Budget

ESC of Cuyahoga County (046532) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (45)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services	0.00	0.00	6,580,202.98	0.00	0.00	0.00	6,580,202.98
Governance/Admin	33,984.00	11,894.40	470,593.00	0.00	0.00	251,641.45	768,112.85
Prof Development	0.00	0.00	1,291,374.00	0.00	0.00	0.00	1,291,374.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	33,984.00	11,894.40	8,342,169.98	0.00	0.00	251,641.45	8,639,689.83
						Adjusted Allocation	0.00
						Remaining	-8,639,689.83

Application

ESC of Cuyahoga County (046532) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (45)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Data Driven Districts (D3)

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

The "Data-Driven Districts" (D3) initiative will create opportunities for increased efficiency and organizational effectiveness through data-driven decision-making in district and Educational Service Centers (ESC) business operations. The technology, training and change management education will be delivered to grantees through a shared services model provided through The D3 Initiative. Using proven performance management techniques rooted in valid, actionable data, districts and ESCs can pursue projects - or shared services opportunities - that redistribute resources locked in unproductive business practices and shift those assets to the classroom.

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.

90358 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:

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

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

First Name, last Name of contact for lead applicant
Jennifer Dodd, Ph.D.

Organizational name of lead applicant
ESC of Cuyahoga County

Address of lead applicant
6393 Oak Tree Blvd., Independence, OH 44131

Phone Number of lead applicant
216-901-4240

Email Address of lead applicant
Jennifer.Dodd@esc-cc.org

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

- [x] 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

Financial challenges for many Ohio school districts are acute today. Due to economic and public policy shifts, many districts can no longer count on increased enrollment to drive revenue growth - nor can these districts rely upon voters to simply fill budgetary gaps. Performance evaluation and improvement outside the classroom is new to most districts. Limited data on operational performance is a liability for districts and ESC's. Among the reasons why most public education organizations do not apply data-driven decision-making to their administrative and business operations are: Affordability of enabling technology Availability of tools to analyze or leverage data into transformational actions aimed at cost, efficiency and effectiveness of operations Access to training on current best practices on how to use data to increase efficiency at all levels of districts and ESCs Scarcity of peer-based benchmarks to help leaders compare spending, efficiency, productivity, service levels and quality Limitations of the current information technology infrastructure But there is another path for Ohio's school districts that can lead to transformational changes in school districts and "found money" locked up in inefficient business practices and processes. School districts and Educational Service Centers (ESCs) can deliver more resources to the classroom through the expansion (or adoption) of a robust shared services delivery model aimed at improvement in business operations and processes in both districts and ESCs. This path forward relies upon data-driven decision-making and a performance management framework for back office and operational functions at district and ESC levels. While performance management, technology and improvement tools have been widely used outside of education, most educational organizations have confined the use of such tools to the classroom to evaluate instructional outcomes. Few are doing so outside the classroom and

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

The D3 Difference The Data-Driven Districts (D3) Initiative can create opportunities for increased efficiency and organizational effectiveness through data-driven decision-making in grantee operations. The technology and training will be offered to grantees using the D3 shared services model. Ultimately, grantees will use great data and performance management techniques to create efficiencies and unlock resources within inefficient business practices - and shift those assets to the classroom. The Approach Utilize Existing Data Systems D3 will teach grantees how to apply data knowledge and promote innovation and change. The D3 technology is a modern, web-based application that is fully adaptable to existing platforms. Increase Shared Services D3 project teams resourced through ESC partners will utilize interpreted data to select and organize shared services projects. D3 also expects that some resulting efficiency projects will rely on new opportunities for shared services delivery within existing district-ESC relationships. The Experience Build Capacity and Infrastructure for Innovation and Efficiency D3's delivery of comprehensive training to grantees on performance management and process improvement best practices will build organizational capacity ensuring grantees take full advantage of data-driven decision-making, process improvements and collaboration that lead to sustainable cost reductions. Using leading-edge technology paired with teaching materials that have been field tested with many school systems, D3 has created a dynamic and highly relevant learning experience for the Data Driven Districts initiative. Teamwork is a cornerstone of success in the D3 experience. Teams have a vast capacity to drive a school or district beyond its "boundaries." By harnessing the creativity of a team of administrators, teachers, and staff, a district can create a culture of smart innovation. D3 will train grantees on performance management methodologies and best practices for leaders. Coupled with our technological solution for data, this knowledge will be put into practice by grantees to transform their organizations into "leaner," more efficient and effective business operations. The Results Create Sustainable Systems for Cost Reduction D3 is sustainable for districts large and small for the long-term. Grantees will learn to create and operate within cultures of smart innovation, increase their capacity to deliver more to the classroom through efficiencies gained elsewhere, increase collaboration across districts, and expand the role of ESC's in shared services. Technical assistance and training will be provided to ensure grantees are proficient with the technology to implement data collection and analysis best practices. D3 will deliver comprehensive training to grantees on performance management and process improvement best practices. The goal is one of capacity building - to ensure that grantee organizations can take full advantage of data-driven decision-making, process improvements and collaboration that lead to sustainable cost reductions to achieve long term outcomes.

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.)

☐ 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.)

