

Budget

Youthbuild Columbus Community (132985) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (236)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		373,000.00	140,145.01	434,364.45	1,398,583.00	338,750.00	0.00	2,684,842.46
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	80,645.24	0.00	0.00	0.00	80,645.24
Prof Development		0.00	0.00	1,500,000.00	0.00	0.00	0.00	1,500,000.00
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		373,000.00	140,145.01	2,015,009.69	1,398,583.00	338,750.00	0.00	4,265,487.70
Adjusted Allocation								0.00
Remaining								-4,265,487.70

Application

Youthbuild Columbus Community (132985) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (236)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
YouthBridge

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

Project YouthBridge is a 7 school consortium across central Ohio lead by award winning YouthBuild Community Schools, a member of Youthbuild USA, a national education institution existing in 45 states representing 265 schools. As a diversity leader Project YouthBridge provides online diversity training and decodes individual student learning styles, values and personalities while structuring a learning rich environment and aligning students into resource groups which provide gap-closing opportunities. Project YouthBridge changes the "one size fits all" education system into a student centered environment which encourages strength based programs, independent thinking and alternative teaching methods in the classroom. Additionally, the YouthBridge project provides a model for all school systems to support the Ohio Department of Education's Diversity Strategies for Successful Schools Policy entitled Empowering School Districts to Promote Diversity and Reduce Racial Isolation in Ohio's Schools. As such, it capitalizes on all of the scholarly research that undergirds the ODE decision to mandate Diversity programs in school systems across Ohio. It will have in place a Statement on Diversity, as well as use Curricula, Instructional Materials and Educational Methodologies that Support Diversity and Achieve the Benefits of Diversity. Its Student Resource Groups (SRG) will address the disconnects experienced by many students and teachers in our schools and provide gap bridging programs for all school districts to emulate. Project YouthBridge is flexible and nimble, responding to the "unique" needs, aspirations, values, personalities, and learning styles that are distinctive to a particular school, or district and can easily be tailored to fit the needs of any education system. This endeavor will allow for increased student achievement, spending reductions in a five-year fiscal forecast, a greater share of resources and a shared services delivery model.

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.

1513 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Leigh Ann King

Organizational name of lead applicant
YouthBuild Columbus Community School

Address of lead applicant
1183 Essex Avenue Columbus, Ohio 43201

Phone Number of lead applicant
614-291-0805

Email Address of lead applicant
lmorrison@youthbuildcolumbus.info

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

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

Currently, the state of education reveals staggering findings regarding the lack of diversity training in Ohio Schools which result in experiential gaps showing a 93% Caucasian female teaching population servicing the needs of a 25% minority student body population which in some schools is much higher. Disciplinary gaps showing African-American children with disabilities 3 times as likely to receive suspensions and socio-economic and achievement gaps showing lower income African-American students 7 times more likely to be in lower track classes. Additional findings show 113 different religious denominations, increased language barriers, changing demographics with rapidly increasing minority populations and higher populations of low income students. This large influx of diversity in Ohio schools is having effects which are showing up as gaps and disconnects in the system due to a lack of inclusionary programs. As a direct result of these gaps and disconnects we are seeing decreased performance and productivity with an increase in absenteeism, safety incidents, bullying and dropout. In-Class and Online diversity training and resource groups can help bridge these gaps and disconnects and restore balance to help teachers and students work together in a partnering effort to ensure successful learners and create an inclusive environment. One defined problem for the areas surrounding our schools is the need for fresh produce for urban communities crippled by the lack of grocery markets. By creating a more meaningful and expansive learning environment, we propose to create a Green Project utilizing garden plots as an extension of our naturalistic resource group. These groups will partner with each other to till, plant, nourish, and provide ongoing care, to include seeding and weeding of the designated area. This is the Naturalistic learning style to be discussed further below:

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

Project YouthBridge will meet all goals of the Straight A fund including increased student achievement, spending reduction in the five-year forecast and utilization of a greater share of resources in the classroom, and, to include the use of shared services delivery model. The establishment of online diversity training will provide a model that can be shared amongst schools and provide long lasting sustainable benefit for future generations of students and teachers. Resource groups will assist with increasing student achievement, sharing resources and helping achieve spending reductions in the classroom. This project begins with administering online diversity training to each school to help bridge gaps which exist between the teacher and student. These gaps exist as disconnects which can sometimes affect learning potential. Additionally, Child Level Personality tests and Learning Style tool Assessments will be given to determine individual behaviors and learning styles. We will use the Myers-Briggs Personality Tool, Rokeach Value Assessment and Gardner's Theory of Multiple Intelligences Model which will be administered to all staff and students. These assessments will measure the personalities, values and learning styles of teachers and students who will be partnered into Student Resource Groups (SRG). This partnership will create a student-centered environment whereby each child will be able to learn according to their natural strengths and abilities. Learning styles will be delineated as follows: 1. Verbal-Linguistic (Word Smart) - People who learn best through reading, writing, listening, and speaking 2. Logical-Mathematical (Logic Smart) - Students who learn by classifying, categorizing, and thinking abstractly about patterns, relationships, and numbers 3. Visual-Spatial (Picture Smart) - Individuals who learn best by drawing or visualizing things using the mind's eye 4. Auditory-Musical (Music Smart) - Learning by using rhythm or melody, especially by singing or listening to music 5. Bodily-Kinesthetic (Body Smart) - Individuals who learn best through touch and movement 6. Interpersonal (People Smart) - Learning through relating to others by sharing, comparing, and cooperating 7. Intrapersonal (Self Smart) - People who learn best by working alone and setting individual goals 8. Naturalistic (Nature Smart) - Students who enjoy learning about living things and natural events Students will be initially paired with other students and teachers who match their profile for personalities, values and learning styles into one class for their resource group. Students will become the innovators and critical thinkers who resolve these problems to meet the end goal instead of suffering the lecture-style format of most school programs which creates disengaged students. Once teachers have adopted this new method, assignments in regular classes can be modified to support changes in other subjects. For instance, if the teacher is now aware of the differing learning styles he/she can give an assignment that will now accept homework in different ways. An example could be a comprehension lesson which requires a student to read a novel then develop a project of their choice based on the book. One student immediately decides to draw a comic strip depiction of several different scenes from the novel. Another student in the class decides to compose a brief musical interpretation of the book, while yet another student opts to write a creative essay from the point of view of one of the characters in the story. All learning styles achieve the desired goal of comprehension while maintaining engagement from each student by capitalizing on their natural strengths and abilities. Research shows that actively disengaged students don't complete assignments, frequently skip school, and are disruptive when attending. These are all costly to the school and result in additional programs needed to fix these problems.

