Budget

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (114)

U.S.A.S. Fund #: 466

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	317,000.00	0.00	0.00	67,000.00	384,000.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	85,000.00	85,000.00
Prof Development	77,700.00	0.00	0.00	0.00	0.00	0.00	77,700.00
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
Indirect Cost						0.00	0.00
Total	77,700.00	0.00	317,000.00	0.00	0.00	152,000.00	546,700.00
						Adjusted Allocation	0.00
						Remaining	-546,700.00

Application

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (114)

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. Project Summary: Please limit your responses to no more than three sentences.
The D3 initiative provides software and training to allow districts to find waste, understand their spending and operate efficiently.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year

376 Pre-K Special Education	1448 K	1636 1	1594 2	1701 3
1750 4	2008 5	1970 6	2034 7	2124 8
2333 9	2207 10	2280 11	2256 12	

Year 1

376 Pre-K Special Education	1448 K	1636 1	1594 2	1701 3
1750 4	2008 5	1970 6	2034 7	2124 8
2333 9	2207 10	2280 11	2256 12	

Year 2

376 Pre-K Special Education	1448 K	1636 1	1594 2	1701 3
1750 4	2008 5	1970 6	2034 7	2124 8
2333 9	2207 10	2280 11	2256 12	

Year 3

376 Pre-K Special Education	1448 K	1636 1	1594 2	1701 3
1750 4	2008 5	1970 6	2034 7	2124 8
2333 9	2207 10	2280 11	2256 12	

Year 4

376 Pre-K Special Education	1448 K	1636 1	1594 2	1701 3
1750 4	2008 5	1970 6	2034 7	2124 8
2333 9	2207 10	2280 11	2256 12	

Year 5

376 Pre-K Special Education	1448 K	1636 1	1594 2	1701 3
1750 4	2008 5	1970 6	2034 7	2124 8

2333 9	2207 10	2280 11	2256 12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

The D3 initiative will impact all the students enrolled in the participating school districts as it will allow school administrators to identify waste, implement cost effective operational changes, and move freed up funds to student and classroom needs. Additionally, resulting shared service project participation will be open to non-partnering school districts thus enhancing the potential for increasing student impact.

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

First and 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

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

All organizations strive for efficiency and effectiveness. Research, literature and national experts clearly point out that high performing, efficient organizations and leaders employ data-driven governance systems to do so. A highly effective improvement system includes 1) a framework for decision making, 2) a process for evaluation and improvement, 3) actionable data and metrics, and 4) tools and best practice for problem solving and improvement. The state of Ohio recognizes the need for a similar "system" in the classroom and offer practice by offering the Ohio Improvement Process for to meet this need in the classroom. A similar system is not offered or available from the state for improvement outside the classroom. Existing state data and the CUPP report, which are useful for high level evaluation, do not provide the depth or scope of knowledge on internal operations efficiency that are key to assessment, problem solving and improvement. Few districts have the resources to invest in and support information technology, such as a data warehouse that can integrate and analyze data. District leaders are familiar with the classroom improvement process but lack training in using the performance management process outside the classroom. The cost, time and expertise required to develop these capabilities will continue to be a barrier to expanding the use of data-driven decision making outside the classroom. Preliminary assessments of partner districts estimate a (+/-35%) $16 million savings and cost avoidance potential in transportation, food service, and facilities. Assuming only 50% of that savings potential, collectively, districts can conservatively expect $8 million in cost reductions. Targeted reductions will generate a first year return on investment of 15:1 which represents savings and

cost avoidances of $315 per student.

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

D3 partners will employ proven cloud based technology and system that is fully adaptable to existing platforms to collect, organize, and analyze district data to enhance leadership productivity and effectiveness. The cloud based system will include a data mart that will organize and store critical data, 2000+ department level metrics and analytics, and dashboards and balanced scorecards that make data easy to access, understand and use. Additionally, D3 will marry better data to better performance management through a robust professional development curriculum focused on high level Lean management principles, use of the balanced scorecard and advanced analytics. Moreover the initiative will offer participants a hands on experience using the data, tools and process on specific district opportunities. Exchange of best practices will accelerate learning and adaption of innovative practices. The objective is to provide the system tool, data interpretation, and comprehensive training to create a culture of smart innovation within each district that translates better information into operational initiatives. The data will point toward efficiency opportunities unique to each district and will inform shared services discussions and projects as district partners are regional in nature. D3's professional development program will provide fundamental tools and disciplines for using data. The software generates built-in root cause analysis and through training of leadership builds capacity to create the expectation of continuous improvement within each district. A robust communications program will share common data points/opportunities with the D3 partners through web based bulletin boards and social media. Shared services projects/opportunities and district efficiency successes will also be marketed to non-participating regional school districts. Better organized data benchmarked against regional, state, and national best in class performance measures will create motivation and focus on operational outcomes. Performance management training will provide the tools to organize and measure each improvement project that results. Strategic communications will promote momentum and interest in continuous improvement from participating and non-participating districts alike.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

