## Budget

Columbus City Schools (043802) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (125)

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

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

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**Adjusted Allocation** | 0.00

**Remaining** | -565,483.20
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Strengthening Student Success through the Columbus City Schools Integrated Partnerships Application (IPA) System

2. Project Tweet: Please limit your responses to 140 characters.
   Creating an integrated application to manage and strengthen CCS public-private partnerships resulting in enhanced K-12 student success

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.

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4. Explanation of any additional students to be impacted throughout the life of the project.  
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.  

Columbus City Schools (CCS) currently serves more than 51,000 students annually. These students will be directly served by this project; however, additional students in surrounding districts and communities could be impacted through district-level, individual school or classroom collaborations and partnerships with CCS. This indirect student impact could number in the 10,000's, depending on the partnership(s) that are afforded through the strategic leveraging of the proposed integrated partnership application (IPA) system. In addition, if the IPA is replicated within another similar-sized district as CCS, this number could grow exponentially.

5. Lead applicant primary contact: - Provide the following information:  
First and last name of contact for lead applicant  
Andrea Richardson, Supervisor State and Federal Programs  
Organizational name of lead applicant  
Columbus City Schools  
Address of lead applicant  
270 East State Street, Columbus, OH 43215  
Phone Number of lead applicant  
614-365-5733  
Email Address of lead applicant  
arichardson10082@columbus.k12.oh.us  

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  

Columbus City Schools (CCS) currently boosts nearly 200 external community, business and college partners and specific ones that yield an estimated 100+ external mentors who provide direct mentorship to approximately 50 CCS students. However, CCS does not have a stand-alone integrated system that enables internal users from various departments in CCS to integrate and interface information to make strategic decisions to impact more than 51,000 students (preK-12). CCS could foster deeper partnerships with entities in Central Ohio, but does not have capacity to connect building-level needs with partners and funding resources. CCS has cultivated relationships with partners, in an effort to provide student-centered initiatives such as mentorships and funding. In spite of the collaborations, CCS does not have a centralized and integrated dashboard for tracking and connecting CCS "needs" and partners' available resources, assets, funding and ways to collaborate with CCS and students.

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

CCS plans to collaborate with Franklin University and Manifest Solutions to create a district-wide integrated partnerships application (IPA)
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 process. - (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.

   Columbus City Schools will increase student achievement in the following areas: Outcome 1: Post-Program Placement - By 6/30/22, participating HS sites (FY22 Report Card) will increase annually Outcome 2: Students participating in College Credit Plus (CCP) - By 6/30/22, # of college credits earned through CCP, by students with partner mentors increased by 50% as monitored and tracked through the IPA; Outcome 3: Partner Mentors - By 6/30/22, increase # of CCS students with active partner mentors (Self-report) compared to baseline by 100%; and Outcome 4: Career Exploration - By 6/30/22, # of students receiving career exploration through CCS internal/external partnerships increases by 100% (IPA tracked/self-reported).

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.

   Assumption 1: The creation and deployment of the integration partnership application (IPA) system will increase the district, building and classroom level partner mentor engagement and impact on student achievement and persistence toward graduation and beyond.
   Assumption 2: Strategically leveraged partnerships will increase positive student-mentor and career exploration interactions, utilizing the IPA system to match available partners and resources with district and student needs.
   Assumption 3: Through efficient usage of resources and partnerships, the district can provide high quality student academic and non-academic skills attainment opportunities with greater efficiency, which will foster further internal/external resource allocations and investments.

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

   To assist in managing the nearly 200 existing district and building level partnerships, consisting of those business, community and higher education partners wishing to connect with students. In November 2015, with the hiring of Keisha Hunley-Jenkins as the CCS Senior Director for Mentoring & Student Initiatives, the district formalized its mentorship program that has to date yielded more than 100 partner mentors impacting more than 150 student mentees. The district currently does not have a platform in Lotus Notes that tracks and monitors student-centered internal and external partnerships, which limits information and capacity at the district-level to compile and analyze the relevant information or data. This leads to variable mentor-mentee interactions and no substantive reflective information to evaluate the impact of the relationships and interactions on student success. The district is currently leveraging existing and known partnerships in Central Ohio to provide impactful mentorship opportunities in CCS, on a small scale, and has been able to test the assumptions on a limited basis due to the lack of centralized and integrated partnership application (IPA) system. The district's ability to foster stronger, deeper and increased amounts of mentorship opportunities is projected to grow exponentially by creating and populating the IPA with desired information. This will enable CCS to establish stronger baseline data and set outcomes/benchmarks for the mentoring programming going forward for each student and ideally the district's partner mentorship program overall. Research has demonstrated the importance and impact that quality mentoring relationships have in generating powerful positive effects on young people in a variety of personal, academic and professional situations. As mentioned before, according to The
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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).

