will be far exceeded.

**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.

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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 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.

| 555,000.00 | State the total project cost. |

* Provide a brief narrative explanation of the overall budget.

This project will transform the way Dublin City Schools manages its business side operations by training over 200 DCS employees (approximately 10% of workforce) in LSS concepts. Specifically, the adoption of LSS requires administrators and classified staff to acquire new knowledge and develop new skills. As such, the investment in this disruptive innovation project is an investment in our people, giving them the knowledge and tools they need to streamline processes, reduce waste, and reduce operational costs. Below, we described the layered approach that will be used to ensure various employee groups acquire the requisite LSS knowledge, skills and tools. Through this upfront investment, a continuous improvement culture will be developed with employees exhibiting new behaviors that yield both immediate and on-going improvements in process, and financial savings. Additionally, future financial savings will be partially reinvested to train additional employees in the LSS methodology, thus sustaining the LSS program and creating additional opportunities for financial savings.

Layer 1 - Leadership Orientation: Members of the Dublin Board of Education, Administrative Staff, Classified staff union leadership, and community members will gain essential understanding of the Lean Six Sigma improvement methodology, concepts, and vocabulary enabling them to support, guide, and track improvement efforts. Budget: $20,000

Layer 2 - Masters Training Program: At least 7 DCS staff will complete OSU's one-year Master of Operational Excellence (MBOE) program, acquiring Black Belt-level leadership and teaching skills in Lean Six Sigma. This is a critical layer to ensure that we have the depth of knowledge, in the right positions, to effect the transformation that will yield targeted results. Each MBOE participant will complete a capstone project, which will achieve operational cost reductions. The financial savings for these projects will be ongoing and support sustainable of the District's LSS program. Budget: $385,000

Layer 3 - Onsite LSS Green Belt Training Program 50 DSC administrators and classified staff leavers will be trained on school premises, by a NE Ohio LSS trainer, utilizing lecture and job embedded training projects. These 50 staff will obtain LSS green belt certification. Budget: $75,000.

Layer 4 - Rapid Improvement Training and Events: Twenty staff will be trained in Lean Six Sigma skills through a Rapid Improvement training program. This program is available through a partnership the District currently has with a local employer (Cardinal Heath) Budget: $15,000

Layer 5 - Online LSS Yellow Belt Training Program. 100 staffers, custodians, secretaries, maintenance personnel, food service employees, will receive online training in Lean Six Sigma concepts and achieve yellow belt certification. Additionally, OSU Fisher College MBA students will provide tutoring support. Budget: $30,000.

Layer 6 - Participation in the OSU Center for Operational Excellence Incremental learning, collaboration and support through membership in the OSU Center for Operational Excellence; Budget: $10,000

Note:

- Budget: $75,000. 
- Participate in the OSU Center for Operational Excellence Incremental learning, collaboration and support through membership in the OSU Center for Operational Excellence; Budget: $10,000

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

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

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

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

No. Once the grant has expired, all reoccurring costs will be both optional and completely sustainable, paid for through anticipated operational savings generated by year one and future LSS projects. Because DCS is a 2,000 employee organization and this grant will provide training for 10% of the workforce, in the future, it will be important to continue training additional DCS employees in the LSS methodology so as to further embed the culture of problem solving and efficiency into the DNA of the DCS organization. These future LSS training costs will be completely paid for through financial savings garnered through completed LSS projects.

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

- Yes

- No

Applications 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.

| 650,000.00 | If yes, specify the amount of annual expected savings. If no, enter 0. |

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain why.
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:
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: June 30, 2014 - August 1, 2014

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

By June 30, 2014: A first key milestone of the Dublin Partnership for Operational Excellence already is under way: The identification of the district's Director of Continuous Improvement leader. Selecting this leader will ensure all components of operational excellence training in the future are managed by a dedicated district employee. Because this position will not result in an additional hire, the district must take steps to realign leader's responsibilities to manage the additional workload, which likely will result in the redistribution of duties in his or her department. Early identification of this leader and clear communication with the affected team will mitigate potential disruptions, which is the largest barrier to this step. By August 1, 2014: A communication strategy for this partnership must be created and aligned with the district's strategic messaging "umbrellas," which are: student achievement, value, and efficiency. The successful planning, implementation, and sustainment of this LSS initiative is directly linked to the efficiency component of this philosophy, but the successful communication of this messaging requires a thorough understanding of the different lenses with which various stakeholders will view the information about the project. By August 1, 2014: The District will identify specific employees who will participate in Layers 3 - 5, as outlined in Q12. Commitment will be secured for each individual.