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.)

Student Achievement is the first goal that our program will support and meet. While resource groups have never been established in the education system, it should be noted that they are heavily utilized in the corporate environment and have been extremely successful showing positive effects in performance outcomes in organizations. The business impacts of high engagement according to the 2012 Gallup Employee Engagement Poll include 37% lower absenteeism, 21% higher productivity, 48% fewer safety incidents and 25% less turnover. As a corresponding model the widely known Student Gallup Poll in 2010 tells us that 84% of students who strongly agreed with "My school is committed to building the strengths of each student" were engaged at school. This shows us the need for strengths based programs which embrace each student's natural ability and bridge gaps of different kinds of learners. Additionally the findings in the July 2013 Gallup poll analysis of school performance and demographic data showed substantial relationships between student engagement and student performance. In reading and science, schools in the top engagement quartile demonstrated a 50% greater chance of scoring above the state's average as compared with schools in the bottom quartile. In math, schools in the top engagement quartile displayed an 82% greater chance of scoring above the state's average than did schools in the bottom quartile of engagement. With these proven statistical measurements and results, we can anticipate long term increases for performance from our student body population. Although resource groups do not exist in the present education system they do exist in 90% of fortune 500 companies and have the potential to bring about broad change. Some well-known companies that thrive on resource groups are McDonald's, Wells Fargo, VISA, Mastercard, American Express, Boeing, Dell, Microsoft, American Airlines, AT&T, Ford, Starbucks, Sodexo, Procter & Gamble and Merck. These groups have made many impacts to their organizations which have been quantified. It has been established that 91% of these groups raise cultural awareness and 78% provide community service activities. Additionally, 19% of these groups develop new products, 24% of these groups are identifying high potential members and 89% impact talent acquisitions by providing professional development. Correlations to the education system can easily be made with this given data to show how these groups can offer big change. Research shows that actively disengaged students don't complete assignments, frequently skip school, and are disruptive when attending. These are all costly to the school and result in additional programs needed to fix these problems. Engaged students move from compliance with behavioral engagement to emotional engagement and a sense of belonging, to becoming involved in learning which can limit unnecessary expenditures. Utilization of a greater share of resources in the classroom is a big function of resource groups. These groups can be differentiated in many ways. In diverse cultural environments they can help students with language barriers connect and provide mentoring to other students who need assistance assimilating into the English speaking environment thereby decreasing the need for costly ESL services. In diverse socioeconomic backgrounds they can assist with providing valuable information and resources to students in similar situations unburdening staff from the time, energy and funds it takes to find immediate solutions to service a student in a crisis situation. In diverse learning environments, students will feel included in their education and become empowered learners who have successfully mastered life skills to move to the next level and engage in a global environment as independent thinkers.

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.)

Based on our current budget, savings is being calculated with purchases for all the learning styles for the classrooms, green initiative in the buildings, greenhouse food/mulching of refuse and cost savings from staff incentives from the grant, driving down COL/annual increases. Also, the purchase of IT equipment (Picture and Logic Smart Learning Style) allows schools who are not ready for the PARC testing next year, to be in compliance without the extra cost to the state, for these needed upgrades. Additionally, the drop out recovery students will graduate in less years (FTE savings per student annually) and will have fewer offenses that require traditional juvenile detention center costs. Per the OAPCS Grassroots Drop Out recovery initiative, they give us the following facts: "Higher graduation rates increase the tax base, reduce crime, lower incarceration costs, and by decreasing taxpayer-funded payments for housing, food, health care, unemployment, disability and unemployment, disability and other forms of public assistance, save taxpayers money." With the increased engagement of the YouthBridge Grant we will see similar results as the business/industrial side has seen implementing the same diverse learning styles. The business impacts of high engagement according to the 2012 Gallup Employee Engagement Poll include 37% lower absenteeism, 21% higher productivity, 48% fewer safety incidents and 25% less turnover. Based on these outcomes for resource groups we can have substantial spending reductions on staffing, safety incidents, disciplinary actions, intervention programs and dropout recovery initiatives as outlined in our submitted budget. This will mean extraordinary results for our drop out and disadvantage demographics. For the younger students in our consortium, it will result in engagement at a younger age, resulting in a smaller percentage in Ohio's drop out rate. Finally, spending reductions in the forecast will be met with this program as we have designed a solid approach to scale down costs in the allowed time frame. Spending reductions in the five-year fiscal forecast will be maintained to empower students and staff to self-manage without large budgets in the long run of this operation. This program will become weaved into the very fabric and DNA of the school which will continue to repeat its success annually by catering to student's natural strength of learning style and capitalizing on group efforts which encourage and breed leaders and independent thinkers. These important life skills will enable students to become college or job ready with the ability to navigate their future endeavors. **<http://www.oapcs.org/files/grassrootsdropout.pdf>

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.)