Formative indicators to measure include: Pre/Post surveys - partner questionnaire within the IPA system to assess experience as a CCS partner Qualitative evaluation at partner level of sharing of college and career exploration related to expanding student experiences Qualitative evaluation at partner level related to quality interactions with students, teachers and district personnel, that impacts the partners' capacity to provide positive connections to connect available resources to stated needs. Summative indicators to measure include: Mentee student HS Post-Program placement (FY22 Report Card) annual increase; # college credits earned through CCP, by students with partner mentors increase compared to baseline; # of CCS students with active partner mentors increase compared to the baseline; # of students receiving direct career exploration through CCS internal/external partnerships increase compared to baseline.

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

- Student/partner-level responses related to sharing of college and career exploration relative to expanding student experiences;
- Staff/partner-level responses related to quality interactions with students, teachers and district personnel, that impact the partners' capacity to provide positive opportunities to connect available resources to stated needs;
- Partner survey responses related to experience as a CCS partner - # of college credits earned through CCP, by students with partner mentors; - # of CCS students with active partner mentors; - # of students receiving direct career exploration through CCS internal/external; and - Mentee student HS Post-Program placement increases annually.

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

The project team will review relevant data bi-monthly as available during the grant year and make appropriate modifications to ensure that assumptions or outcomes are realized as proposed. During these meetings, the Supvr. of Apps Development will meet and communicate regularly with the Sr. Director for Mentorships & Student Initiatives, Supvr. of State and Fed Programs and the CCS Business Partnerships Coordinator along with representatives from the project partners including Franklin University faculty and students as well as Manifest Solutions to ensure the integrated partnership application (IPA) system is developed in accordance with project needs. Funds have been allocated during the grant year for a portion of an internal project manager FTE to ensure project deliverables, budget and outcomes are realized. The PM will meet regularly with the project team as well as the project evaluator. All internal and external stakeholders will be engaged throughout the development process to address all areas of need and accomplish desired outcomes. If assumptions prove false or outcomes are not realized, the project team will have the ability to modify the plan to keep the project on-track and progressing toward successful completion. Throughout the process, Franklin University and Manifest Solutions will collaborate with internal stakeholders to facilitate appropriate training and interface activities are conducted. This will important so once the IPA is developed and deployed, CCS will have capacity to support and sustain it with limited external resources. The project team realizes that internal personnel will require enhanced technology resources as well as PD to provide appropriate levels of sustaining supports for the IPA, and grant funds have been allocated to provide for these activities during the grant year. These measures will allow the project team to alter the project if assumptions prove false or modifications are warranted.

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.

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.

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. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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

**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.*

**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. 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 indicator for this goal.*

**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.*

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

### 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.*

**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.*

**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.**

**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.*

**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.*

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

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

- a. New - Never before implemented
- 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)

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.

12. What is the amount of this grant request?

565,483.20

13. Please 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.

To facilitate the appropriate development of the integrated partnership application (IPA) system in partnership with Manifest Solutions as well as Franklin University faculty and students, CCS has budgeted the following: $33,810 for SALARIES: budgeted (support services) to support internal migration of district partnership data/information from existing platform to new IPA and development PM activities during grant year only; $15,190 for FRINGE BENEFITS: (support services) related to internal data migration and PM activities during the grant year only. Total of $483,200 in PURCHASED SERVICES including: $325,000 is budgeted for a contracted service with Manifest to provide the integrated partnership applications (IPA) system development services in collaboration with internal CCS and Franklin University faculty and students. This contract includes technical assistance and training for internal CCS personnel to manage the newly developed IPA during the grant year and beyond, $108,000 for multi-year agreement (6-year) upfront server license/costs ($1,500/month x 72 months) to support the installation and continuation of the IPA during the grant and 5-year sustainability period, and $50,200 for multi-year agreement for external evaluation services during the grant year and 5-year sustainability period; $25,000 in CAPITAL OUTLAY is budgeted (support services) for 10 upgraded computer technology and workstations ($2,500/workstation x 10) for internal district personnel to interact with external developers during grant year as well as to manage and support the application both during the grant year and throughout the sustainability period; OTHER: $8,283.20 Indirect Costs