* Anticipated barriers to successful completion of the planning phase

June 30, 2014: The district, in this planning phase, will work with the Fisher College of Business to identify and enroll DCS employees as students into the Master of Business Operational Excellence program. To avoid a potential barrier, these candidates have been identified, applied and have been accepted into this rigorous MBOE program, pursuit to the District receiving this grant. Additionally, at this time, the "capstone" projects, which would be associated with each student, are being identified so as to ensure the District outpaces the expected financial savings outlined in Q14. August 1, 2014: The communication strategy will develop around the implementation of the LSS project and will incorporate terms and language familiar to the Lean Six Sigma trained, while remaining accessible to the majority of individuals with no background in the program. August 1, 2014: Commitment will be secured for each individual. To prevent any barrier, in-depth conversations have already occurred with Classified Staff Union Leadership as some training will occur after work normal hours and on the weekend. We have received a commitment that as long as participation is voluntary, no union issues will be expected. Anticipated barriers that have been addressed: Training partners have been identified and their verbal commitment secured. Admission into the highly selective MBOE program, for participating individuals has been finalized as each prospective participant has been admitted by the university and admitted into the program. Location for training has been identified and secured, pending grant approval.

18. Implementation - Process to achieve project goals

* Date Range: September 1, 2014 - June 30, 2015

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

By October 1, 2014: The implementation of the Dublin Partnership for Operational Excellence requires a gradual rollout of each of the "layers" identified in Q12. Training sessions for Layers 3 - 5, Rapid Improvement Event, Green Belt training, and Yellow Belt training, will begin in the fall of 2014 and continue into the Spring of 2015. While training partnerships have been secured, specific dates have not been finalized and will not be finalized until determination of the awarding of grant funding By December 1, 2104: The next crucial step comes with the December 2014 kickoff of the MBOE master's program at Ohio State, where students will develop the ability to see problems, formulate problem statements, and appreciate that a holistic system is required to sustain change. As with all MBOE training sessions on-campus at Fisher College of Business, this will require students to spend three business days off-site, on eight separate occasions. An essential component of the MBOE program is that each DCS participant will be assigned a LSS coach who will oversee his or her mastery of key LSS learning concepts. This MBOE coach will meet with the DCS participant, every two weeks, and will oversee progress on the capstone project. By September 1, 2014 through June 30, 2015: Finally, in order to overcome the potential barrier of resistance to change of adult behavior by non-trained district personnel, one of the most important aspects of this LSS initiative will be the communication strategy discussed in Q17. In order to successfully facilitate an internal and external culture shift regarding the perception of the "business side" of DCS, a consistent flow of information, will be coordinated by the district's director of communications, and will take place in the form of face-to-face conversations with stakeholders and the dissemination tools available to us.

* Anticipated barriers to successful completion of the implementation phase

October 1, 2014: Lack of Board of Education understanding is a potential barrier and in an effort to foster active "buy-in" from this group, along with top district leadership, LSS implementation will begin with a two-day leadership training session with DCS board members and district staff, hosted by Ohio State. This action will ensure the local community's elected leadership will possess the basic knowledge and skills to understand and communicate LSS leaders during the implementation process. To mitigate any potential schedule conflict, the date of this training would correspond to the scheduled 2014 annual retreat. December 1, 2014: To mitigate any potential scheduling conflicts, dates for the 2014/15 MBOE program have been provided to the prospective candidates and their commitment to participate in all sessions has been secured. "Tollgate" dates will be established to ensure each DCS participant makes satisfactory progress on his or her LSS capstone project. Project "deliverables" will be required at each "Tollgate" which will occur in January, March, May, June, August, October and December of 2015. September 1, 2014 through June 30, 2015: On multiple occasions, District officials will have the opportunity to explain the LSS initiative, in person, to groups such as The Board of Education, PTO Presidents, The Business Advisory Council, The Senior Citizens Council, The Dublin Parents of Black Students Association, The Teachers Advisory Council and more. These conversations will begin during the
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range December 31, 2014 - December 31, 2015