Personnel education and awareness will be enhanced as a direct result of online diversity training. Because this program will be available on line we can reduce costly time for the school to obtain professional development in the marketplace. Teachers can access materials directly in the classroom; thereby reducing costs to schools to hire substitutes and time to send teachers offsite for cross training purposes. Based on lengthy discussion with all Consortium members, each articulates their unique situation. That is, how much of their budget allocations are spent on auxiliary programs, i.e. Special Education Classes, English As A Second Language Classes, Remedial Education Classes, and etc. Clearly, each Consortium member recognizes that their present state is unique relative to how much time and resources are spent

augmenting the standard courses of study in their particular curriculum. Therefore, scholarly academic research, and statistical analysis of same, shows that a greater share of budget resources can be re-allocated, and used in the classroom when one reduces the amount of expenditure for add on of unnecessary classes and staff members. Therefore, by using the recommended Assessment tools, Myers-Briggs Personality Assessment, Rokeach Value Assessment, Gardner Learning Styles, and Diversity and Inclusion training, Consortium Member schools will be able to experience cost reductions by having their entire student body focused on learning the stated curriculum, as opposed to being disciplinary students who require remediation and socialization via some Add On program, which requires extra budget and added staff members. It is believed, that by experiencing conformity and uniformity in classrooms, via the use of Student Resource Groups, supported by standardized assessments, each Consortium Member will experience significant cost savings. These cost savings could range from 5 to 10% of their overall budget. Once these practices become well-engrained as part and parcel of students' DNA, more cost-savings will be realized, thereby, use of a greater share of the resources in the classroom. Finally, courses will be offered in a manner that allows teachers to learn at their own pace. With an online program teachers can access information during a planning period or lunch break thereby decreasing the need for additional time to understand professional development. Additionally, teachers will obtain certificates once they have reached proficiency and their training is complete. This will allow schools the opportunity to meet the recommendation and need for diversity training as outlined by the Ohio Department of Education's Diversity Strategies for Successful Schools Policy. Classroom Resources to be purchased from the Straight A Grant for the Learning Styles will include the following: musical, bodily-kinesthetic, interpersonal, people smart, word smart, verbal linguistic, logical mathematical, naturalistic, intrapersonal, picture smart, and visual spatial - will include: instruments, workout equipment, ipads, laptops, calculators, smart boards, flat screens, software, uniforms, backpacks, organizers, field trips, baby carriers and car seats, diapers, strollers, maternity clothes, cameras, camcorders, housing assistance, science lab, art supplies, crayons, markers, paint, paper, seeds, lumber, nails, hammers, greenhouse supplies, autocad, writing software, musical software, video editing software, t-shirts, cookware, dictionaries, books, tablets, bus passes, gift cards, school supplies, music, media and video libraries, promotional materials, stage and theatre equipment, desk and chairs. This is by far more classroom materials and resources any of the schools in our consortium have been budgetary allowed.

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.)

By providing an online diversity training component this will allow for a shared services delivery model which can be administered to any teacher at any time. Programs will increase efficiency with easy to use models that will instill an inclusive atmosphere amongst faculty and inspire renewed understanding and awareness towards many issues facing students in the classroom today. Solid approaches will be given towards instructing students in a manner which capitalizes on student strengths and instills value in learning new concepts which encapsulate different perspectives and viewpoints. Scalability is easily accomplished with this method as any school that is interested in these programs can easily obtain them in an online format. Additionally, long term sustainability will be achieved based on our approach that begins with training from Nubridge LLC but migrates to the online programming to accomplish goals. We will ensure the effectiveness of Project YouthBridge with a pledge across all Consortium schools. This pledge is part of our shared services delivery model and is easily distributed to any member of any school. Each Consortium member pledges, via a CREED/CREDO to be there for each other, and exhibit honesty, integrity, and professionalism worthy of emulation by all Consortium members including their respective staffs. Consortium members also pledge to participate in Town Hall meetings where Parents, Students, Community Leaders, Business and Professional leaders come together to share and discuss relevant topics that can aid in moving our YouthBridge project forward. The meeting agendas will include status updates for all Straight A Fund goals, as well as Innovative initiatives. After each Town Hall meeting, minutes will be provided and disseminated to all participants to ensure a cohesive and aligned rollout.

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.

Watkins Academy IRN 014194 - is in it's first year as a community school in the Dayton area. Watkins ADM/Enrollment is flourishing, meaning even additional students will be impacted by this amazing diversity professional development grant opportunity. Like the other schools in this consortium, Watkins will show a higher Per Pupil expenditures with the classroom supplies, staff incentive and new IT Infrastructure offered

with this grant. Watkins is currently spending about \$10K per PPE, with the grant they will be over \$12K PPE.

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.

4,265,487.70 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The Budget includes supports for the learning styles outlined in the grant. The learning styles will offer everything from musical instruments to IT equipment for the classrooms. Classroom supplies/equipment for each learning style: musical, bodily-kinesthetic, interpersonal, people smart, word smart, verbal linguistic, logical mathematical, naturalistic, intrapersonal, picture smart, and visual spatial: instruments, workout equipment, ipads, laptops, calculators, smart boards, flat screens, software, uniforms, backpacks, organizers, field trips, baby carriers and car seats, diapers, strollers, maternity clothes, cameras, camcorders, housing assistance, science lab, art supplies, crayons, markers, paint, paper, seeds, lumber, nails, hammers, greenhouse supplies, autocad, writing software, musical software, video editing software, t-shirts, cookware, dictionaries, books, tablets, bus passes, gift cards, school supplies, music, media and video libraries, promotional materials, stage and theatre equipment, desk and chairs IT Infrastructure enhancements which also will prepare schools for online testing next year. Staff Incentive/Benefits for time on learning and continuous implementation of styles/resource groups new teaching methods. The budget incorporates the cost of implementation of YouthBridge concepts from Nubridge \$1,500,000. Student Green Initiative to update building (windows, light bulbs etc) for lower utilities, recycle

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 not be any costs to maintain or sustain this project. IT equipment will be purchased with maintenance agreements. Staff will go through "train the trainer" to assist future staff on the online diversity training.

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.

1,664,552.00 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

Expected Savings in the Five Year Forecast are calculated by less salary/benefits increase due to Grant Incentives, Supplies for classrooms will hold over the next five years and is a larger amount than any of these schools have been able to spend, transportation and attendance savings due to student buy in, less lunch cost w Greenhouse, less cost of waste removal with mulching, less utilities cost with student Green Initiatives. Less expense in capital outlay with new IT Infrastructure with warranties which also saves the state with these schools who are not compatible for online testing to go in effect in SY 2015. Savings Breakdown Classroom supplies = \$1093636.00 IT Capital = \$338750.00

Salary/Benefits = \$232166.00

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.