☐ a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

☑ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

Operational cost savings of $8 million/year total across all seven participating districts through increased operational efficiency. Savings were estimated using high level efficiency measures and publically available school district data. Savings are targeted in the following areas. Cost saving opportunities in the areas of food service, transportation, and facility management will be identified. District employees will be trained and engaged in ongoing cost saving initiatives resulting in greater leverage at the collective bargaining table and tangible efficiency results for bond rating agencies. Total aggregate, annual estimated savings for all districts are: Facility Operations Efficiency, Productivity, Energy and Supply savings - $5.9 mm/year. This includes reduced food service costs through cost control, utilization tracking, and re-engineered workflow. Transportation Efficiency savings of $2.0 million per year with higher bus utilization, collaborative routing, reduced special education transportation and maintenance costs. Food Service savings of $0.2 mm/year through improved cost control and higher productivity.y.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than

previously purchased textbooks.

District administrators must commit to using data and performance tools to create a culture of continuous improvement. They must utilize the tools, (EnLit Software Tools, LEAN, Project Management), to identify opportunities to save costs. They must engage their employees in efforts to operate more efficiently, to cut waste, use best practices, and to identify and suggest ideas for more efficiency in the classroom and the facilities. Opportunities should be maximized to engage other districts in this project to identify areas where savings can result from pooling resources, bulk purchasing, service contracting, etc. Preliminary cost benchmarking and analysis is within a range of +/- 50% accuracy. $8 million is a minimal estimate of the potential savings in the participating districts.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Enlit has been used or purchased by over 100 districts in 13 states. Analysis of cost savings identified in facilities, food service and transportation in 50 Ohio and Michigan districts showed a range or $140/student if districts achieved average performance standards and $340/student if districts achieved upper quartile performance standards. A review of all Enlit client histories shows a minimal cost savings of $25/student to a numerous cases with savings well over $1,000/student per district. Researchers and practitioners of data driven improvement methods all validate the improvement potential of 35% or more in organizations that have not used data-driven methods to assess, streamline and enhance performance. Juran, (Juran on Leadership for Quality) estimates the cost of poor quality of 35% in service organizations. Michael George states that Lean can reduce costs by up to 35%. Harrington (Total Improvement Management) cites case histories with return on investment of quality initiatives. Finally, Collins (Good to Great) identified the heavy use of data as a hallmark best practice of historically high performing organizations. Statistical analysis of past use of Enlit, research and experience all indicate that this initiative has a high probability of generating significant cost savings. Initiative savings were estimated by comparing the unit cost of each operating area to peer based standards. A low $50/student savings for each district will generate a return on investment of 2.5: 1. Attainment of targeted savings of $8mm/year generates a return on investment of 15:1. Savings at original estimated amount of $16 mm would produce a return of 30:1. In any scenario, this initiative has a very high probability of providing an exceptional return on invested innovation funds. All calculated returns are based on 1 year of savings and investment. The 5 year return on investment in 74:1.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

Maintenance - $5.9 mm/year Includes: custodial costs per square foot, custodial productivity by building, custodial supply use per square foot per building, energy utilization per building, custodial supply inventory, waste reduction. Transportation - $2.0 mm/year Includes: Bus utilization rate, maintenance costs, fuel economy, cost per mile. Food Service - $0.2 mm/year Includes: meal cost/meal, labor cost/meal, loss/gain per school, staff productivity, participation rates. Waste Reduction and Vendor/Supply Management is not included but past projects have identified savings as high as $100/student. These opportunities include operational inventory reduction, sick leave utilization, supply utilization, contract service performance, and commodity and service pricing differences.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

Transportation - $7.4/mile Facilities - $5.8/sq. ft. Food Service - Breakeven is standard for baseline; average loss is $50,000/year The baseline is always the current performance in the following key measurement areas: * Facility custodial cost per square foot * Maintenance cost per square foot and per work order * Work orders per FTE * Bus utilization rates by bus * Transportation cost per mile * Food service cost per meal by building * Profit/loss/meal

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Lean Operations and Efficiency analysis is integrated into the software and process. Analytics, measures and benchmarks will identify strengths, average performance and improvement opportunities in every area. Our initiative is focused on just three areas: transportation, facilities and food service. This comprehensive analysis will generate a portfolio of opportunities in all areas including education, central services and all other operating and business areas. D3 partners will work with participants to develop a portfolio of improvement opportunities in all other areas and a strategic efficiency improvement plan. Should our targeted opportunities not materialize, we will work with participants on other identified opportunities.