It begins with data. D3 districts will become enlightened about their business operations using leading edge data collection, reporting and analysis technology. Rather than administrators operating on what they think, they will operate on what they know. Districts will be able to diagnose specific problems at the business process level based on facts and real choices. D3 grantees will benefit from training, education and ongoing consulting delivered by the D3 partners who have a dynamic track record for supporting effective transformation and improved efficiency for education systems. This simple scaffolding allows D3 grantees to move from concrete data observations to opportunities for improvement for increased shared services from their respective ESCs. D3 and the ESCs will consult grantees through the entire process of their initial cost-saving projects from identification to implementation. By the end of Years 2 or 3 of the grant, the goal is for districts to be mostly self-sufficient on data, performance management and project management. Ongoing, grantees' benchmarks and lessons learned will contribute to a knowledge base from which D3 communications and policy maker engagement plans will flow. Sustainability Thanks to the size of grants available through the Straight A Fund, grantees get short to medium-term fiscal stability by front-loading the cost of our chosen technology and training. This carries the project through five years with a net-zero additional cost to either districts or ESCs. The capacity for districts to continue to license the technology and manage their data and performance in the long-term is based on the experience of school districts that have adopted data-driven decision-making. In districts using D3 technology, $75-$500 per pupil is saved in administrative and operational costs. A portion of these cost savings can be used by grantees to maintain their data and performance programs beyond five years. The balance can be shifted to the classroom. Scalability The key to D3's delivery of the technology, data management methodology and ultimately transformation in business operations relies upon our inclusion of Educational Service Centers in this proposal. Each of our 24 school districts is a member of one of the four ESCs in the grant. Our districts are composed of the large and small, rural, suburban and urban. While some could tackle an initiative like D3 on their own, they couldn't achieve the economies of scale that this Initiative offers. For example, districts will rely on their respective ESCs to begin the D3 Initiative and then combine their professional development resources with D3's training tools and resources to deliver training and consulting to their districts. In the same way that D3 is expanding data-driven decision-making from the academic side of education to operations, our ESCs will expand their professional development capabilities to include data management/analysis and performance management. ESCs will work collaboratively with D3 partners to deliver the education and training. Scalability will also be facilitated with an aggressive communications plan to Ohio school districts and public education policy makers. Through a knowledge base to be created from the D3 experience, we will demonstrate that the D3 approach and methodology can bring about effective transformation and bottom-line results to Ohio's other districts and ESCs. Additionally, D3 will develop a business case for procurement collaboration to extend availability to all Ohio school districts/ESCs. With an aggregated demand for the D3 technology and training, the cost for individual members can be reduced.

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

☐ New - never before implemented

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

☑ Mixed Concept: Incorporates new and existing elements

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

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

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

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

Enter Budget

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

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

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

Upload Documents

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

The Educational Service Center (ESC) of Cuyahoga County is the lead applicant within the D3 Consortium. ESC's do not have an Ohio Dept. of Education Report Card for 2012-13. Also, per Question 9 of this application, D3 is designed to meet the Straight A Fund goal of "Implementing a shared services delivery model." Therefore, D3 does not have a Supplemental Financial Reporting Metric. However, D3 notes that while our consortium's goal is to instill data-driven decision-making and performance management cultures within grantee organizations, we believe an outcome of this goal will also be lower administrative and operational costs for school districts on a per pupil basis. We will achieve this through the use of great data to guide administrators toward opportunities for greater efficiency and effectiveness.

Ensuing projects -increased shared services and business process improvements - will be accomplished by our district's "leaner" performance management cultures. In the experience of D3 partner Enlit, school districts that have implemented the technology we propose, and used their data in the context of best practice performance management methods, have cut district operational costs by $75 to $500 per pupil. D3 believes that for our grantees, district-level operations savings will be in the middle to high end of that range due to the additional training offered through our initiative that will focus on leadership and management skills to sustain best practices over the long-term.

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

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

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

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

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

8,639,689.83 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Scorer note: for your convenience we provided an additional tab on the Financial Impact Tables detailing costs. We felt the depth of the project needed an accurate description and spreadsheet. The Educational Service Center (ESC) of Cuyahoga County is the lead applicant for the D3 Initiative and will provide project coordination and fiscal management across the broad scope of the project for consortium ESCs and districts with the support of project partners. To achieve this, the budget for the ESC of Cuyahoga County includes salary and benefit costs for the Director of Operations and Development, as well as administrative and fiscal support. In addition, the ESC of Cuyahoga County will contract with individual consultants to serve on district data and project development teams within each of the four ESCs across the State. The administrative fee includes additional indirect costs to implement the grant project, as well as meeting and facility expenses that may occur as a result of regional trainings held at the ESC of Cuyahoga County and partner ESCs. Public Performance Partners: P3 will deliver services in three vital areas that will be critical to the successful implementation of the performance management software solution and organizational development activities of the partners. Coordinate communication and oversee planning efforts among the consortium and the public. P3 will manage the Enlit software deployment and concurring "Lean" process performance training. Analyze district data in partnership with Enlit to identify meaningful projects to advance shared services and efficiencies. Development of scalable web-based bulletin boards and other tools for the consortium to share project work and opportunities with stakeholders and non-participating districts. Additionally, implement a structured communication strategy that details project work and successes to the public to foster a long term sustainable service. Enlit: Unlimited use license fees for Enlit's Aspire Performance Management System and Peer Scan State Data Tool. Fees include Enlit's Performance Data Mapping Tool, Measurement and Analytics Software, K-12 Dashboard and Scorecards, and access to the Benchmarking Database. Data Management includes the tools and process for collection, extraction, transfer and loading, quality assurance and storage of data. Maintenance and Support Fees - Business hours support for users, security, and modification for changes to state reporting rules. Interpretation is for expert review of each district's results including identification of cost savings, trends, strengths and opportunities. Annual aggregation and analysis of the results for the consortium. Training includes district and ESC software and ESC data collection. Consulting during the first year includes participation in Lean Leadership training, 8 hours per district in year 1 and, 4 hours in following years. Corporate College, a division of Cuyahoga Community College (Tri-C) Leadership Development & Continual Improvement training & coaching services for Boards, ESCs, District Leadership focused on using data to drive improvement. Our systematic approach will allow Districts to prioritize, be strategic about planning & align resources to key priorities. - Design, development & refinement of training material - Training & Coaching for understanding data & lean methodologies - Boards-Basics of Data Mgt & Lean, Leadership & Culture Change - ESCs: Facilitating Collaboration, Lean Data Collection, Consulting Skills&Enabling District Success, Regional Improvement - District Leadership: Leadership Culture & Innovation, Lean Champions, Institutional Engagement, Data Collection/Process Ownership,Creating Positive Change, Coaching for Accountability Training Logistics Admin responsible for overseeing training coordination - Travel expenses for training - Technology

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.