Online programs will be provided for diversity training and training for resource groups, design, delivery and recognition will be decreased to train the trainer sessions which provide more opportunity for schools to become self-sustaining while operating a new system of education. At the end of the reporting period YouthBridge schools will be fully able to facilitate all necessary ongoing programs. Additionally, based on the aforementioned outcomes of organizational resource groups we can have substantial spending reductions on staffing, safety incidents, disciplinary actions, intervention programs and dropout recovery initiatives. Years 1-2 will involve purchases for project items for each resource group and extensive training, testing, design, delivery, reporting and recognition programs. Years 3-4 will include a step down program to begin the process of training the trainer whereby teachers will be given the tools and skills necessary to facilitate this program with limited assistance from grant funds and partnership. Year 5 is the final stage at which we will be self-sustaining and incorporate projects which utilize creativity more than school funds to support the goals of the program. The underlying premise of Project YouthBridge is to conduct assessments of all involved, School Leadership, including School Administrator, Principal, Teachers, and Staff, along with each student. Once these assessments are administered, scored and results shared with respective individuals, a binding agreement between all parties will be instituted, signed, and given to each individual participant as a guiding light, and a constant reminder that they are committed to exhaustive efforts to achieve their stated goals. Research shows that once these instruments are administered, scored, and results shared with constituents, and commitment and buy-in obtained, it's a matter of unfolding. Once the expectations are clearly established, and "buy-in" obtained, then opportunities must be created on a consistent basis (day-to-day practices and operations, and holding participants accountable) whereby participants can demonstrate acceptable behaviors. These behaviors then, are extrinsically rewarded on a continuous basis until they become part and parcel of one's day-to-day practice and behavior - intrinsically rewarded and part of the individual's DNA (self-sustaining). Specifically, these behaviors then will become self-sustaining until a significant emotional event alters the expectant behaviors. Although students will graduate annually after having achieved their stated goals, the YouthBridge leadership and staff will consistently exhibit high expectations for new students, regardless of personality types, stated values and different learning styles, and will accept no less than high achievement and high graduation rates on a consistent and continuing basis, therefore, self-sustainment. Project YouthBridge will become self-sustaining because its leadership will have adopted a new culture. A culture that its leadership fully embraces and practices on a daily basis. YouthBuild leadership, via its commitment to its stated CREED will exhibit mentorship and role-modeling behaviors worthy of emulation on a consistent and continuous basis. Self-sustainment will be realized because the rewards and success of graduating students will fuel itself (self-perpetuating). These students will become productive citizens in their communities and beyond and gladly return to their Almata to serve as mentors and role-models for students who follow them. Parents, relatives and friends, to include Community Leaders, Entrepreneurs and Businesses will flock to any school with this program to be a part of something that yields consistent and valuable results. Therefore, self-sustainment will strive

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range July 2014

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

July 21, 2014 - Controlling Board Agenda Published July 21, 2014 - Award Notification - Make Telephone Contact with Participating Parties and Establish Meeting Date July 24, 2014 - Convene Meeting with Participating Party Members

* Anticipated barriers to successful completion of the planning phase

The largest barrier that could derail our project and its implementation would be the lack of buy-in on the part of all stakeholders/constituents. Stakeholders include the School Board, YouthBuild, Columbus City Preparatory School For Boys, Richard Allen Preparatory K-1, Richard Allen Academy II 2-6, Richard Allen Academy III, K-6, and Richard Allen Academy 7-9, Superintendents, Senior Leadership, School Administrators, School Principals, Teachers, and Staff. In order to mitigate lack of buy-in, we entertained open dialogue with each group identified as stakeholders/constituents. We met with the School Boards, explained what Project YouthBridge entails, answered all questions regarding same, to their satisfaction. We then met with School Administrators, School Principals, Teachers, and Staff, and fully explained to them what the project entails. We answered all of their questions and addressed their concerns and explained to all of the constituents that each would be asked to fully commit by agreeing to and signing a partnership agreement outlining rules of engagement by each member. At the outset, and during the duration of Project YouthBridge, all stakeholders will be kept fully abreast of the project as it unfolds. Stakeholders include, not only the School Boards, YouthBuild, Columbus City Preparatory School For Boys, Richard Allen Preparatory K-1, Richard Allen Academy II 2-6, Richard Allen Academy III, K-6, and Richard Allen Academy 7-9 Leadership and their staff, but external entities as well including Parents, Community Leaders, Entrepreneurs, Businesses and Associated Foundations.

18. Implementation - Process to achieve project goals

* Date Range Aug 2014 to Jan 2015

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

August 4, 2014 Purchase/Acquire the following Assessment Instruments: Myers-Briggs Personality Assessment Instrument, Rokeach Values Instrument, Gardner Learning Styles Instrument August/September 2014 - Administer/Score/Provide Feedback of assessments to all staff and students After feedback is reviewed, analyzed, and agreed to, a kickoff date will be set to involve all students in the Assessment Process. Based on the results of assessment, scoring, and feedback sharing with students, decisions will be made to demarcate students into Resource Groups for overall teaching approaches and learning activities. October 2014 - Training Sessions begin for Project YouthBridge, CREED signed, Town Hall Meeting and Student Resource Groups Assigned for YouthBuild, Watkins Elementary School, Columbus City Preparatory School for Boys, Richard Allen Schools (Richard Allen Preparatory K-1, Richard Allen Academy II 2-6, Richard Allen Academy III, K-6, and Richard Allen Academy 7-9.) November 2014 - a Town Hall type meeting will be scheduled to communicate to all Stakeholders that we are embarking on a New Day, a New Journey. November 2014 - Engagement measurements taken, Student Achievement monitoring begins November 2014 - Continued training sessions, achievement, spending & resource monitoring December/January 2015 - Benchmark to show increased results for engagement, achievement, spending & resources utilized December/January 2015 - Begin offering In-Class and On-Line Diversity & Multi-Cultural Training

* Anticipated barriers to successful completion of the implementation phase.

Anticipated barriers could be scheduling conflicts based on limited teacher availability. These barriers will be overcome by offering alternative information and instruction online. If administrators or staff are unavailable for meetings/training an alternative instruction will be available via communications from Nubridge LLC which may be in the form of an online presentation or follow up meeting to ensure all parties are on board and up to date on necessary information.