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

The one-year Master of Business Operational Excellence (MBOE) program, at the core of the Dublin partnership begins in December 2014 and concludes in December 2015 with student report-outs on the individual capstone projects they have undertaken. The depth and rigor of these Capstone projects will produce meaningful, measurable results - and, in some instances, instant operational efficiencies - and will also be used to tie other layers of LSS training (Green Belt, Yellow Belt) back to district strategic priorities. As stated in Q, the capstone project on energy efficiency is expected to yield a savings of $200K annually and the capstone project on transportation is expected to yield a savings of $100K annually. The completion of these capstone projects in December 2015 will coincide with the final quarterly meeting of the Operational Excellence Council (see Q8), which is charged with tracking and evaluating the progress and success of the LSS projects across all training layers. The Operational Excellence Council (Q8) along with the newly assigned position of Director of Continuous Improvement will be tasked with the oversight of LSS projects across layers 3-5 (Q12). Throughout the planning and implementation stages and, crucially, as LSS projects reach the end of their first-year cycle, details on success rates will flow to members of the community as well as the District's 2,000 employees from the following district communication conduits: website at dublinschools.net, the Dublin City Schools Today television show, the Dublin City Schools Today printed newsletter, individual school building newsletters, the District's mass email system, Facebook, Twitter, YouTube, the Superintendent's bi-monthly newspaper column, newspaper stories and more. This combination of two-way conversations and district information flow will ensure tens of thousands of people will be informed about the successful implementation of this LSS project.

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

A potential barrier for MBOE participants will be the level of rigor within the statistics courses within the curriculum. This is expected. To overcome this challenge, a portion of the miscellaneous budget will be utilized to hire district math teachers, on a part time basis, to provide tutoring support to MBOE participants. A potential barrier, or challenge, in year one of this LSS initiative, is the large number of LSS projects completed by newly trained LSS participants. A portion of the miscellaneous budget will be utilized to hire, on a part time basis, local citizens with LSS black belt certification. These persons have identified and a several have volunteered their services in support of this project. In future years of this LSS initiative, this challenge of numerous and simultaneous LSS projects, requiring oversight will be eliminated as by December 2015, MBOE participants will have earned their LSS Black Belts and be able to both lead and supervise LSS projects. Importantly, the conclusion of the partnership’s first year will by no means represent the end of this LSS initiative - rather, the very beginning. Culture change is a gradual, difficult process that will take years to embed into the district's DNA and it will only self-sustain with a defined structure and communication plan in place.

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 duplicate 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 cultural change this LSS initiative will drive is its most compelling reason for implementation and evidence for its sustainability. In any organization, particularly one with the structure and scope of K-12 education, habits and behaviors have spent decades developing and emerging as the cultural norm. Too often, inefficiency and waste run rampant but are accepted as "business as usual" and are, as a result, unchallenged. The Dublin Partnership for Operational Excellence aims to create a core group of trained administrators and classified staff with the skills and leadership abilities to challenge and change these inefficient processes in a way that ultimately empowers and equips everyone around them. This, in turn, will ignite a drive to constantly seek new opportunities to generate cost savings and drive more dollars to the classroom, cementing the initiative’s sustainability for years to come. This change will not be easy, which is why roughly 10 percent of all DCS employees will engage in some level of direct LSS training in the initiative’s first year alone, and why 25% of documented future savings will be earmarked toward training additional LSS employees in the Lean Six Sigma methodology. As LSS teams begin executing and completing the range of projects identified as strategic priorities under this initiative, a new model for problem solving will emerge and take hold. The hierarchical nature of some organizations, particularly education and health care, inadvertently can encourage operational inefficiencies. This measured approach to identifying, analyzing, and solving problems not only will identify them at an earlier stage but "reframe" them as an opportunity to improve processes. The self-directed nature of the continuous improvement events hosted by the Rapid Improvement Event Leaders will instill a crucial sense of group ownership, removing the "blinders" that can exist when teams exist in functional silos with little awareness of how the larger system works. On a granular level, this initiative will see the introduction and adoption of new tools, including the "A3" method, an organized and visual approach to problem solving, and value-stream mapping, a group activity that aids in highlighting process inefficiencies and redundancies. These and others will be part of a new "language" for the district, but will become part of tools and behaviors exercised and developed not just by those in operational excellence training. The current administrator, re-assigned to the new role of Director of Continuous Improvement, will be critical in ensuring this culture, and its associated behaviors and processes, are thoroughly embedded, from top district leadership to staff and faculty. This will require a "bi-directional" flow of ideas and information as the director not only helps district-wide initiatives be implemented at individual schools and departments but also becomes an advocate for projects identified at those levels to ensure alignment with strategic direction and administrator "buy-in."