There will be no costs incurred to grantees as a result of maintaining and sustaining the project after June 30 of the grant year. This includes help desk support, updates and maintenance for our technology for the full five-year term of the grant. As discussed in Question 9 regarding

sustainability of the Data-Driven Districts (D3) Initiative, we project a net-zero financial impact on grantees for five years - Straight A funding will serve the adoption of technology, initial data collection and analysis as well as education, training and consulting with grantees on implementing performance management cultures. We achieve this by rolling the cost of technology and training into the front end of the grant cycle. All grantees, for instance, will receive software licenses, maintenance and support and training within the first twelve to eighteen months of project start. (Four Education Service Centers go first, followed by 24 school districts.) Grant funds will pay for goods and services at the front of the D3 partner contracts with each one lasting five years. It should also be noted that we believe ESCs and districts will achieve long-term sustainability to maintain data-driven decision-making and their performance management practices through the continuous improvements of their operations. The experience of other school districts which have implemented the technology we propose, and moved to data-driven decision-making and performance management, have saved $75 to $500 per pupil in increased efficiency in district administrative and other business operations. Our "leaner" organizations will be able to use a portion of similar savings beyond the five-year term of this Straight A engagement to fund continued licensing of technology. D3's training and education component is also front-loaded from a cost standpoint with our D3 partners. These are one-time costs. Once our grantees have been through the training and education - and have implemented performance management informed by great data - they will have the skills and knowledge to engage in true transformation. With these skills and knowledge, they are equipped to perform some of their own training for new or previously unengaged staff in-house or through their participating ESC. Therefore, we anticipate no ongoing costs for training and education at the district level beyond the five-year term of Straight A.

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

☐ Yes

☑ No

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

0.00 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

Research has document anticipated returns on investment and savings from increased efficiencies through the implementation on Enlit and Lean training across the 24 districts and 4 ESCs. However, until each district and ESC implements the Enlit software, the areas of savings cannot be identified. Therefore, without verifiable data as to what savings will occur in each district and ESC, the repsonse to this question based on the Financial Impact Tables must be "no".

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 Data-Driven Districts (D3) Initiative is expenditure neutral for all 4 Educational Service Centers and all 24 school districts within the D3 Consortium. The D3 Initiative will sustain itself for the five-year term of the Straight A grant - and beyond - through savings expected to be realized in the continuous improvement of ESC and District business operations. The primary goal of D3 is to enable and implement data-driven decision-making and performance management techniques in all of our districts and ESCs. While Straight A funding will provide the necessary start-up capital to get the technology and training off the ground and sustainable for five years, the transformation of our grantees into leaner organizations with cultures focused on continuous improvement will ensure their ability to maintain data-driven decision-making for the long-term. For instance: 1. The experience of other school districts which have implemented the technology we propose, and moved to data-driven decision-making and performance management, have saved $75 to $500 per pupil in increased efficiency in district administrative and other business operations. Our "leaner" organizations will be able to use a portion of similar savings beyond the five-year term of this Straight A engagement to fund continued licensing of technology. 2. D3 Consortium research and partner experience shows that other organizations that have implemented data-driven decision-making and performance management methodologies have saved 45-75% on direct labor and productivity, 25-55% on direct costs and 60-90% on process throughput and flow. As grantees become more efficient ("Lean") and effective (process improvement), freed resources will serve to sustain the grantees' ability to maintain their new cultures as well as be shifted to the classroom. As an example of what a specific efficiency improvement in a district would look like, we point to Olmsted Falls City Schools, which has recently worked with Tri-C, a D3 partner, to institute better performance management in various areas of operations. For instance, the district has cut 400 hours per year while improving some quality measures in food service operations. D3 expects results like these among all of our grantees on a continuous basis. Again, many increased efficiencies will lead to reduced costs freeing up captured resources within the district's budget. Our data technology and management will not go stale. D3 partner Enlit maintains a database of over 1,600 measures and benchmarks of spending, efficiency, productivity, service levels, students, academic measures and quality. They have

benchmarks on areas such as food service, facilities, transportation, information technology, human resources and purchasing. Their tools, with grantee-level data, will help our districts and ESCs determine their targets for efficiency and transformational change. As the D3 Initiative goes on through time and potentially grows in the number of consortium members, this benchmarking data will only become more valuable as D3 data adds to the trove. In the beginning, districts and ESCs will find "low-hanging fruit" as efficiency project targets, but as D3 grows the data will mature as well and continue for the long-term to provide valuable, directional insight. Finally, the D3 Consortium will maintain its relevance, and thus sustainability, by using the same process improvement principles the D3 Initiative is based on-we will "walk the talk." Using our Project KPI's and Scorecard, we will offer periodic technology updates as data dictates to improve the functionality and user experience for our districts and ESC's. These cloud-based updates will be as simple as the click of a button. This also requires ongoing scanning for best-of-breed approaches in the public and private sectors, and implementing those that make sense, in collaboration with the ESC's and districts.