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

* Date Range Sept 2014 to May 2015

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

September 2014 - Administer/Score/Provide Feedback of assessments to all staff and students November 2014 - Engagement measurements taken, Student Achievement monitoring begins February 2015- Benchmark to show increased results for engagement, achievement, spending & resources utilized May 2015- Benchmark to show final results year end for all goals Periodic surveys will be conducted every nine weeks to determine levels of achievement and learning as the school year unfolds. These surveys and associated feedback data will be statistically analyzed to determine where adjustments need to be made to correct deficiencies or minimize the impact to overall learning and student goal achievement.

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

Anticipated barriers to success would be insufficient progress to meet program objectives. Should this occur, we will institute additional training to staff and students and provide additional strategies to help meet specified goals. Strategies will involve providing more teacher and student assistance to boost engagement and performance. This method will institute more structure on the resource groups with additional timelines and follow up for measured performance. An example would be instead of allowing unrestricted innovation we would offer suggested innovation to get to goal. Students would still be responsible for meeting project goals but time spent to figure out the project could be reduced or eliminated accordingly. Additionally, teachers can assist by suggesting subcommittee teams who would work best to target specific goals within the particular group thereby reducing time to meet goals. If the model for resource groups would fail entirely, we would simply continue the program embracing alternative learning styles but simply leave the program as an alternative teaching style adopted by the teachers. Students could still embrace their learning style and have many options on how homework is completed and turned in to teachers.

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:

Given the open communication that has transpired between the leadership of YouthBridge Schools and their Business Partner, NuBridge LLC, it appears that the overall organizational structure in place is sound. However, given that the YouthBridge Project calls for creating Student Resource Groups (SRG), the alignment of the Teaching Faculty in a strict, traditional Hierarchal (vertical) organizational structure does not lend itself well to maximizing instructional techniques which leads to heightened student achievement. Therefore, the teaching faculty may need to be structured into a Matrix (horizontal) flow. This organizational structure would facilitate the horizontal flow of skills and information instruction for students in a learning environment, thereby capitalizing on each student's learning style. Additionally, this "Flexible Approach" calls for the teaching faculty to be committed to the overall student learning outcome, and not just to their particular discipline. This approach supports the learning styles of each student as called out in the Gardner Learning Styles Inventory. At the outset, the partnership recommends that the present structure remains the same. That is, each Faculty member will continue to teach their specified academic discipline. However, with the understanding that in order to facilitate and maximize the full capabilities of each teaching faculty member, it may be necessary to adopt a "Flexible Approach" to delivery of instruction for maximum student achievement, thereby, accommodating each students' learning style. The rationale for the "Flexible Approach" is to capitalize on the skills, information, and expertise that each member brings to the table. Thus, each faculty member will begin to see themselves as being responsible for each child's overall achievement, and not just for the academic discipline for which they have been trained to teach and instruct. Faculty will continue to report on their overall performance to the head of their department whose authority flows downwards (vertically) within his or her department. However, by undergoing the assessments and by adopting a partnering approach via the CREED commitment to each other, this change will facilitate the heightened achievement rate of YouthBridge students as called out in the DORP Report, relative to the Annual Measurable Objectives. As a final note these groups once established will institute programs that no longer require teachers to create extensive assignments and curriculum to get students to perform. Also we can limit teacher time spent assisting students individually with lessons by adopting this new collaborative strategy. This program will ease long time burdens of irrelevant tasks suffered by most teachers in the education system today and enable teachers to reallocate much needed time and resources to enjoy a partnered learning experience with their students.

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

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

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

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

Please enter your response below.

Members of Nubridge LLC have been involved in a broad spectrum of diversity initiatives including, but not limited to leading programs to solve global diversity problems in the military as well as multi-tiered and multi-dimensional corporate diversity models impacting several states across this country. Miranda Curtis lead a team at Nationwide Insurance called the MidWest Zone Diversity & Inclusion Council where she implemented several initiatives that bridged gaps across a five state region. This team consisted of inner sub-committees who focused on talent management, communication, acquisitions, education, awareness and creating a space for innovative ideas. Over a one year time frame significant advancement was made through several growth, community and brand initiatives which included partnering with 18 employee resource groups across the country and serving on nationwide panels to provide solutions to existing corporate barriers. At the end of this program the team achieved highly recognized success when it changed the zone engagement from a "does not meet" rating to an "exceeds" rating on the well-known Employee Gallup Poll. Additionally, several benchmarks were met with regard to growing the business in profits as well as impacting the community and building brand awareness. In addition to this, Dr. Levon Simmons, VP of Nubridge LLC made significant global impact on innovative change across all branches of the United States Military. While serving as a Commissioned Officer in the United States Air Force he was recruited to participate on teams to aid in reducing overall racism and discrimination in the military that at the time was rampant and under congressional and presidential order to take immediate action. This project involved some 900,000 plus military and department of defense civilian employees including the Army, Navy, Air Force and Marine Corps. They began by convening "town hall type" meetings across a number of military organizations that were experiencing significant numbers of discrimination incidents. Additionally, they identified the negative impact these incidents were having on military installations, which were compromising their ability to successfully perform their assigned duties and responsibilities. After conducting numerous surveys and performing statistical analysis of their findings, they were then able to research and develop training programs to reduce and alleviate systemic practices that were prevalent across the entire Department of Defense. In order to deal with the problems identified, the Department of Defense and the United States Air Force, created the School of Social Actions Training at Lackland Air Force Base, San Antonio, Texas. This school created a number of specialties, the staff recruited and trained specialists to deliver counseling, education, and training to all members of the United States Air Force including military and civilian employees on a consistent basis. This program was enhanced to provide training and services to the entire Department of Defense, including all branches of the military (Army, Air Force, Navy, and Marine Corps), and became known as The Defense Race Relations Institute where he served an assignment. Additionally, he was recruited and served an assignment to travel the world and deliver military training courses throughout the Department of Defense military and civilians to reduce racism, sexism, prejudice and overall discriminatory practices. Because of their success, the Joint Chiefs of Staff were able to scale back its efforts and address other pressing issues by giving each member a sense of importance and wellbeing. The program is still in existence today, however, after it engrained its practices of equal employment and treatment into each military and civilian employee, it was able to significantly reduce its budget expenditure on the initiative because it was believed to have become part and parcel of one's DN

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.