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...
21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

The process efficiency, problem-solving, and collaborative competencies this LSS initiative will develop in DCS have delivered revolutionary results over the last 40 years in operations including Toyota and Boeing, along with leading health-care institutions such as Virginia Mason and the Cleveland Clinic. When Public Education, as in manufacturing, health care, government, sees competition increase and available financial resources dwindle, the need for operational effectiveness becomes even more crucial. At Fisher College of Business, educators have more than 75 years of collective experience in operational improvement that they have leveraged in coaching students through 100-plus projects since the Master of Business Operational Excellence program's inception in 2009. About one-third of MBOE students are able to deliver more value back to their companies than the cost of the course before they’ve even graduated. Post-graduation, as much as 70 percent of students have returned greater value to the organization than the cost of tuition over the life of the project. In one MBOE project, a software developer reduced lead time from one hour to 10 minutes, and cut its error rate to 5 percent from 35 percent. In another project, a jet engine manufacturer reduced inventory in a single plant by more than $12 million in a single year through improved processes. Another manufacturer slashed capital cost requirements by 90 percent with no additional capacity. The MBOE transformation that presents the most compelling evidence for the short-term and long-term benefits of the Dublin partnership took place in 2011 with southern Indiana's Evansville Vanderburgh School Corp. Facing an $18 million two-year shortfall, Evansville enrolled 11 administrators in the MBOE program, where each student took on a specific problem in the district through his or her capstone project. These ranged from finding stability in a transportation budget facing a $1.3 million reduction, to tracking IT service phone calls and sorting out gaffes in paperwork. Before even graduating from the program, cost savings through the projects returned $1,100 to the district for every $1,000 spent. In the nearly three years since students enrolled in the program, Superintendent David Smith estimates Evansville has realized at least $2.5 million in soft and hard cost savings and cost avoidance.

Cardinal Health Inc., a member of the Dublin business community, has fueled remarkable improvements throughout the organization with its own operational excellence training program, elements of which will be used for the partnership. In nearly a decade, Cardinal has expanded its operational excellence implementation from an effort tied to driving supply chain efficiencies to enterprise-wide culture change. The company estimates it has achieved more than $750 million in cost and capital improvement savings as associates have undertaken more than 6,000 projects. Cardinal has a proven track record of developing operational excellence leaders and sustaining improvements long past initial execution. Cardinal Health isn’t the only major economic engine in the state of Ohio with a continuous improvement strategy. Gov. John Kasich upon taking office in January 2011 made creating a more efficient state government a top priority of his administration, which led to the creation of the Department of Administrative Services’ LeanOhio. This Governmental Department has empowered its employees to lead more than three-dozen continuous improvement events with remarkable results. Among them: DAS has increased the speed of IT procurement purchasing by 50 percent; the state’s tax appeals backlog has plunged to 3,000 entries from 18,000; vendor payment lead time in the state Attorney General’s office has been slashed by two-thirds; and audit time at the Department of Job and Family Services dropped to 38 days from 124.

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 success, failure or success. 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.

The long-term sustainability of the Dublin partnership has been insulated against even the most severe of unexpected challenges. This is because 1) this partnership surrounds DCS employees with world-class operational excellence experts, 2) the Year One planned training opportunities within this LSS initiative touch of 200 DCS employees (10% of the total workforce), and 3) the district has committed 25% of future annual savings toward additional training so as to ensure the culture change becomes embedded long into the future. Structures have been described throughout this grant request that will create the capacity to properly evaluate this LSS initiative. Specifically, members of the DCS Organizational Excellence Council (external evaluator), listed in Q8, will be held accountable for conducting a quarterly review of each LSS project and ensure expected deliverables are met. After Year one, a hand off of evaluation duties will be made to the members of the DCS Operational Excellence Team, listed in Q8. Beginning Year Two, these members, because of year one training, will have the requisite knowledge and experience to evaluate future LSS projects. Since the goal of this grant revolves around financial savings created through LSS implementation, the District Treasurer, will serve as an internal evaluator and utilize the 5 year forecast, and data from prior year financial statements to ensure savings occur as expected. Finally, within the training portions of this grant, employees selected and trained for the MBOE program, as well as the green and yellow belt LSS programs will need to complete and achieve passage on the respective credential tests for each of these LSS belts. This will serve an external evaluator role so as to ensure participants obtain mastery of these educational concepts.