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 RangeJune - July 2014

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

Project Organization and Management The Data-Driven Districts (D3) Project Team will consist of key leaders from each partner's organization and will work with districts and ESC's on the rollout and expectations of the project. Project Team members will be responsible for planning, monitoring and implementing the initiative as well as communications with all consortium members and the public. Partners have already begun developing the curriculum, training sequence, and metrics to make the project successful. This planning has developed into a strong system that ensures thoughts and ideas are shared while ensuring workflow is tracked and accounted for. Microsoft Project is being used to manage the flow of tasks and deadlines so partners are informed and on track. Meetings are held weekly to review progress, resolve issues and assure effective communication. Key Activities Include: 1. Organize Project Team; define and clarify roles and responsibilities 2. Contact all participants 3. Develop communication infrastructure with participants 4. Clarify milestones, deliverables and goals 5. Develop project plans based on deliverables and goals 6. Develop communications plan 7. Document all activities, resources, staff, and milestones in Microsoft Project

* Anticipated barriers to successful completion of the planning phase

Challenge: Potential barriers to success include failure to adequately plan at a sufficient level of detail and poor communication of expectations, deliverables and activities. Strategy for Success: Effective project planning and documenting as well as the use of a project management expert and project management tools will ensure the success of the Planning stage. Consortium is already in constant communication and is continuing to resolve communication gaps.

18. Implementation - Process to achieve project goals

* Date RangeJuly 2014- June 2015

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

Training & Implementation July 2014 - Dec. 2014 Analytics & Strategic Planning Jan. 2015 - June 2015 Implementation will establish the skills, process, data, software and tools to use and expand the use of data in districts. Activities will include training, data management, software roll out, interpretation, and application. Partners will be responsible for implementation as well as communication, planning and scheduling all activities with the consortium. The focus throughout on training and support will assist districts through stages of data use: 1) data-driven leadership training and skill development, 2) initial improvement and cost savings decisions and projects, 3) operating unit application, and 4) enterprise wide application. Key activities: ? Growth in capacity to use data from a project to enterprise level. ? Expansion of the network of districts involved. ? District, Regional and Statewide improvement projects. ? Documentation of best practices. ? Software enhancements that will expand the scope of measurement and reporting tools and their automation. ? Ongoing training/support coaching from Tri-C.

* Anticipated barriers to successful completion of the implementation phase.

Challenge: Delays in data collection or poor quality. Strategy: Quality assurance is included at multiple points in the process to stay ahead of issues. Challenge: Participants may not have experience interpreting and using data and getting a basic understanding of the tools required to do an analysis or act on it. Strategy: Assistance with data interpretation is being provided to assure that participants understand the results

of the assessment and how it will be used to transform their organization. Challenge: Failure to create a data-driven culture Strategy: Model for data use will help districts see a logical pathway for expanding the use of data. Leadership, support from ESC, peer group involvement and the cost savings benefits of the tool will maintain momentum.

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

* Date RangeJuly 1, 2015 - Ongoing

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

The D3 partners will analyze the impact of the project utilizing a scorecard with key performance indicators (KPI's) supported by quantitative measures (i.e., impact on district costs, efficiency, etc.) and qualitative measures (i.e., district feedback, etc.) to track progress in each phase of the project. D3 will evaluate and report on progress monthly, quarterly, and annually. Specific project deliverables will include at minimum: 1. Projects Planed/Executed, Identify opportunities, establish and justify projects, organize project teams and lead team activities 2. Statistical Data Results, Interpreted and effectively communicated to management and project team 3. Prep, present and evaluate milestones and quarterly scorecard reviews 4. Project Integration with other organizational activities and the overall mission and strategic objectives of the ESC/districts 5. Project Sponsors and Executive Support in the implementation of organizational efficiency projects

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

Challenge: Project integration into existing organizational activities. Each district or ESC could have a variety of strategic frameworks and tools in place by which they are tracking their organizational activities. Adapting these varied formats to a unified, shared services model will be key in building an evaluation model for the initiative. Strategy: D3 will provide proven software, expertise, experience and guidance for each project to unify multiple sources and formats of data into one that will produce more meaningful knowledge in the context of their individual operations, while reducing their data collection time.

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 D3 approach and methodology will provide the data, software tools, training and leadership skills to use world class data-driven methods in education. Our plan will help districts move through various stages of data use and adaption of data-driven methods. The key changes we expect to see developed include: Access to Data and Analysis on Efficiency and Effectiveness - Decision makers, leaders and staff will have much faster and more efficient, real-time access to data, measures and benchmarks at the department, division and district levels. Increased Awareness - Leaders and participating employees will have a high level of awareness of internal performance, peer performance and the possibilities in every area of the district. Awareness is a critical first step in any performance improvement process. More Efficient Decision Making Process - Users will make faster, smarter decisions due to increased data, insightful analysis, and access and use of a holistic scorecard format. Scorecards provide the data and analytics needed for data-driven decisions, evaluation and problem solving. Imbedded root cause analysis will reduce the time needed to identify and capture potential cost saving decisions and projects. Annual Efficiency and Effectiveness Evaluation Process -School and ESC leaders are responsible for efficiency and effectiveness. Few however have information and reporting systems dedicated to the evaluation of efficiency and effectiveness. The D3 Enlit tool will provide an annual data-driven internal assessment as well as benchmarks for comparing all areas. Performance Management Process - Leaders will have the data, training and process needed to support department, division and district wide performance management. Exposure to best practices, innovation from other districts and collaboration with other leaders through the ESCs will help accelerate improvement and savings. Improved Budget Allocation Process - Budget allocation decisions can be made based on standards for spending, staffing, asset utilization and other operating factors that impact expenditures.

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.