☑ c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

Enlit will allow management to spend less time on data collection and analysis, conduct shorter meetings, and spend less time firefighting. Decisions will be based on objective analysis of data and not intuition or "gut feelings" about operations. We will document the amount of management time spent on operations and support services and problem solving, determine how much of that can be reduced with streamlined data flow, and track the impact that the new system has had on their time. As efficiencies are realized, resources can be re-directed to classroom needs.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

The primary assumption is that district administrators can benefit from dedicating fewer resources and staff time to collecting, analyzing, and managing efficiency initiatives thereby freeing resources to advance educational outcomes.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Enlit has been used or purchased by over 100 districts in 13 states. Analysis of cost savings identified in facilities, food service and transportation in 50 Ohio and Michigan districts showed a range or $140/student if districts achieved average performance standards and $340/student if districts achieved upper quartile performance standards. A review of all Enlit client histories shows a minimal cost savings of $25/student to a numerous cases with savings well over $1,000/student per district. Researchers and practitioners of data driven improvement methods all validate the improvement potential of 35% or more in organizations that have not used data-driven methods to

assess, streamline and enhance performance. Juran, (Juran on Leadership for Quality) estimates the cost of poor quality of 35% in service organizations. Michael George states that Lean can reduce costs by up to 35%. Harrington (Total Improvement Management) cites case histories with return on investment of quality initiatives. Finally, Collins (Good to Great) identified the heavy use of data as a hallmark best practice of historically high performing organizations. Statistical analysis of past use of Enlit, research and experience all indicate that this initiative has a high probability of generating significant cost savings. Initiative savings were estimated by comparing the unit cost of each operating area to peer based standards. A low $50/student savings for each district will generate a return on investment of 2.5: 1. Attainment of targeted savings of $8mm/year generates a return on investment of 15:1. Savings at original estimated amount of $16 mm would produce a return of 30:1. In any scenario, this initiative has a very high probability of providing an exceptional return on invested innovation funds. All calculated returns are based on 1 year of savings and investment. The 5 year return on investment in 74:1.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indictor for this goal.

Average instructional spending for the participating districts is 69% with a low of 64% to a high of 74%. This mix of higher and lower instructional spending ranges will give lower spending districts an opportunity to learn how more efficient districts operate. Higher instruction spending districts will have the opportunity to achieve best in class levels of classroom spending. Targeted savings of $8 mm, if allocated to instruction, would raise average instructional spending of the participant group by an average of 1.6% points.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

* Custodial costs/square foot. * Maintenance costs/square foot * Energy costs per square foot * Bus utilization * Cost per mile for transportation * Labor costs per mile * Maintenance cost per mile * Food service costs per meal * Staff meals served per hour by school * Food Waste * Commodity/service use and costs * % spending on operations * Management time spent on fire fighting

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Lean Operations and Efficiency analysis is integrated into the software and process. Analytics, measures and benchmarks will identify strengths, average performance and improvement opportunities in every area. Our initiative is focused on just three areas: transportation, facilities and food service. This comprehensive analysis will generate a portfolio of opportunities in all areas including education, central services and all other operating and business areas. D3 partners will work with participants to develop a portfolio of improvement opportunities in all other areas and a strategic efficiency improvement plan. Should our targeted opportunities not materialize, we will work with participants on other identified opportunities.