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.

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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 district anticipates no sustainability costs resulting from the development and management of the integrated partnership application (IPA) system. CCS would have incurred an $18,000 server costs ($1,500/month) during the 5-year sustainability period, but allocated funds to be expended during the grant year for a multi-year (6-year) agreement to support this activity with no direct sustainability cost to the district. In addition, as part of the project, the district is partnering with Franklin University and Manifest Solutions to build internal capacity through embedded training and professional development to manage and support the IPA beyond the grant year, which will reduce or eliminate the need for ongoing supports and training.

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.

100

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.

No sustainability costs will be incurred as a result of sustaining this project 100% through the 5-year sustainability period. However, through the front-loading of the server costs as a direct result of this project, CCS will realize a $18,000/year cost savings or a total of $90,000 during the course of the 5-year sustainability costs. In addition, as a result of purchasing the 10 computer workstations related to managing and
supporting the IPA system, the district will realize a one-time cost-savings of $20,000 during the sustainability period due to typical refresh schedules. Total cost-savings as a result of the project is $110,000 over life of the project.

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.

Reallocated 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.

Not applicable because the project has no direct sustainability costs.

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 Team Key Personnel information by clicking the link below:

Add Implementation Team

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 Range August 2016 - October 2016

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

Upon award: project team notification, media releases, board approvals/contracts signed; project team will be convened, identified partners and internal stakeholders will be notified. Create a schedule for the project leadership & partnership team bi-monthly meeting schedule during the planning and implementation period(s) to ensure all project activities are achieved. Sept/Oct. 2017: Develop a scope of work with Franklin University and Manifest Solutions, partnership agreements/documentation, determine project points of contact and leads, asset inventory and finalize development timeline and scope in addition to internal training needs. The project leadership & partner team will coordinate project outcomes, ensure strong communication & capacity to manage scope of work. The 10 computer workstations are ordered/purchased to assist in the co-development and management of the IPA. The project team will work evaluation team to ensure project development timeline and outcomes are aligned with project student achievement and shared service model desired outcomes. The evaluation team will have considerable input in the design of the analytics and data compilation features throughout the process, to enhance the likelihood of project data/information collection throughout the project. Once timeline and scope is finalized, all internal and external stakeholders will be notified, including the district superintendent and board of education for Columbus City Schools.

22. Implementation (grant funded start-up activities)

a. Date Range October 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

Oct.-Dec 2016: Manifest Solutions, Franklin University and internal personnel begin development of the Integrated Partnership Application (IPA) system, development schedule is finalized, all contracts/agreements are reviewed and approved by the CCS leadership and board, project leadership and partner team continue to meet monthly during the grant year to ensure deliverables/benchmarks are achieved, partners work with internal CCS personnel on training on the software development, internal project manager is assigned to manage the day-to-day activities of the project, 10 workstations are delivered and installed, evaluation team continues to meet with project leadership team quarterly during grant year to map outcomes and data collection schedule/ measures, all partners and stakeholders are communicated with regularly against benchmarks of project implementation. CCS board will be provided interim progress report (Dec.2016). Jan. 2017-June 2017: Project leadership continue to meet monthly to monitor progress of project toward outcomes and ensure the development of IPA based upon timeline/schedule; CCS personnel work with consultants/partners to ensure CCS can manage/support IPA once developed, migration of existing partnership data/information is completed by June 2017, server costs are finalized for managing and sustaining IPA data/information, Franklin faculty and students work with CCS personnel to finalize the sign-on protocol for external users based upon existing specifications utilized within Franklin's current I.T. infrastructure. District communicates project progress to all partners through communication channels, the IPA is piloted with targeted buildings and departments within CCS to input "partnership needs", internal/external partners are invited to populate their "profile dashboard" to communicate available resources, assets, and opportunities. Project leadership, partners and evaluation provide a year 1 report to the CCS Board and ODE, if applicable.
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:

The mission of Columbus City Schools (CCS) is, "each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community." CCS is committed and invested in cultivating and maintaining robust and strategic collaborations with individuals and organizations from community, business/industry, higher education sectors. In order for the district to be responsive to growing economic and workforce needs of the community, it is imperative that CCS continues to provide meaningful partnership opportunities that, among other things, empowers individuals and organizations to forge lasting and positive relationships with the district, schools and most importantly students. The IPA system will enable CCS to be more responsive to internal partnership (i.e. mentorships, internships, funding, expertise, materials/supplies, etc) needs and match those with relevant and available resources, assets, and collaboration synergies self-reported by existing and potential district partners. This integrated partnership application (IPA) will reduce the siloed structure that currently exists when it comes to recruiting and leveraging committed partners in the region. For too long, there have been "haves and have-nots" within the district with regard to strong partnership presence that impact both academic and non-academic student achievement. In addition, the IPA will have the functionality to enable internal teachers and staff to populate needs, including program funding, specific to their classroom, building or department. In turn, district-level and building-level leadership will have the capacity and access to review these "needs" and match those with formal and informal partners as they arise in the community. Ultimately, by easing the accessibility and functionality of engaging internal/external partners, the district will provide more meaningful and strategic partnerships that will have a positive impact on students CCS serves.

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:

Dr. Thomas Reed, Executive Director - ESC of Central Ohio (tom.reed@escco.org)

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 project team is committed to an in-depth program of research and evaluation in order to produce key information about the effectiveness of the development and integration of the CCS Integrated Partnerships Application (IPA) system and how it relates to deeper internal/external partnerships and student achievement outcomes. A systematic research process will be employed with both an internal project team and external evaluator to work on the program evaluation. The evaluation will use both qualitative and quantitative data collection and analysis throughout the grant year and sustainability years. However, a majority of the formative and summative indicators and pertinent data points will be collected in the 5 years after the grant year, to measure impact of the IPA on partnerships and student achievement. These formative and summative evaluations will focus on the following: assessing CCS internal/external partner experiences, pre/post, using IPA system to engage the district and its students; responses to surveys related to quality interactions with students, teachers and district personnel that impact the partners' capacity to provide positive opportunities to connect available resources to stated needs - assessing impact of the IPA system on these interactions, if any; collecting data on change in # college credits earned through CCP, by CCS students with active mentors; change in # of CCS students with active mentors; change in # students receiving direct academic/career exploration through CCS
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.

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).