The following representatives of the Consortium will be responsible for conducting continuous internal evaluations as follows: YouthBuild Community Schools - Leigh Ann King Columbus City Preparatory School for Boys -Michael D. Owens, Principal, (614) 365-6166 Watkins Academy (Elementary) - Bobbie Tyree, M.E.D. Superintendent, (937) 220-9100 Richard Allen Academy, Grades 7-9 - Aundray Brooks, Principal, (937) 586-9815 Richard Allen Academy III, Grades K-6, Aleta Benson, Principal, (513) 868-2900 Richard Allen Academy II, Grades 2-6, Michelle Thomas, Ph.D, Superintendent, (937) 586-9756 Richard Allen Preparatory, Grades K-1, Yolanda Clark, - (937) 278-4201 NuBridge LLC - Levon Simmons, Ph.D., Vice President, (614) 934-1732

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

Method Used for Conducting Evaluation: The Consortium will use the traditional School Evaluation system. The evaluation will be administered throughout the School Year on a Nine Week repetitive basis. Evaluations will be conducted by each Faculty member, and shared with their hierarchical leadership. Decisions will be made as to whether the Consortium member efforts proceed, or appropriate "windage- knob" adjustments need to be made to correct deficiencies noted. Measurement data will be extracted from the Myers-Briggs personality assessment, Rokeach Value Assessment and Gardner's Multiple Intelligence Model with outputs tracked for each student and staff member to ensure proper placement of each person into a resource group. Recognition programs will also be instituted via certificate system indicating completed activities and achievement. Engagement measurements will be taken via survey with results tracked periodically to validate project movement and progression. Templates will also be utilized by teachers to record classroom data which will record benchmarks met/not met for student goals assigned to each resource group every 9 weeks with follow up visits/calls during this time frame to promote goal achievement.

* 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.

Strategies will involve providing more teacher and student assistance to boost engagement and performance. This method will institute more structure on the resource groups with additional timelines and follow up for measured performance. An example would be instead of allowing unrestricted innovation we would offer suggested innovation to get to goal. Students would still be responsible for meeting project goals but time spent to figure out the project could be reduced or eliminated accordingly. Additionally, teachers can assist by suggesting subcommittee teams who would work best to target specific goals within the particular group thereby reducing time to meet goals. If the model for resource groups would fail entirely, we would simply continue the program embracing alternative learning styles but simply leave the program as an alternative teaching style adopted by the teachers. Students could still embrace their learning style and have many options on how homework is completed and turned in to teachers. Finally, in addition to the foregoing, the Partnership of YouthBuild Community School and NuBridge LLC will exhaust all efforts and avenues to evaluate the impact, strategies and approaches used to implement all aspects of YouthBridge. This includes the use of all Stakeholders, Social Science and Scholarly researchers, Educators, Community Leaders, Entrepreneurs, Businesses, and Parents to periodically visit our school to observe and offer feedback, to participate in functions, to serve as Resource Speakers, Motivational and Instructional to inspire our students. We will openly receive their feedback, study and analyze it, to determine how results can be used to enhance our program. This type of input will allow us to remain open and receptive to cutting edge information and technology to make needed and meaningful changes, and thereby, not become stagnated, antiquated, or complacent.

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 YouthBridge Project hopes to reform the education system from a "one size fits all" environment to an individual student focused learning environment. We will meet each student at their individual level and provide resources to them to alleviate any communication, and learning/achievement deficit where they exist. Partnership in group setting for these students will help students collaborate better and solve problems more efficiently with an alternative way of teaching that allows students to incorporate their distinct differences into the ways they receive and offer information. Some of the world's leading experts have already weighed in and supported resource group efforts which have already proven successful time and again in the corporate environment. The education system has yet to embrace this change that has dramatically altered the corporate landscape. Luckily, we have an opportunity to get in the game and reap some of the rewards we know exist with the establishment of these groups. Additionally, the YouthBridge Project hopes to solve some of Ohio's diversity problems by bridging gaps for a variety of students in our school system. As the majority-minority phenomenon increases in the U.S. and in our state we can see an escalating need to service students of color who represent more than 25 percent of our public school system. Additionally, increased language barriers, religious heritage and socioeconomic diversity usher challenges to the school system to cater to many different kinds of students. These children unfortunately are falling through the cracks as indicated on the new state report cards and are in need of education reform. Experiential, disciplinary and achievement gaps are a few of the problems facing Ohio's youth who are ill prepared for college and the real world. The YouthBridge Project hopes to show the way and solve these problems by bringing about needed changes to the education system. As a final note, this project incorporates strength based programs which are supported as proven techniques used by highly engaged students. This project also provides teachers and administrators with valuable resources for student collaboration and inclusion techniques which bridge gaps between students and teachers. Teachers learn inclusion tactics to share experiences and goals with students to enable a partnered learning experience. Students collaborate with others to break down barriers which can lead to better interactions. The YouthBridge Consortium is fully committed to its efforts to bring all aspects of this project to fruition. Additionally, it is convinced that by fully embracing the Ohio Department of Education's initiative for innovative ideas that can be replicated via the Straight A Fund and the ODE mandate to have each school create a Diversity Policy for all of its schools, YouthBridge stands ready to serve as a model for all schools to replicate its approach across the State of Ohio, and beyond.

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**

Benchmarks will be monitored every 9 weeks and will follow the same guidelines each school year beginning in September when we will administer, score and provide Feedback of assessments to all staff and students. Engagement measurements will be taken in November and student achievement monitoring will commence. In February, benchmarks will show increased results for engagement, achievement, spending & resources utilized. Finally, in May our benchmark will show final results year end for all goals. The YouthBridge Consortium is fully committed to making continuous improvements as relates to each of its students at each specified institution. The Membership has engaged in extensive discussions and planning via shared CREED/CREDO agreements. They are fully committed to implement all of the diagnostic evidence that will be generated by conducting Myers-Briggs Personality assessments, Rokeach Value & Attitude assessments, Gardner Learner Styles Inventory, as well as the Diversity & Inclusion training that will be required for all staff and students. All of the generated and collected data will be thoroughly analyzed and used to create Student Resource Groups (SRGs), whereby students are grouped for certain Academic and Social Studies classes whereby each student will be provided opportunities to become full-fledged learners based on their Identified Learning Style. Data will be collected and analyzed, and decisions made, based on the collected data, that will support and enhance student achievement in concert with each Consortium Member's traditional school agenda. Based on the data collected, and thoroughly analyzed, the outcomes will be used to support necessary changes that will enhance student achievement. Each Consortium Member agrees to share "Lessons Learned" relative to Student Achievement at their respective institution, so as to raise the overall Student Achievement across the membership.