☑ d. Implementing a shared services delivery model

i. List the desired outcomes.
Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

D3 partners seek to increase access to actionable data, enhance each district's organizational performance, and facilitate shared service initiatives that leverage excess/redundant capacities that exist in school districts. Longer term, D3 partners will become a platform for continuous improvement and collaboration among regional school districts committed to efficiency and effectiveness. Project work informed by better data and shared experiences will become an ongoing expectation of this collaborative group.

ii. What assumptions must be true for this outcome to be realized?
Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

Data and benchmarks must be integrated into each district's management culture and inform shared services discussions among partners. Documented cost variances among regional districts (partners/non-partners) must justify and sustain interest in collaborative project work in operational areas that are verified as high value targets.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

In 2014, the State of Ohio funded the Cuyahoga County Shared Pupil Transportation Study that identified wide disparities among county school districts for pupil transportation costs. Based on 2010 data, school districts in Cuyahoga County spent a total of $64,172,249 transporting 55,552 regular and special education students. Districts spent $24,514,445 transporting 49,133 regular education students and $40,657,804 was spent transporting 6,419 special education students. While the average per pupil cost for transporting regular education students was $479 n 2010, the average per pupil cost in transporting special education students in Cuyahoga County was $6,334 with a notable range of $3,681-$16,049 among the thirty-one (31) districts. One goal will be to significantly reduce the average per pupil transportation cost for special education students in Cuyahoga County.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

Key data points for identifying both opportunity and progress toward a shared services special education transportation solution are: bus fleet utilization, bus maintenance cost per mile, labor cost per mile, facility cost per square foot, and average per pupil transportation cost annualized. More generally, data for district expenses for the following goods and services: maintenance supplies, information technology (desktops, laptops, tablets and support contracts), legal services and fuel will inform project selection for ongoing shared service strategies.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
Example: change in the number of school buses or miles travelled.

Key data points for measurement are special education vendor costs (if outsourced), bus fleet utilization, and total cost of ownership metrics for district-owned and operated buses.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

This project is data driven. We have access to statewide and national data on operational metrics and we can make adjustments as needed and determined by the data. Our software system will provide a comprehensive assessment of district education and support service operations, vendor analysis and sources of waste. The analysis will be used to identify additional improvement opportunities, prioritize those and work with districts to strategically implement projects to achieve desired targets and improvements.

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

- [ ] a. New - Never before implemented
- [x] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [ ] c. Replication - Expansion or new implementation of a previous Straight A Project
- [ ] d. Mixed Concept - Incorporates new and existing elements
- [ ] e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

546,700.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.
Responses should provide a 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.

The budget we are proposing is comprised of 3 segments: Enlit software and services, Implementation management provided by Public Performance Partners (P3), and grant management provided the ESC of Cuyahoga County. The Enlit components consist of License Fees, Data Management, Interpretation and Guidance, Professional Development, and Implementation of the Enlit software. The License Fees are licenses for the Enlit Data Management proprietary software. These fees cover the full five year project term for each of the 7 school districts. Data management will entail reviewing the data provided to the state by the districts as well as data that is available but not currently reported. Interpretation of data will involve review of data by Enlit, creation of reports to be used to provide guidance to districts, and analysis of those reports to identify opportunities for savings. Professional development will focus on providing the appropriate district management and staff with the tools needed to understand and analyze data, Lean principles and practices, and performance management techniques. P3 will assist with the implementation of the software and training. P3 will assist with data interpretation and shared services training. P3 will also create and manage a communication plan, including electronic bulletin boards, to ensure the project is kept on track. A full breakdown of the project budget is included in the uploads titled Straight A Fund Grant Budget 2015_2

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.
Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

The funding from the grant will cover all of the district costs for the full 5 years of the grant. There will not be any ongoing costs to the districts until after the fifth year. It is fully expected that the savings that have resulted from the implementation of the Enlit software and the training provided to the districts will allow the districts to easily cover the ongoing licensing costs after the full 5 years of the grant.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.
Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

While there will be no sustainability costs associated with the grant, each district will realize savings once the Enlit software is installed and district staff are trained and begin to use the software to analyze data and identify opportunities for budget savings. A diagnostic analysis of every area will be conducted. That analysis will include over 2000 measures of spending, efficiency, productivity, service level, quality, asset management, and more. Opportunities for savings will become apparent once districts see how their spending data matches up with data from other Ohio districts and with districts around the country. Teams of officials will be trained in concepts such as Lean and Performance Management to take advantage of the opportunities for savings. Priorities will be established. Employees will be engaged in such a way as to secure their buy in and commitment. A communication plan will be developed and tracking tools such as scorecards will be adopted to support engagement and commitment. It is anticipated that savings opportunities will be quickly identified in a number of spending areas including food service, transportation, waste management, and facilities. It is anticipated that opportunities to engage each other in shared service endeavors will become apparent to the districts involved in the grant.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.
Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

There are no reallocated funds in this project.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range2/1/16 - 3/18/16

b. Scope of activities - include all specific completion benchmarks.