Andrea Richardson
Supervisor, State and Federal Programs
Columbus City Schools
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Christopher</td>
<td>Washington</td>
<td>614-947-6199</td>
<td><a href="mailto:christopher.washington@franklin.edu">christopher.washington@franklin.edu</a></td>
<td>Franklin University</td>
<td></td>
<td>201 S. Grant Avenue, Columbus, OH, 43215</td>
<td></td>
</tr>
<tr>
<td>Dr. Thomas</td>
<td>Reed</td>
<td>614-542-4120</td>
<td><a href="mailto:tom.reed@escco.org">tom.reed@escco.org</a></td>
<td>ESC of Central Ohio</td>
<td>046938</td>
<td>2080 Citygate Drive, Columbus, OH, 43219</td>
<td></td>
</tr>
<tr>
<td>Douglas</td>
<td>Deken</td>
<td>614-930-2800</td>
<td><a href="mailto:ddeken@manifestcorp.com">ddeken@manifestcorp.com</a></td>
<td>Manifest Solutions</td>
<td></td>
<td>2035 Riverside Drive, Upper Arlington, OH, 43221</td>
<td></td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE on Project</td>
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<tr>
<td>Dr. Keisha</td>
<td>Hunley-Jenkins</td>
<td>Senior Director for CCS Mentoring &amp; Student Initiatives</td>
<td>Lead the development and implementation of new, and build the capacity of district student mentoring programs and activities. From a programmatic standpoint, oversee the development of an application that enables us to qualitatively and quantitatively track what's happening with these efforts, analyze the data collected, and craft and implement recommendations to strengthen mentoring programs to better meet the socio-emotional and academic needs of students and their families.</td>
<td>5 years at Ed policy organization, KidsOhio.org, JPMorgan Chase grant maker where education was a focus, 3 years in the Mayor's Office as Director of External Affairs building relationships to advance the city's agenda and developed, lead, and implemented the Mayor's Office My Brother's Keeper work.</td>
<td>(see qualifications)</td>
<td>MA, PhD, Education Administration, The Ohio State University</td>
<td>25</td>
</tr>
<tr>
<td>Krista</td>
<td>Bower</td>
<td>Business Partnerships Coordinator - Columbus City Schools.</td>
<td>For this project, Krista will oversee assimilation of information from the current Partnership database into the new integrated application. Krista was part of the team that consulted with IT on the development of the current Partnership database when it was created in 2009. She has a wealth of experience working with principals and district leadership to execute projects and programs with the local business community. In this position, she collaborates with local businesses, non-profits, and civic groups to engage them in the work of the district and its 110 schools. Krista also leads the district's School Partnership Committee and vets organizations that wish to partner with the district. She has strong project management skills. In addition, she coordinates fundraising efforts, workforce development campaigns and special events.</td>
<td>Krista has been with the district since 1999. Prior to that, she was the Grants Manager at the Wexner Center for the Arts at The Ohio State University and oversaw a special project fundraising goal of over $1 million.</td>
<td>B.S. in Business/Administration/Arts Administration from The Ohio State University</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Douglas</td>
<td>Deken</td>
<td>Director of Operations - Manifest Solutions</td>
<td>Manifest will support the project by providing highly skilled and train consultants</td>
<td>Manifest has a 22 year history of successful technology project and professional</td>
<td>Manifest has an extensive track record of delivering and assisting in the development of</td>
<td>Bachelor's Degrees: Business Administration, Marketing and Sales Management (University of Akron)</td>
<td>50</td>
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</table>
leveraging selected technologies approved by Columbus City Schools. Our Delivery Oversight team will provide senior leadership in areas of technology selection, design and implementation consulting services. Consultants will be added at the discretion of Columbus City Schools to assist the current internal team.

consulting delivery. Our advanced training was developed to teach our consultants best practices in the areas of enterprise software development, testing and agile development methodologies. Manifest provides a transparent approach to cost and consultant performance monitoring.

enterprise applications. Case studies can be provided upon request. The Manifest Agility Bootcamp is specifically designed to help prepare consultants for client assignments. The Manifest Bootcamp focuses on technologies used by our clients and provides in-depth training prior to being assigned. The course is designed to seamlessly add and remove training sections so we can focus on technologies relevant to demand. This model allows us to offer sections of the training to consultants that require pre-board training on specific technologies but may not require the full 6-week program.