* 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).

In Q24, a micro-level plan for measuring all major short-term and long term objectives, associated with Year One LSS initiatives are outlined, along with explicit timelines, data points, and associated benchmarks for success. Moreover, Q24 presents a plan for how the District’s treasurer will monitor financial goals listed in Q14. Finally, on a day-to-day basis, a Director of Continuous Improvement position has been created so as to track short-term success markers of each LSS project. DCS has a long history of being on the cutting edge of disruptive innovation as witnessed by districts routinely visiting to view academic programming. As stated in Q9, the goal of this initiative is to reduce
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 long-term sustainability of the Dublin partnership has been insulated against the most severe of unexpected challenges. This is because 1) this partnership surrounds DCS employees with world-class operational excellence experts, 2) the Year One planned training opportunities within this LSS initiative touch over 200 DCS staff members (10% of total workforce), and 3) the district has committed 25% of future annual savings toward additional training. Each of the large-scale capstone projects, that anchor the first year of this Initiative, will contribute to the district's cultural transformation, and be distinctly measurable in their progress. -Energy usage reduction: An analysis of usage patterns and behaviors of faculty, staff, and students and a corresponding modification program could produce measurable savings on gas and electricity usage cost early in the life of the project. DCS, which spends $2 million a year on energy, initially is targeting a reduction of 10 percent or $200,000 annual savings. Additionally, this energy reduction LSS project will require a change in adult behavior by a large number of DCS employees. As such, achievement of this goal will embed the cultural shift necessary to bring efficiency into the forefront of employee thinking. -Transportation optimization in routing and maintenance: A major opportunity for savings exists in improving the flow of the district's 140 buses and the regularity of their maintenance. Measurable success will be seen in reduced fuel usage, a longer life for district vehicles, and a resultant reduced need for capital expenditures in this sector. As stated in Q14, a 1% cost reduction will result in a $100,000 annual savings. Again, a portion of this savings will occur through changes in adult behavior which are necessary to sustain this LSS initiative. -Inventory reduction: Continuous improvement efforts historically have assisted organizations in a range of industries realize a decrease of 50 percent or more in inventory. By aligning procurement more accurately and efficiently with district needs, this project ultimately will produce measurable impacts on both the district balance sheet and storage space. -Custodial / Maintenance optimization: More efficient processing and completion of maintenance work orders will yield significant savings by eliminating the periodic need to utilize private sector assistance for various maintenance projects that seem to be stuck in the queue. A plan to more efficiently clean district classrooms will be evaluated by its impact on head count in the form of attrition. Finally, the current backlog of custodial and maintenance work orders has created a morale issue for employees who have submitted work orders and have patiently waited for weeks and sometimes months. This morale issue is growing and if uncorrected, will likely lead to other negative consequences among district staff members. -IT network streamlining: Managing and reducing the level of the district work-order backlog for technological needs represents a cost-savings opportunity by eliminating the need to hire additional personnel, which will be measurable by department head count. Since broken technology also degrades learning, it is impossible to calculate the potential in savings that can be garnered by optimizing the learning environment for students. -Human resources staffing efficiencies: The district's spring teaching hiring process currently takes two months and, on some occasions, results in the loss of qualified candidates to other districts. Improvement of this process, measured by a shortened lead-time, will improve the caliber of DCS faculty. All of these projects will contribute to ongoing district savings and, in the spirit of operational excellence, uncover additional opportunities for continuous improvement over time. The cumulative savings they generate will allow for the redirection of resources to the classroom, fulfilling both goals.