Rationale and Anticipated Results School district leaders all realize that they need to improve efficiency and effectiveness. Few however, have the tools and experience to evaluate and improve efficiency and effectiveness on an enterprise wide scale. Administrators and policy-makers are frequently forced to make decisions without information on efficiency and effectiveness of services, departments and programs. The D3 Initiative will give districts the tools and capabilities to reduce costs, control cost growth and learn more innovative, efficient ways of operating and managing district resources. D3 will provide districts with 5 powerful tools: Access to data, analytics and benchmarks through the use of D3 technology and tools Data interpretation and coaching Training and support in the use of Lean and other data-driven improvement

methods Best practices for improving efficiency from regional, statewide and national initiatives Infrastructure and support to assure continued use of the shared service model Tools will be custom designed to help individual school districts evaluate and identify potential opportunities in: ? Efficiency/Process Improvement, Productivity/Work Loads, Waste Reduction ? Asset Management, Resource Allocation, Vendor/Service Pricing ? Salaries and Benefit Packages ? Quality, Innovation, Programs/Strategy Decisions, Evidence Sustainability and 5-Year Financial Forecast Ongoing measurement and monitoring will help ensure savings are sustained. Data-driven methods such as Lean and Balanced Scorecards are used successfully by organizations worldwide. The State of Ohio recognizes the value of Lean as evidenced by its Lean Ohio Initiative with a goal of creating a culture of lean thinking, process efficiency and customer-focused missions. Jim Collins (Good to Great) documented that a data-driven focus is one of 5 key disciplines of 100 successful organizations he researched. D3 Enlit technology has realized operations cost savings that average from $75 to $500/student. Typical Lean projects in industry and the service sector report improvements to direct labor and productivity (45-75%), reduced costs (25-55%), process throughput and flow (60-90%). Past Success 1. Toledo Public Schools: D3 Enlit technology and data-driven methods helped reduce workers compensation costs by nearly 50%, lost time incidents by 85%, grievances by 85% and the food service operating deficit by $1.4M/year. Total cost savings and cost avoidance reached over $17M within three years. 2. Ottawa County, MI Transportation Assessment: Use of the Enlit tools and process identified between $1.4 and $4.0 mm/savings potential among 13 transportation operations in the ISD. Enlit will give participants access to data and benchmarks to do similar county wide evaluations. 3. Swanton Area Schools: D3 Enlit provided district the needed support decisions to reduce clerical staffing and technology support costs by more than 50%. 4. Napoleon Public Schools: D3 Enlit was used to support the staff and operations planning during reduction from 5 to 2 schools. 5. Santa Fe Public Schools (New Mexico): D3 Enlit was selected to provide an internal system for measuring and managing performance and costs, as well as benchmarking with high performing districts around the country. 6. Olmsted Falls: D3 Tri-C trained the district in Lean Six Sigma problem-solving methodology to improve business and the organizational performance of support staff employees. Improved operating procedures saved 400 hours a year. Results: ? Increased response rates; reduced time to resolve IT issues. ? New procedures to reduce bus evacuation time. ? Developed process to reduce excess inventory 7. Polaris Training Center: D3 Tri-C provided computer imaging training resulting in savings for IT staff time, elimination of variation of computer imaging made troubleshooting and repair easier to accomplish.

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.

External Evaluation to be provided by: Public Performance Partners, Inc. Hugh Quill, CEO 60 E. Broad Street, Suite 399 Columbus, Ohio 43215 614.227.0177 hugh@publicperformancepartners.org

* 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).

Methods for Measuring Progress The consortium will use a performance management approach and methodology to set goals, track progress and evaluate performance throughout the project. By performance management we mean the use of best practice, data-driven methodologies that may include but will not be limited to Lean principles and Balanced Scorecard. Methods ? Voice of the Customer: Feedback will be sought from users on all facets of the initiative and used to improve services and support. ? Scorecards: Scorecards are powerful tools, developed at Harvard and used by both corporations and not for profits. The project team will establish a scorecard to track and monitor critical deliverable and results. Ongoing use of the Enlit system will enable districts and partners to track the progress made in specific projects and initiatives and the districts has a whole. ? Performance Management: The team will use the performance management process to implement management and control project outcomes. A reporting structure will be established among all partners to track progress towards critical milestones and outcomes. Measures for individual districts will be used to track progress at the district and ESCs. D3 partners will set clear expectations, deliverables and outcomes, conduct weekly reviews and immediately and collaboratively address any performance issues. ? Team Reviews: Weekly reviews will be held during the training and data collection phase of the project to assure progress towards project timelines and outcomes.

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

Final Analysis and Lessons Learned Performance management methodology will be used to maintain a focus on deliverables and will be used to evaluate the success of the project. During the formative evaluations of the project, the evaluator and implementation team will continuously review the findings obtained from the methods previously listed to determine what changes may be necessary to ensure project plan continues with fidelity, but in a manner that addresses the challenges in order to meet project objectives.

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

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

Please enter your response below.

The D3Initiative will expand the capacity of districts/ESCs to use data and analytics to assess and improve efficiency and effectiveness within partner administrative and business operations. Furthermore, they will now have the tools, skills and the process for systematic use of data. Outcome: Utilize existing data systems and provide technical assistance to interpret and use data. Districts will have access to data, analytics and best practice based methods for evaluating and improving decision-making. Data-driven decision-making and performance management techniques will help districts create cultures that are both more inquisitive and accustomed to using measures and data to assess, track and improve performance. Use at the front line level will enable all employees to focus on measures that will contribute to continuous organizational improvement throughout the district. Outcome: Increase the shared services among districts for D3 collaboration and blended learning. Leaders involved will learn how to use data-driven decision making outside the classroom. They will receive, at least on annual basis, critical information on the cost, efficiency and performance of services. This annual review will give them the knowledge they