Planning will take place in the first 6 weeks after the grant is awarded. We will begin by holding organizational meetings during the week of February 1, 2016 with school district and ESC representatives to discuss the project and insure they all understand the goals of the grant. The week of February 8, 2016 will be used to introduce the data tools to district personnel and explain the data requirements. The two week time period beginning February 21, 2016 will focus on the creation of a communication plan. This plan will include milestones and responsibilities for each district and will be managed by P3 utilizing online bulletin boards. The week of March 7, 2016 will be dedicated to introducing Lean and Project Management techniques to district management. The week of March 13, 2016 will be set aside to address any outstanding issues and to review the overall plan. We expect the planning to be completed by March 18, 2016.

22. Implementation(grant funded start-up activities)

a. Date Range3/21/16 - 6/30/17

b. Scope of activities - include all specific completion benchmarks

* Education, Professional Development and Orientation (Feb 1, 2016 - February 28, 2016)- Organizational meetings will be held with participants to review the process, provide professional development, and establish timelines. * Data Collection (March 1, 2016 - May 1, 2016) - The data collection phase will include review of the data collection tool, incorporation of additional areas of interest by participants and explanation of the sources and type of data to be collected. Data collection support provided through the project will be assigned to districts where needed to support internal data collection. * Data Loading, Dashboard and Scorecard Generation and Quality Review (May 2, 2016 - June 30, 2016) System files and internal data collection files will loaded into the Enlit system, Data and analysis in the scorecards and dashboards will be reviewed for data quality. * Data Interpretation and Recommendations - Individual reports that interpret each district's data will be prepared and distributed. Results will include interpretation and guidance for project teams in each areas. * Project Team Preparation (July 1, 2016 and ongoing) - Project members, including staff selected by each district, and project staff, will be assigned to each facilities, food service and transportation team for each district. Teams will attend professional development sessions that will include the data review, identification of opportunities, and training in the tools and methods to be used in each area. * Project Implementation and Improvement (Sept 1, 2016 and ongoing) - Project teams will implement improvement plans and report back with other teams in the same functional area. * Project Control - Measures and a system will be established to obtain regular feedback on the progress and results of key improvement initiatives in each area. Teams will meet throughout the year to review the process, share results and review challe

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date RangeJuly 2017 - end

b. Scope of activities - include all specific completion benchmarks

The D3 objective is to create a culture of agile, smart innovation in each district that is justified by real data and focused on continuous improvement. By design the program is self-sustaining in that school district management teams will be built for speed and distance. Data will support high value targeting of project work and districts will become naturally more effective in executing their respective process improvements. Post implementation of the data tool, software, and performance management training, D3 partners will: * Organize district project teams in operational areas (July/August 2017) * Project team training (August 2017) * Apply training, tools, and best practices (September 2017) * Select measures to track progress (September 2017) * Track team progress (ongoing) * Document changes and improvement (ongoing) * Quarterly communications of group/district results (October 2017) * Monthly team meetings to share results and best practices (ongoing) * Evaluate end of year results (July 2018) * Adjust to attain target results, add project areas, repeat (ongoing)

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

* Performance Management Process. Participants will deploy a performance management process that will include annual review of critical performance measures, goal setting, monitoring and year end review. Consistent use of the process over 5 years will generate continuous improvement in the areas of focus. Ongoing use will assure costs and performance are within established targets and lead to continuous improvement in efficiency and effectiveness . Higher quality services will reduce the time principals and administrators spend on fire fighting and resolution of service issues that impact costs and the classroom. * Changes in Behavior - Employees in impacted areas will be aware of costs, quality, and actions they can take to reduce and control and costs and raise quality. Increased awareness of the costs and quality and impact of services on the classroom will raise transparency and accountability. A focus on specific issues at the department level will motivate project teams to deliver results. * Increased Awareness of Best Practices through documentation and sharing with peers. Senior leaders and managers will be aware of best practices that lead to higher efficiency and quality. Increased awarenss and use will provide a foundation for continuous improvement. * Changes to Typical Work Day - Successful implementation of performance management and governance system will change the focus from fire fighting to problem solving and potentially innovation as long standing problems are resolved. * Increased use of analytics