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

Based on our current budget, savings is being calculated with purchases for the learning styles/classroom, green initiative in the buildings, greenhouse food and mulching of refuse and cost savings from staff incentives from the grant driving down COL increases. Also the purchase of IT equipment allows schools who are not ready for the PARC testing next year, to be in compliance without the extra cost to the state. In addition our students will graduate in less years (FTE savings per student annually) and will have fewer offenses that require traditional juvenile detention center costs. The business impacts of high engagement according to the 2012 Gallup Employee Engagement Poll include 37% lower absenteeism, 21% higher productivity, 48% fewer safety incidents and 25% less turnover. Based on these outcomes for resource groups we can have substantial spending reductions on staffing, safety incidents, disciplinary actions, intervention programs and dropout recovery initiatives as outlined in our submitted budget. Finally, spending reductions in the forecast will be met with this program as we have designed a solid approach to scale down costs in the allowed timeframe. Spending reductions in the five-year fiscal forecast will be maintained to empower students and staff to self-manage without large budgets in the long run of this operation. This program will become weaved into the very fabric and DNA of the school which will continue to repeat its success annually by catering to student's natural strength of learning style and capitalizing on group efforts which encourage and breed leaders and independent thinkers. These important life skills will enable students to become college or job ready with the ability to navigate their future endeavors.

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

Based on lengthy discussion with all Consortium members, each articulates their unique situation. That is, how much of their budget allocations are spent on auxiliary programs, i.e. Special Education Classes, English As A Second Language Classes, Remedial Education Classes, and etc. Clearly, each Consortium member recognizes that their present state is unique relative to how much time and resources are spent augmenting the standard courses of study in their particular curriculum. Therefore, scholarly academic research, and statistical analysis of same, shows that a greater share of budget resources can be re-allocated, and used in the classroom when one reduces the amount of expenditure for add on of unnecessary classes and staff members. Therefore, by using the recommended Assessment tools, Myers-Briggs Personality Assessment, Rokeach Value Assessment, Gardner Learning Styles, and Diversity and Inclusion training, Consortium Member schools will be able to experience cost reductions by having their entire student body focused on learning the stated curriculum, as opposed to being disciplinary students who require remediation and socialization via some Add On program, which requires extra budget and added staff members. It is believed, that by experiencing conformity and uniformity in classrooms, via the use of Student Resource Groups, supported by standardized assessments, each Consortium Member will experience significant cost savings. These cost savings could range from 5 to 10% of their overall budget. Once these practices become well-engrained as part and parcel of students' DNA, more cost-savings will be realized, thereby, use of a greater share of the resources in the classroom.

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

As previously indicated, Project YouthBridge will implement a shared services delivery model that can be replicated via all School Districts, across the entire State of Ohio. This shared services model will be implemented in concert with, and alongside the Traditional School programs. The model consists of assessments for all staff and students from Grade Levels K-12. Assessments cover Myers-Briggs Personality instrument, Rokeach Value & Attitude instrument, and Gardner's Learning Styles inventory. Additionally, Diversity & Inclusion Policy will be developed and implemented at each of our Consortium schools. Under the auspices of the Mandated Diversity and Inclusion Policy, the YouthBridge project will provide Diversity & Inclusion classroom instruction for all staff and students, via both Classroom face-to-face, and Electronic On-Line options for Faculty convenience. Both mediums of training will be thoroughly tracked and monitored for completion and stated timeframe integrity. In order to ensure successful implementation across all Consortium schools, each Consortium member pledges, via a CREED/CREDO to be there for each other, and exhibit honesty, integrity, and professionalism worthy of emulation by all Consortium members including their respective staffs. Consortium members also pledge to participate in Town Hall meetings where Parents, Students, Community Leaders, Business and Professional leaders come together to share and discuss relevant topics that can aid in moving our YouthBridge project forward. The meeting agendas will include status updates for all Straight A Fund goals, as well as Innovative initiatives. After each Town Hall meeting, minutes will be provided and disseminated to all participants. Copies will be maintained in stored archives for future and historical purposes, as well reference materials for corrective action as the project unfolds throughout the five year Straight A Fund period.

*** Other Anticipated Outcomes**

Other anticipated outcomes include implementation of Diversity and Inclusion policy and related instruction for each of the Consortium members of the YouthBridge project, to include all staff and students by end of second year of the Straight A Fund project. Each member institution will partner with Business Partner, NuBridge LLC to ensure all Staff members complete Diversity & Inclusion training, either in person - classroom training or via Electronic On-line medium. Via the Shared Services agreement, all Consortium members, in concert with their Business Partner, NuBridge LLC, will ensure that all students participate/complete Diversity & Inclusion training during the first year of the project, and participate in Annual Refresher sessions during the last four (4) years of the project. At the beginning of each successive school year, all new Staff and Students will undergo initial Diversity & Inclusion training, and each year following, they will participate in Diversity & Inclusion Refresher training sessions for the duration of the project, and beyond. 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.