need to know how each area is performing, its costs and contribution to the district. Systematic use of a common system by administrators and staff provides an understanding of peer group trends and top performers within the Enlit network. Knowledge of the possibilities and sharing of lessons learned will accelerate learning and improvement. Outcome: Increase grantee capacity and infrastructure for efficiency and innovation. Systematic sharing of best practices and data among peers will encourage innovation. Access to peers outside the state will encourage districts to look beyond their own borders and allow them to learn of innovations throughout the country. Outcome: Create sustainable school and district systems for cost reduction. Districts will spend less time collecting data and more time using it. Data access will reduce decision-making time frames and improve the quality of decisions. During the first 5 years of the process, districts will discover opportunities to reduce waste, raise efficiency, improve performance and redirect funds to the classroom. Districts using the system will avoid financial emergencies, and improve control over costs. Sustainability of Project Expansion to More Districts - Success of this initiative will create the opportunity to expand the use of the tools, training, best practices and lessons learned throughout the state. ESC Project Teams - Teamwork is a cornerstone of success in the D3 experience. Project Teams, set up at each ESC, will grow the vast capacity to drive a school or district beyond its "boundaries" and create a culture of smart innovation. Community Transparency - Districts will have a tool for sharing information in a way that makes it easy to understand by the public. Willingness to acknowledge strengths and improvement opportunities should create more trust among community groups as well as understanding of the challenges facing districts.

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

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

The Straight A goal chosen by the D3 Consortium is "implementing a shared services delivery model." D3 will use key performance indicators (KPI's) to define and measure progress toward achievement of the shared services goal for this initiative. The D3 initiative pillars of 1) analytic software technology and tools, 2) training, and 3) communications and marketing, provide the architecture for the project's accountability. A scorecard will be developed to monitor and report on the activities and progress of the initiative on a quarterly basis. Some examples of Project KPI's: ? Percent of Training Delivered ? Participant Evaluation of Training ? On time data collection and loading ? Data completeness and accuracy ? Software/Enlit training evaluation ? On time software roll out ? Cost savings ? Return on investment Examples of District ECS KPI's ? Value of potential cost savings identified ? Number of potential cost savings initiatives identified ? Actual cost savings captured ? Improvement projects launched ? Improve projects completed ? Documented best practices ? Documented share service opportunities ? Best practices identified ? Best practices documented ? Districts at different stages of data use ? Increased capacity to use data ? Case histories and examples During a pre-planning phase, the D3 team will nominate KPI's for the scorecard. The scorecard will provide critical knowledge needed to pinpoint specific issues, opportunities and actions to ensure the smooth implementation of the project. The scorecard data will provide a logical format for quarterly updates with the grantor.

* 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 D3 Consortium has designed the Data-Driven Districts Initiative to be easily replicated in any school district and/or ESC in Ohio. Each of the key components of the initiative-technology, data, performance management-may be duplicated by other districts that wish to move toward data-driven decision-making and transformative organizational change. D3 ensures that districts of varying sizes are able to effectively use the technology software and tools because they have been designed to be scalable for public education organizations exclusively. In addition, comprehensive training for administrators and staff at the districts and ESCs is included with this D3. At the ESC level, D3 will "train the trainer" to enhance the capacity of ESCs to extend our methods beyond current D3 partners. The D3 Consortium has also taken into account the importance of a robust communications plan to inform grantees and key stakeholders (i.e., other school districts statewide, ODE, policy makers, legislators, etc.). The communications plan will facilitate the sharing of lessons learned and benchmarking best practices. This transparency in communications and information will minimize the amount of time and effort required for other districts to replicate an innovative project. Internal and external communications include: ? Proactive surveying of grantee districts and ESCs to track the efficacy and satisfaction with technology products and services such as training. ? Encompass information vehicles such as an online bulletin board or

email "listserv" where D3 Group leaders and partners may share experiences and engage in dialogue about what's working and what may need to be improved in the initiative. ? Develop a D3 Scorecard for the project will be maintained by D3 project management and serve as a gauge for all stakeholders regarding overall initiative success. ? Publicly report project successes or lessons learned but we will also take with a marketing approach to maximize opportunities to grow the initiative. ? Advance outreach and partnership efforts with statewide organizations like the Ohio School Boards Association. ? Work at earned media to highlight success stories in local outlets for individual districts as well as tell the story from 30,000 feet for outlets with regional and statewide audiences. Finally, D3 will maintain an online presence through a website and social media that allows us to share the initiative's story as it unfolds over the next five years and beyond through engaging storytelling using text, images and video.

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.

Consortium

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Sections

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Partnerships

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Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
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Samantha	Kaplan	216-987-2927	Samantha.Kaplan@tri-c.edu	Cuyahoga Community College		Corporate College East, 4400 Richmond Rd., Warrensville Heights, Ohio, 44128	

Implementation Team

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Sections

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Hugh	Quill	President, Public Performance Partners	Public Performance Partners, Inc. (P3) is the project manager, data interpreter, and communications and outreach provider for The D3 Consortium. P3 will report to lead applicant, the Educational Service Center of Cuyahoga County, and provide: ? ESC and District-level data interpretation with Enlit ? Assistance to lead applicant in the design of the overall project ? Assistance to lead applicant in documentation of overall project goals, milestones and outcomes ? Assistance to lead applicant in partner/grantee contributions ? Creation and implementation of D3 Initiative internal and external communications plan	Public Performance Partners is a non-profit organization that helps counties, cities, townships, school districts and institutions of higher learning plan and execute cost-saving strategies including shared services initiatives, procurement reforms, information technology consolidations, benefits administration among others. P3 was founded to help Ohio's public sector organizations realize transformational change in order to capture resources locked up in currently inefficient business processes and transactions so that those resources may be re-dedicated to public and student outcomes.	P3 has been an aggregator and project manager for four (4) successful Ohio Local Government Innovation Fund (LGIF) projects. Each delivered on time and within budget. 1. "TheRoadmap to IT Solutions" pulled together the North Central Ohio EducationalService Center (lead applicant), the City of Tiffin, Clinton Township, and theVillage of New Riegal to study regional IT capacities, infrastructure andneeds. The objective was to create a business case and pathway for small localgovernments to partner with larger public partners to leverage existing ITcapacity. This project was thefirst LGIF project delivered in Ohio and received a $500,000 no-interest loan from the State ofOhio to support its findings. 2. "JointJustice Center Study" in Tiffin, Ohio examined the cost benefits of co-locating andconstructing the first-ever municipal and county courthouse facility and utilizedshared services strategies to create a modern, sustainable andcustomer friendly solution. The studywas funded through the LGIF andsponsored by the North Central Ohio Regional Council of Governments (NCORcog). 3. "The Central Ohio IT Partnership" aggregated nine (9) public entities including an ESC, Metropolitan Planning Organization, MetroParks, cities, a township, and anInformation Technology Center for K-12 and examined opportunities toleverage current public IT capacities for the benefit of smaller governmentsand public enterprises. 4. "Natural Gas Conversion/Shared FuelingStation Study" was funded in 2013 to build abusiness case for a public/private partnership that	