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

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<th>* Spending Reduction in the five-year fiscal forecast</th>
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<td>This LSS initiative has identified initial projects that will reduce expenditures in the District's General Fund. As such, the 5 year forecast will be the main document used to track data against FY14 baseline performance. Our five-year forecast shows that, among these initial projects, should create a savings of $2,115,000 over the next 5 years. Details on several of these initial projects, and the related benchmarks that will be used to track progress are shown below: Reduce energy (electric and gas) consumption - Across the District's 22 facilities, a $200,000 (10 percent) annual savings has been established as a monthly basis. Monthly utility bills are available and these documents allow the district to establish historical monthly averages for each site. These invoices serve as additional baseline data and will allow the treasurer to track success rate of each energy reduction project on a monthly basis. Utility costs are considered a purchase service with the General Fund so the Treasurer will track this line item in FY15 and beyond. Transportation - a cost reduction program, targeting fuel consumption: The FY 14 transportation budget is $9.6 million. Year one success marker is 1% cost reduction, or approximately $100,000. Historical fuel and parts purchase invoices will be used to establish baseline performance in the supply and material and purchase service line items. The 5 year forecast, along with the T1 and T2 reports will serve as success markers to track fuel and miles driven per month. Inventory reduction in our 10,000 sq. ft. warehouse: an expected $50,000 has been identified and will be tracked annually by the Treasurer through the General Fund supply and materials account. Finally, IT staff optimization: an LSS project will track operation and service of computers so as to avoid adding staff to this department. $100,00 / annually in personnel costs are expected to be obtained through cost avoidance.</td>
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* Utilization of a greater share of resources in the classroom

| * Implementation of a shared services delivery model |

| * 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

The ease of replication of this LSS initiative is evidenced by the history of replication of other LSS initiatives in the private sector. Successful LSS initiatives generated, from top-to-bottom "buy-in", have occurred in multiple industries ranging from automotive manufacturing to health care to government. It is time this disruptive innovation gains a strong foothold in Ohio public K-12 education. Continued fiscal pressures, coupled with the desire to be effective stewards of public dollars, make Ohio public K-12 education a logical and much-needed next step for this LSS evolution. Lean Six Sigma problem-solving tools and leadership behaviors are founded upon the fact that all organizations - regardless of industry - are challenged by the need to be as efficient as possible with a limited set of resources. With many Ohio public school districts currently experiencing funding pressures, success of this LSS initiative can serve as a model for relieving budget pressures without a new tax levy. This fact alone will ensure that the success of this project will be closely watched by school districts across Ohio. The organizational structures, within this LSS initiative, have been created to serve as a model for any school district with a similar interest in using LSS as a financial strategy. The layered approach, outlined in Q12, and the training programs that will be utilized are all Ohio-based and could easily be replicated by other school districts. Six months of preparation would be required to: target key operational inefficiencies for a LSS initiative, select a LSS implementation leader 3) identify a local, or online, LSS training partner and educate the employee base and local stakeholders on strategic direction of an LSS implementation. Since the vast majority of Ohio school districts are much smaller than DCS (15,000 students and 10th largest district in the state), the number of employees to be trained and the overall training budget would be much lower than the amount in this grant request. Finally, if approved for funding, DCS will commit to annual presentations at OSBA and OASBO for the next five years in order to share this LSS story with other Ohio school district officials. Additionally, because of our location in Central Ohio, we are conveniently located for visitors across Ohio to visit our facilities, and witness firsthand out LSS efforts.