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Public Performance Partners, Inc. Hugh Quill, President/CEO 60 W. Broad St. Suite 399 Columbus, OH 43215 614-227-0177 Public Performance Partners (P3) is the project manager, data interpreter, and communications and outreach manager for the D3 proposal. D3 will provide the ESC and districts with data interpretation using the assistance of Enlit. P3 will also provide assistance to the ESC in the design of the project, documentation of project goals, milestones and outcomes. As project manager it is P3's task to ensure the project's goals and deliverable are evaluated at all points in the process to ensure desired outcomes. As mentioned before Public Performance Partners (P3) is the project manager, data interpreter, and communications and outreach manager for the D3 proposal. D3 will provide the ESC and districts with data interpretation using the assistance of Enlit. P3 will also provide assistance to the ESC in the design of the project, documentation of project goals, milestones

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The overall approach includes 3 key steps: 1) Data collection, 2) diagnostic analysis, redesign and improvement, and control of the results. Evaluation Methodology Enlit's software integrates proven analytical improvement disciplines of systems analysis, performance measurement, root cause analysis and benchmarking to evaluate the efficiency and performance of departments and services in education. Systems analysis is used to develop a holistic set of measures for each department that include measures of cost, efficiency, productivity, asset management, activity levels and quality. Root-cause analysis, developed using fishbone diagrams is included in the assessment to ensure that critical factors impacting performance outside the department are captured. Pareto analysis (80/20 rule) ensures that data collection and measurement focus on critical elements of performance and not unnecessary data. System analysis equips users with a logical, proven method that quantifies the performance of every area. Over 2000 measures serve as sensors in the system. Benchmarking is used to provide an external standard for comparison of each measurement point. National, state, regional and local benchmarks provide standards with which to compare performance. Benchmark analysis, built into the software, calculates performance gaps in each component of the system. Gap analysis determines the difference between district performance and that of the peers. The Balanced Scorecard, a best practice based management reporting and measurement framework developed by Kaplan (Harvard, 1992) synthesizes data in a way that makes it easy for leaders to see the complete picture of performance as well as underlying details. Enlit's dashboards and scorecards present three years of data; strategic, operational and tactical information that is key to understanding and diagnosing performance, and pinpointing strengths, weaknesses and improvement opportunities. The Enlit system, therefore, uses systems analysis, deep measurement and reporting tools that have never been brought together in a single software system. Integration of these steps and methods effectively automates the manpower and time intense process of problem definition, measurement, analysis and benchmarking and reporting. Data Collection Data necessary to support the model defined above is collected from state sources as well as district internal sources and systems. Project staff will assist districts with data collection and perform all data loading and quality control. Analysis is completed upon data loading of each district's data. Measurement and Data Analysis Each district's dashboard and scorecard reports (over 300 individual data views and scorecards) will be reviewed, interpreted and summarized. Key strengths and opportunities for improvement will be defined in Facilities, Food Service and Transportation as well all other educational, operational and service areas. Improvement The results generated by Enlit will serve as a foundation for each of the three improvement projects. Appropriate measures will be selected from each department to track the impact of improvement plans and changes. Measurements will continue every month after project implementation to assure that improvements are working, and control successful changes. Project teams will use process maps, observations, Pareto analysis, fishbone diagrams, employee input, and other tools to analyze performance. Control Dashboards will be developed to track and maintain control over changes. Appropriate high level key performance indicators, as well as operational and tactical measures will be used in dashboards. Specific metrics will depend on internal process and practices changes deployed in each area. The performance management process will be established for each area to review both progress and sustainable results.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

The D3 initiative has been designed to be easily replicated in any school district in Ohio. Each of the key components of the initiative, technology, data, and performance management, may be duplicated in other districts that wish to move to data driven decision making. D3 insures that districts of varying size are able to effectively use the technology software and tools because they have been designed to be scalable for public organizations exclusively. Comprehensive training for administrators and staff is included in this proposal. The proposal takes into account the importance of a robust communication plan to inform key stakeholders (i.e. other Ohio school districts, ODE, policy makers, and legislators). The communication strategy includes proactive surveying of grantee districts to monitor the effectiveness of training and the satisfaction with the technology. It will also include online bulletin boards where district administrators and staff may share their experiences, successes, and challenges with others. A project scorecard will be developed by project management to track and share the progress toward efficiency and shared services among the grantees. Our project team is committed to sharing the experiences, challenges, and successes of participating districts as they improve operational capacities and processes. The pursuit of more effective management through better organized data and leadership trained to manage for performance is a positive narrative that will have a broad audience. Resulting shared services project work is also likely to draw additional district partners as data trends are shared regionally. The platforms, mediums, and relationships required for these strategic communications exist at the Educational Service Center of Cuyahoga County and throughout the ESC system of Ohio.