					would build a centralizednatural gas, fast-fill station with the intention of attracting both publicand private fleet partners whose purchases could finance school busfleet conversions to this cheaper and greener fuel. P3 initiated strategic sourcing projects for the North Coast Shared Services Alliance where IT standards were established and and resulted in a competitive IT pricing for schools and local goverments.	
Jennifer	Dodd	Director of Operations and Development, ESC of Cuyahoga County	The ESC of Cuyahoga County will serve as the grant coordinator and fiscal manager for the D3 Initiative. The responsibilities in this role will include: ? Accept primary responsibility for spending, implementation and reporting to State per Straight A grant assurances and requirements ? Ensure project partners provide deliverables to consortium ESCs and school districts as outlined in the proposal ? Facilitate collaboration and communication across 4 ESCs, 24 districts and 3 primary project partners ? Monitor fiscal activities of the grant to ensure funds are spent appropriately and project is completed on time and within budget ? Collaborate with external evaluator to ensure project evaluation is ongoing, informs change and meets State reporting requirements ? Provide mediation, if needed, between partners, consortium members and project requirements	The ESC of Cuyahoga County is one of the largest agencies of its type in the State of Ohio with significant fiscal, human and physical capacity. Historically, the ESC of Cuyahoga County has served the thirty-one school districts in Cuyahoga County, as well as numerous districts outside the county. Through the ESC of Cuyahoga County support includes, but is not limited to the following areas: Leadership, Curriculum, Instruction and Assessment, Professional Development, Personnel Services, Facilities Management, Program Development and Budgeting. As a regional shared service provider, bringing people together and establishing linkages with and for school districts to share costs, resources, personnel and funding opportunities is a major core function of the organization. The ESC has a long standing history of serving as a fiscal agent and partnering on regional initiatives with ODE and County agencies. The ESC maintains effective stewardship of an annual budget of over $81 million dollars of the organization's fiscal resources and public funds. Competitive and formula grants from state and federal resources totaling over $5 million dollars have been secured and managed annually on behalf of our customers. Fiscal management services for districts and county programs include but are not limited to: human resource billing, accounts payable/receivable, payroll, fringe benefit management and local, state and federal grant management. Financial resources are provided for bulk/consortium purchasing to leverage financial resources to help districts maximize their purchasing power for personnel, programming, services, professional development and curriculum and instructional materials and software. This combination of high-quality, cost-efficient services, capacity for	North Coast Shared Service Alliance The ESC of Cuyahoga County initiated a regional infrastructure for the research and expansion of additional shared service opportunities through the development of the North Coast Shared Service Alliance (NCSSA). Through the NCSSA, the ESC of Cuyahoga County, ESC of Lorain County, Medina County ESC and other regional partners in education and government assess, develop and monitor shared service projects as a response to the need to further reduce duplication of services, standardize processes and reduce costs where feasible. Local Government Innovation Fund: Regional Transportation Study The ESC is leading the Cuyahoga County Pupil Transportation Study to determine 31 district needs across Cuyahoga County, the potential cost savings and increased efficiencies, and the capacity and feasibility of multiple shared service models of pupil transportation. Through this study the ESC of Cuyahoga County is reviewing district data and models of practice across multiple components of pupil transportation services. The feasibility study will provide recommendations on the potential savings and efficiencies through a shared model of services across multiple components of pupil transportation Substitute Management Program The Regional Substitute Employee Management Program is through the North	