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**

Project Youthbridge is easily replicable in other districts in Ohio within a one year time period. Online diversity training makes it easy to incorporate these programs into many schools and school districts. Additionally, resource groups can be established on multiple dimensions of diversity - not just learning styles. They can be formed for many groups including: cultural groups, students with disabilities, students with language barriers, cliques (which help turn clique activity from negative to positive relationships), gender groups, GLBT groups, family status groups and several other dimensions of diversity. Additionally, The YouthBridge project clearly falls under, and supports the purview of the Ohio Department of Education's Diversity Strategies for Successful Schools Policy. Empowering School Districts to Promote Diversity and Reduce Racial Isolation in Ohio's Schools. As such, it capitalizes on all of the scholarly research that undergirds the ODE decision to mandate Diversity programs in school systems across Ohio. It will have in place a Statement on Diversity, as well as use Curricula, Instructional Materials and Educational Methodologies that Support Diversity and Achieve the Benefits of Diversity. Its Student Resource Groups (SRG) as spelled out in several responses to questions above clearly provides many avenues to address the disparities experienced by many students in our nation and Ohio school systems. If Project YouthBridge is successful in receiving Straight A Funds, it could be used, as a model for all schools across Ohio school districts to emulate. Project YouthBridge is flexible and nimble, responding to the "unique" needs, aspirations, values, personalities, and learning styles that are distinctive to a particular school, or district and can easily be tailored to fit the needs of any education system. As a final note, Project YouthBridge plans to capitalize on the body of Social Science research that supports the idea that multicultural curricula and instructional materials can help support student body diversity, breakdown stereotypes, improve student achievement and student aspirations, generate cultural fluency and reduce intergroup anxiety. As such, this consortium via its YouthBridge Project will take full advantage of partnering opportunities with ODE and other districts for expertise regarding proven and effective educational methodologies that promote diversity and achieve the benefits of diversity. This consortium will take full advantage of lesson plans, units, and curriculum guides as part of the resource provided via the ODE clearinghouse.

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).

Leigh Ann Morrison King YouthBuild Columbus Community School irn 132985 614-291-0805

Consortium

Youthbuild Columbus Community (132985) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Bobbie	Tyree	937-823-5188	watkinselementary@hotmail.com	Watkins Academy	014194	24 N Jefferson St, Dayton, OH, 45402-2018	
Michael	Owens	614-365-6166	mowens9411@columbus.k12.oh.us	Columbus City Preparatory School for Boys	011997	3450 Medway Ave, Columbus, OH, 43213-1631	
Michelle	Thomas	937-586-9756	mthomas@richardallenschools.com	Richard Allen Academy	133736	184 Salem Ave, Dayton, OH, 45406-5804	
Aleta	Benson	513-868-2900	abenson@richardallenschools.com	Richard Allen Academy III	143578	1206 Shuler Ave, Hamilton, OH, 45011-4566	
Aundray	Brooks	937-586-9815	abrooks@richardallenschools.com	Richard Allen Academy II	143560	184 Salem Ave, Dayton, OH, 45406-5804	
Yolanda	Clark	937-278-4201	yclark@richardallenschools.com	Richard Allen Preparatory	133348	627 Salem Ave, Dayton, OH, 45406-5822	
Leigh Ann	King	6143910805	lmorrison@youthbuildcolumbus.info	Youthbuild Columbus Community	132985	1183 Essex Ave, Columbus, OH, 43201-2925	

Partnerships

Youthbuild Columbus Community (132985) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Miranda	Curtis	(614) 934-1732	info@nubridge.net	Nubridge, Inc.		4449 Easton Way, Ste 100, Columbus, Ohio, 43219	

Implementation Team

Youthbuild Columbus Community (132985) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Leigh Ann	Morrison King	School Administrator/Multi School Consultant	Finance Reporting Fund Usage Implementation Follow Through	Ten Years Experience in School Finance and EMIS reporting Ten Years In School Leadership and Implementation of Programs	-Create Student and Employee data files per Ohio Education Management Information System Guidelines -Submit data to Ohio Dept of Education for purposes of Foundation Payment and District Report Card Statistics and Data via EMIS and SOES -Annual Budget, Accounts Payable/Receivables and Payroll -FLI and EMAD Reporting -EYT Coordinator - CCIP, Federal Programs and Grant Management -IT Procurement and Management -Education Plan Writing for Career Tech Funding	
Miranda	Curtis	Executive Director/Founder of Nubridge LLC	Creation of innovative programs to reform the education system, Design of said programs and Delivery of said programs to all vested parties in this venture. Delivery methods involve the coordination of extensive training including but not limited to: ? Facilitator training ? Fundamentals training ? Diversity strategy and practice training ? Leadership training ? Diversity awareness and skills training ? Tools and templates for managing SRGs ? Coaching/mentoring by diversity staff ? Project Management Training Additionally, Nubridge LLC will provide assessment administration, scoring and feedback regarding our testing models (Myers-Briggs, Rokeach Values , Gardner Learning Styles) and create recognition programs to encourage successful outcomes. We will also utilize tracking methods to measure data and provide reporting information to YouthBridge Schools Consortium to promote compliance with the Straight A Fund.	Served as the leader of the Mid-West Zone Regional Diversity Council for Nationwide Insurance increasing the engagement in a 5 state regional claims department from a "does not meet" to an "exceeds" rating through multiple diversity initiatives. Additionally, she facilitated design and delivery of change management strategy and served as a panel consultant countrywide to discuss minority issues and provide solutions to challenges presented in the marketplace. In addition to years of community service Ms. Curtis is also licensed by ODE as a sub teacher for k-12 general education and has taught in Reynoldsburg Schools. Finally, Ms. Curtis has served in the community for over 20 years working with children in mentoring, tutoring and outreach programs including but not limited to Big Brothers/Big Sisters where she served as a bi-lingual tutor, Godman Guild catering to underprivileged children, Adopt-a-School serving a	Served as the leader of the Mid-West Zone Regional Diversity Council for Nationwide Insurance increasing the engagement in a 5 state regional claims department from a "does not meet" to an "exceeds" rating through multiple diversity initiatives. Additionally, she facilitated design and delivery of change management strategy and served as a panel consultant countrywide to discuss minority issues and provide solutions to challenges presented in the marketplace. In addition to years of community service Ms. Curtis is also licensed by ODE as a sub teacher for k-12 general education and has taught in Reynoldsburg Schools. Finally, Ms. Curtis has served in the community for over 20 years working with children in mentoring, tutoring and outreach programs including but not limited to Big Brothers/Big Sisters where she served as a bi-lingual tutor, Godman Guild catering to underprivileged children, Adopt-a-School serving a corporate outreach initiative and the Minority Scholars Service Committee mentoring graduate students from around the world. .	

				corporate outreach initiative and the Minority Scholars Service Committee mentoring graduate students from around the world. Ms. Curtis holds a Bachelor of Arts in Economics with a minor in Spanish.		
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