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. Jennifer Dodd

Consortium

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts							
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Bob	Hunt	440-247-5500	Bob.Hunt@ChagrinSchools.org	Chagrin Falls Exempted Village	045286	400 E Washington St, Chagrin Falls, OH, 44022-2924	
Jennifer	Dodd	216-901-4240	jennifer.dodd@esc-cc.org	ESC of Cuyahoga County	046532	6393 Oak Tree Blvd Ste 300, Independence, OH, 44131-6964	

Partnerships

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Partnerships							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Steve	Pereus	419-794-3197	scpereus@enlit10.com	Enlit, LLC		P.O. Box 2932, , Toledo, OH, 43606	
Hugh	Quill	614-227-0177	hugh@publicperformancepartners.org	Public Performance Partners, Inc.		60 W. Broad St. Suite 399, , Columbus, OH, 43215	

Implementation Team

ESC of Cuyahoga County (046532) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Steve	Pereus	President of Enlit	Enlit, LLC will provide cloud based performance management, analytics and reporting tools, training and consulting for the grantees. Key deliverables and responsibilities for this project include: Implementation of the K12 Performance Management Tool, K12 Dashboard and Scorecard Reporting for all districts, K12 Peer Scan State Data Analytics Tool, Enlit Proprietary Benchmarking Database and Network, Data management including oversight, loading and quality review, interpretation and review for all districts, and aggregate analysis, Training for ESC staff that will be responsible for data collection in districts, Software training and data use for district users, Project Management.	Enlit offers the only comprehensive district wide system that measures, benchmarks, analyses, and reports on educational, operating and central service efficiency and effectiveness. Enlit LLC's cloud based software tools and consulting have been used by school districts in 13 states since 2010. We have managed close to 100 district implementations during the last 3 years. Enlit's implementation experience has resulted in significant enhancements that have improved the data collection process. Custom Dashboard and Scorecard Reporting and benchmark capabilities have been built for and used by Career Technical Centers and Educational Service Centers. Enlit is building client data sharing networks in a number of states. Key features include: a 600 plus measurement system including peer based benchmarks from the Enlit benchmarking database, root cause analytics and logical data presentation, data and best practice sharing, network graphics that show distinct peer trends in efficiency and performance, data views of spending, percent of spending, and unit costs, measures of spending, productivity, staffing, asset performance, compensation, and service and quality, benchmark statistics for each measure, gap analysis for each measure and the difference between the district and peers. Enlit's	County Wide Initiatives: Designed and managed a county wide transportation study for Ottawa area Intermediate School District in Michigan. Thirteen districts were involved in the project. The Enlit transportation tool was advanced through input from transportation directors and business managers. Participants agreed on both measures, practices and policies included in a best practices survey tool. Best practices were documented and savings of between $1.2 and $4.5 million per year were identified. School District Leadership Experience: Steve has over 20 years of experience as a COO and CFO in leading organization wide improvement initiatives in business and education. Steve's experience includes leading changes as COO and Business Manager of Toledo Public Schools where he lead initiatives to reduce costs by $17 million over 3 years. Steve 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	MBA, Case Western Reserve University, MS Engineering, University of Idaho, BS Geology, University of Toledo	25	

				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, high, middle, and elementary school special education, and other education programs. Central Service administration, Athletics, Business, Curriculum, Human Resources, Planning and Student Services, Academics, key district level academic measures, test scores, student data.	decision making and process improvement. He is deeply familiar with the vast array of cost savings opportunities and performance challenges faced by school districts. Data Analytics, Statistics and Research: Steve brings hands on experience developing 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			
Hugh	Quill	President, Public Performance Partners	Public Performance Partners (P3) is the project manager, data interpreter, shared services trainer, and communications manager for the D3 proposal. P3 will team with Enlit to provide partners with data interpretation and organize resulting shared services projects. P3 will report to the lead applicant, the ESC of Cuyahoga County and will assist with program design, measurement, and implementation of an 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 savings strategies including shared services initiatives, procurement reforms, information technology consolidations, and benefits administration among other services. P3 was founded to help Ohio's public sector organizations realize transformational change in order to capture resources locked up in outdated and inefficient business processes and transactions.	P3 has been an aggregator and project manager for four (4) successful Ohio Local Government Innovation Fund (LGIF) projects. Each has been delivered on time and within budget. 1.) The "Roadmap to IT Solutions" pulled together the North Central Ohio Educational Service Center (lead applicant), the City of Tiffin, Clinton Township, and the Village of New Riegal to study regional IT capacities, infrastructure, and needs. The objective was to create a business case and pathway for small local governments to partner with larger public partners to leverage existing IT capacity. This project was the first LGIF project delivered in Ohio and received a $500,000 no interest loan from the state of Ohio to support its findings. 2.) A "Joint Justice Center Study" in Tiffin Ohio examined the cost benefits of co-locating and constructing the first ever	B.A. University of Dayton, Communications, (1979).	15	