				implementing state/regional initiatives, and fiscal support for partner agencies offers a significant regional resource in the ESC of Cuyahoga County for developing and scaling replicable shared services	Coast Shared Services Alliance (NCSSA) established partnership with the ESCs of Cuyahoga, Lorain and Medina Counties to centralize shared services and delivery a cost effective alternative for school districts in the Northeast Ohio region. The ESC of Cuyahoga County currently employs over fifteen hundred (1500) substitute teaching staff and growing to provide a high quality service and caliber of teaching employees to 15 participating school districts in Cuyahoga, Lorain and Columbiana Counties.	
Steve	Pereus	President, Enlit	Enl?t, LLC will provide cloud based performance management, analytics and reporting tools, training and consulting for the consortium. Key deliverables and responsibilities for this project include: ? Implementation of the K-12 Performance Management Tool ? K-12 Dashboard and Scorecard Reporting for all Districts ? K-12 Peer Scan State Data Analytics Tool ? Enl?t Proprietary Benchmarking Database and Network ? Data Management including oversight, loading and quality review ? Interpretation and Presentation - for each district and aggregate analysis ? Training for ESC staff that are responsible for data collection in districts ? Software training and data use for district users Project management	Enl?t offers the only, comprehensive district wide, system thatmeasures, benchmarks, analyzes and reports on educational, operating andcentral service efficiency and effectiveness. Enl?t LLC's cloud basedsoftware tools and consulting have been used by school districts in 10 statessince 2010. We have managed close to 80 district implementations duringthe last 3 years. Enl?t's implementation experience has results in significant enhancementsthat have improve the data collection process Custom Dashboard and ScorecardReporting and benchmark capabilities have been built for and used by CareerTechnical Centers and Educational Service Centers. Enl?t is buildingclient data sharing networks in a number of states. Key features of the system include: 1,600 plus measurementsystem including Peer based benchmarks fromthe Enl?t benchmarking database Root cause analytics andlogical data presentation Data and best practicesharing network Graphics that show districtand peer trends in efficiency and performance. Data views of spending,percent of spending and unit costs Measures of spending,efficiency, productivity, staffing, asset performance, compensation, serviceand quality. Benchmarks statistics foreach measure. Gap analysis for eachmeasure - the difference between the district and peer Enl?t's Scorecard reporting structure includes: Executive Level: Summary,Peer Comparison Dashboard, Income Statement, Balance Sheet, Human Resources,Compensation, Vendor/Supplies Operations - Transportation,Facilities, Food Service, Purchasing and Information Systems. Education - High,	County Wide Initiatives - Designed and managed of a county wide transportation study for the Ottawa Area Intermediate School District in Michigan. Thirteen districts were involved in the project. The Enl?t transportation tool was advanced through input from transportation directors and business managers. Participants agreed on both measures and practices and policies included in a best practices survey tool. Best practices were documented and savings of between $1.2 and $4.5 mm/year were identified. School District Leadership Experience - Steve has over 20 years experience as a COO and CFO in leading organization wide improvement initiatives in business and education. Steve's experience includes leading change as COO and Business Manager of Toledo Public Schools where he led initiatives to reduce costs by $17 mm in three years. He has a deep understanding of the challenges and opportunities in districts of all sizes. School District Consulting and Efficiency Improvement Experience - Steve has served as a school performance management consultant. His consulting experience includes cost savings and improvement initiatives in operations, technology, facilities, transportation, adult education, data-driven decision making and process improvement. He is deeply familiar with the vast array of	

				elementaryand middle school; special education, career tech, special programs and othereducation programs. Central Services - Administration, Athletics, Business, Communication, Curriculum, HumanResources, Planning, and Student Services. Academics - Key districtlevel academic measures, test scores, student data	cost saving opportunities and performance challenges faced by districts. Data Analytics, Statistics and Research - Steve brings hands on experience developing creating ways of combining hard and soft data that deliver new perspectives and insights for decision making and problem solving. Steve has developed innovative analytical models for education, business operations, finance, and science.	
Robert	Peterson	President, Corporate College, Tri-C	Corporate College, A Division of Cuyahoga Community College (Tri-C) is the strategic training partner for the D3 project. Tri-C will work with D3 to develop, design & deliver curriculum utilizing classroom, online, and blended learning. Tri-C will report to the project manager, P3, and provide ? Design, development and delivery of classroom and blended learning to include examples, activities and models tailored to the Education Industry. (Blended Learning is an innovative way to present training material, limiting classroom for critical hands-on learning with self-paced online learning & instructor-led training for on the job application) ? Provide training and coaching in leadership, culture change & performance excellence in Lean Data Management & Continuous Improvement methodologies integrated across stakeholder groups (Boards, Districts, ESCs, Business Leadership and D3) ? Provide participants with increased awareness of professional strengths and the role in which they will play to cultivate	Tri-C is a nationally recognized and established community college in Northeast Ohio that utilizes a holistic approach in professional training and development that builds new capability for large scale change within organizations. Our distinctive team of experts partner with organizations from multiple industries (education, service, financial, manufacturing, healthcare) to improve both organizational and operational effectiveness through innovative & expert training, human capital consulting & organizational improvement services and provide the skills for advancing leadership and performance excellence. Tri-C delivers multi-faceted solutions that drive change & support employees at every level within an organization.	Our Organizational Effectiveness and Process Improvement facilitators have 50+ yrs. of combined experience & success in executive & individual assessment, selection, competency-based development, culture identification & change, & lean/process improvement programs. 1. Lean Six Sigma -Olmsted Falls: Facilitated/coached the District in Lean Six Sigma Problem Solving methodologies to improve business & the organizational performance of support staff employees. Also facilitated a cross -functional team through a strategic planning process to deliver a 3 to 5 year plan for the District. a. IT: Personnel were able increase response rates & reduce the time it took to resolve IT issues. b. Transportation- Improved emergency student evacuation procedures. c. Maintenance-Staff used the 5S process to reorganize storage rooms. d. Food Service- Staff identified cost-saving changes such as decreasing preparation and cleanup times and improving taste for select menu items. Efforts saved 400 hours a year. 2. Lean Six Sigma - Polaris Career Center: Facilitated/coached staff members in Lean Sigma Methodologies a. Computer Imaging- Savings for IT staff time, elimination of variation of imaging made troubleshooting & repair easier to accomplish 3. Survey Based Engagement Tool Creation for Public	

			a continuous improvement culture ? Assistance to project manager (P3) in documentation of overall project goals, milestones and learning outcomes (training assessment evaluations) ? Provide focused evaluations, pre/post tests, project assignments and report-outs, where applicable		Schools (students, faculty and staff) built on Baldridge Principles to support District Change Leadership and improvement planning. 4. Analysis & Change Management: Provided readiness analysis & designed an integrated change management approach for college technology shared services. 5. Leadership Development: Engaged ESC's on P16 facilitation to align stakeholder interests. Curriculum Expertise: Process Improvement, Quality, Organizational Effectiveness, Leadership & Professional Development.	