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

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

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

Todd F. Hoadley, Ph. D. Superintendent, Dublin City Schools 4/17/14
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tr>
<td>Peter</td>
<td>Ward</td>
<td>(614) 292-5294</td>
<td><a href="mailto:ward.1@osu.edu">ward.1@osu.edu</a></td>
<td>The Ohio State University Fisher College of Business</td>
<td></td>
<td>600 Fisher Hall, 2100 Neil Ave, Columbus, Oh, 43210</td>
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<tr>
<td>Bill</td>
<td>Owad</td>
<td>(614) 757-2849</td>
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<td>Cardinal Health Inc</td>
<td></td>
<td>7000 Cardinal Place, , Dublin, Oh, 43017</td>
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<tr>
<td>Timothy</td>
<td>Kelley</td>
<td>(614) 602-8190</td>
<td><a href="mailto:tkelley@moresteam.com">tkelley@moresteam.com</a></td>
<td>MoreSteam.com</td>
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<td>9976 Brewster Lane, , Powell, Oh, 43065</td>
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<tr>
<td>Peter</td>
<td>Ward</td>
<td>Professor of Operations, Fisher College of Business</td>
<td>Mr. Ward will be a member of the DCS Operational Excellence council, described in Q8. He will serve as the main point of contact, representing Ohio State University, Fisher College of Business, ensuring that the training programs, listed in this grant request are enacted with fidelity. Mr. Ward will attend each of the eight MBOE training sessions and may act as a Op Ex coach to selected participants of that program.</td>
<td>Peter Ward is a professor of operations at Fisher, where he holds the Richard M. Ross Chair in Management and serves as chair of the Department of Management Sciences. Ward also serves as co-director of Fisher’s Center for Operational Excellence and is the academic director and a sitting faculty member of the Master of Business Operational Excellence degree program. Ward is an accomplished researcher whose work has appeared in leading operations management journals and has been recognized with a number of awards. In 2004, he won the prestigious Shingo Prize for research, a top honor in the operational excellence field.</td>
<td>Before entering academia, Ward worked as a manager of systems and software engineering in the corporate manufacturing engineering function of Wang Laboratories Inc. and as an economist for the U.S. Bureau of Labor Statistics. He has a doctorate in operations management from Boston University and a master's of science in business administration from the University of Massachusetts, where he also earned his bachelor's of economics.</td>
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<tr>
<td>William</td>
<td>Owad</td>
<td>Senior Vice President of Operational Excellence</td>
<td>Mr. Ward will be a member of the DCS Operational Excellence council, described in Q8. He will serve as the main point of contact, representing Cardinal Health, ensuring that the training programs, listed in this grant request are enacted with fidelity.</td>
<td>Bill Owad is the senior vice president of operational excellence at Cardinal Health, a Fortune 50 company with more than $100 billion in annual revenue and more than 34,000 employees. There, he is responsible for the development and implementation of an enterprise approach to operational excellence, supported by a staff of nearly 150 employees and coaches. Owad has a bachelor’s in pharmaceutical sciences and an MBA from the University of Toledo.</td>
<td>During his tenure, Owad served as the primary architect of the company's enterprise-wide deployment of Lean Six Sigma, which has yielded significant improvements in customer loyalty, employee engagement, operational performance, and working capital utilization. In less than a decade, Cardinal has realized more than $750 million in cost and capital improvement savings through more than 8,000 projects.</td>
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<tr>
<td>Todd</td>
<td>Hoadley</td>
<td>Superintendent, Dublin City Schools</td>
<td>Dr. Hoadley will be responsible for selection of personnel who will participate in the multiple levels of training afforded by grant approval. He will be a member of the DCS Operational Excellence Council, described in Q8 and he will be the main spokesperson for communicating success to the members of the community and the Board of Education.</td>
<td>Dr. Hoadley leads the 10th-largest school district in Ohio, working collaboratively with staff, students, parents, and stakeholders to provide students with a world-class education while meeting the facilities and financial challenges of a growing district. He previously served as superintendent at Olmsted Falls City Schools and Van Buren Local Schools. In total, he has 16 years experience as an Ohio superintendent and 19 years as a school administrator. Dr. Hoadley has a bachelor's in mathematics from Bowling Green State University, where he also earned a master's degree and a PhD in educational leadership and policy studies. In 2010, he earned a Masters of Operational Excellence degree program.</td>
<td>Dr. Hoadley has 16 years as an Ohio Superintendent and 19 years as a school administrator. He leveraged his MBOE education at Olmsted Falls Schools to lead several Lean Six Sigma projects designed to reduce expenditures on the business side of the operation in order to direct savings into the classroom. Dr. Hoadley's status as a Lean Six Sigma black belt and MBOE graduate</td>
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<td>Business Operational Excellence (MBOE) from the Fisher College of Business at Ohio State University. He is the only superintendent in Ohio to have graduated from this competitive program, which makes him uniquely qualified to lead this grant. Specifically, regarding this grant request, Dr. Hoadley is a Lean Six Sigma Black Belt and is a graduate of the OSU Fisher College of Business Master's in Operational Excellence Program. In his previous school district, he introduced Lean Six Sigma to the District and began implementation at entry levels.</td>
<td>uniquely position him to offer cost-reduction expertise to the district.</td>
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