					municipal and county courthouse facility and utilized shared services strategies to create a modern, sustainable, and customer friendly solution. The study was funded through the LGIF and sponsored 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, Metro Parks, cities, a township and Information Technology Center for K-12 and examined opportunities to leverage current public IT capacity for the benefit of smaller governments and public enterprises. 4.) Natural Gas /Shared Fueling Station study was funded in 2013 to build a business case for a public/private partnership that would build a centralized natural gas fast fill station with the intention of attracting both public and private fleet partners whose purchases could finance school bus fleet conversions to this cheaper and "greener" fuel.			
Jenn	Dodd	Director of Operations and Development, ESC of Cuyahoga Co.	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: 1.) Accept primary responsibility for spending, implementation and reporting to the State per Straight A grant assurances and requirements. 2.) Ensure project partners provide deliverables to school districts as outlined in the	The ESC of Cuyahoga County("ESCCC") is one of the largest agencies of its type in the State of Ohio with significant fiscal, human, and physical capacity. The ESCCC has 44 client school districts in Cuyahoga, Lake, Geauga, Portage and Summit Counties, but also provides service to about 50 additional districts across Northeast Ohio. Support provided by the ESCCC includes but is not limited to the following areas: Leadership, Curriculum, Instruction and Assessment, Professional Development, Personnel	North Coast Shared Service Alliance: The ESC of Cuyahoga County initiated a regional infrastructure for research and expansion of additional shared service opportunities through the development of North Coast Shared Service Alliance (NCSSA). Through the NCSSA, the ESC of Cuyahoga County, the ESC of Lorain County, the Medina County ESC, and other regional partners in education and government access, develop and monitor shared service projects as a response to the	Cleveland State University - B.A. Psychology, M.Ed. Early Childhood Special Education, Ph.D. Education Policy	8	

			proposal. 3.) Facilitate collaboration and communication among all project participants and partners. 4.) Monitor fiscal activities of the grant to insure funds are spent appropriately and project is completed on time and within budget. 5.) Collaborate with external evaluator to ensure project evaluation is ongoing, informs changes, and meets State reporting requirements. 6.) Provide mediation, if needed, between partners, districts, and project requirements.	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 ESCCC has a long standing history of serving as the fiscal agent and partner on regional initiatives with the ODE and County agencies. The ESCCC maintains effective stewardship of an annual budget of over $81 million of the organization's fiscal resources and public funds. Competitive and formula grants from State and Federal resources totaling over $5 million have been secured and managed annually on behalf of our customers. Fiscal management services for district 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 purchasing to leverage financial resources to help districts maximize their purchasing power for personnel, programming, services, professional development, curriculum and instructional materials, and software. This combination of high quality, cost effective services, capacity for implementing state/local 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.	need to further reduce duplication of services, standardize processes, and reduce costs where feasible. Local Government Innovation Fund Transportation Study: The ESC led the Cuyahoga County Pupil Transportation Study to determine the needs of 31 school districts across Cuyahoga County, potential cost savings and efficiencies, and the capacity and feasibility of multiple shared service models of pupil transportation. Through this study, the ESC of Cuyahoga County is reviewed district data and models of practice across multiple components of pupil transportation services. The feasibility study provide recommendations on the potential savings and efficiencies through a shared services model across multiple components of pupil transportation. Substitute Management Program: The Regional Substitute Employee Management Program is managed through the North Coast Shared Services Alliance (NCSSA). The NCSSA established a partnership with the ESCs of Cuyahoga, Lorain, and Medina Counties to centralize shared services and deliver a cost effective alternative for school districts in the Northeast Ohio region. The ESC of Cuyahoga County currently employs over 3000 substitute teacher staff for 27 districts and is growing to provide high quality service and caliber of teaching employees to participating school districts in Cuyahoga, Lorain, and Columbiana Counties.				