Shawntel Lewis
Manager for Application Development - Columbus City Schools
Manage hiring process for consultants and FTE's assigned to this project who will develop the integrated system using our existing. Collaborate and guide team of Business Analysts, district department leaders and developers to document their independent department processes, gather requirements to enable development staff to build a custom, integrated application to replace existing paper based/disparate/non-existing processes while improving workflows where 20 years of experience in Information Technology, having roles from initially providing 24/7 data transmissions support to a becoming a business analysts, team leader, project manager, web application/software developer trough supervising teams ranging from 10 - 17 technical staff, including experience managing staff physically located in India. Over my seven years with the district, my biggest accomplishments are: implementing standard look and feel for all school websites, Assisted in setting standards for PMO. Successfully lead implementation of ERP for Financial, Procurement and HR including Employee and Vendor Self-Service modules, document imaging, custom reports and complex problem resolution. Successfully implemented online Benefits Open Enrollment. School Website Standardization - planned and trained all individual schools personnel, over 500 staff. Developed Bachelor Degrees: BBA in Management Information Systems and Computer Science as well as Master's Degree in Computer Science
appropriate. Develop initial project plan and manage the progress to verify deliverables are being completed within the base timeline. Manage and monitor vendor and partner relationships to support the project. Manage cost to make sure the deliverables are being completed within the baseline cost plan. Manage communication process, including developing bi-weekly and monthly status reports to stakeholders. Manage iterative agile process from development, testing/QA, UAT and deployment of functioning code modules. Collaborate with Franklin University to identify and select development module inputs and outputs suitable for inclusion in actual course(s) to provide students with real-world project experience. Collaborate with Franklin University to determine coursework that their staff could develop and provide training to internal staff to upskill our skill sets. Manage the quality and performance aspects of the project to enable the product is functional and meets the requirements when delivered. Manage change process to make sure the project timeline, cost and scope will not negatively impact the quality of deliverables while communicating and mitigating any potential risk. Manage staff as they develop test/user cases to build Test Driven Development implementing online benefits enrollment in employee self-service module as a part of our Enterprise Resource Planning (ERP) system, of which I was a vital project manager from initiation to implementation, ultimately becoming the system administrator for the ERP to managing our application development team. As a part of my existing role I receive many request to develop custom applications to develop online applications for existing paper processes. Communicating with business owners, I identified an opportunity to combine requests into one application that would enable three departments and school administrators to get a holistic perspective on what is occurring in our schools from a funding, partner and mentoring view instead of individual silos. Unfortunately, I have departmental goals to achieve to reduce software support maintenance cost and our footprint across old technology while heavily understaffed. Therefore, the opportunity to receive funding to hire consultants to perform this work, within our environment and framework reduces the possibility of each individual department to purchase software packages to meet their individual Change Management and QA procedures. Resourcefully reduced maintenance cost by 8% through developing automated solutions. Skillfully negotiated contract modifications saving $120,000 in support costs. Reduced budgeted maintenance costs by $48,000 through redirecting 30% of administrative work efforts to a central support center. Strategically decreased open problems and issues by 75%, within three months through developing solid, trusting and productive relationships. Increased productivity by 50% through implementing Weekly Team Meetings to discuss current Action Items, Tasks, Projects and Status of team activities. Reduced FTE by 75% by redesigning the ODJS CRIS-E scraping process implementing automation. Identified and communicated benefits of developing applications using latest Software Development Life Cycle processes performed within the Project Management Life Cycle. Identified improvements and automated processes to remove data entry errors. Provided
| Andrea Richardson | Supervisor of State and Federal Programs | On behalf of the CCS Superintendent, provide compliance and reporting oversight related to project goal completion and assist with the CCS Treasurer to provide overall fiscal oversight for the project and ensuring that the project fiscal compliance and reporting is coordinated with district-wide team. In addition, ensure that the project provides appropriate data/information interface to support partnerships through grants and other funding supports at the district-level. | Budgeting, grants management and administration, compliance and reporting oversight, policy and procedure development, professional development training. | Relevant experience includes providing leadership to assigned department units at Columbus City Schools by guiding and leading cross-functional teams in developing and launching innovative solutions, practices, and processes. Expertise in contracts and grants management, budgeting and planning, identifying financial issues and producing effective solutions developed from a Doctorate Public Policy & Administration (ABD), M.S. - Public Admin, M.S. in Human Services Mgt, B.A. in Business Admin, & A.A. in Fin. Mgt. |
Dr. Christopher Washington

**Provost & Sr. Vice President for Academic Affairs/Chief Academic Officer**

Dr. Washington will work with internal stakeholders at Franklin University’s I.T. pathways to ensure faculty and students are available to provide technical and academic assistance to CCS’s development of the IPA. It is critical to Franklin’s mission to provide real-world and relevant projects and problems on which college students to apply their knowledge and skills. He will serve on the project leadership team and facilitate successful transnational education collaborations. Created processes and practices that enabled partnerships with institutions in Poland, Slovakia, Macedonia, Oman, Nepal, Ukraine, and Serbia. Assessed results and learned from partners and the constituents we serve in order to respond to evolving needs and expectations. Degree programs currently enroll over 8,000 students.

**Associate Dean and Program Chair, (2002-2005)**

- Franklin University MBA Program; Provide academic leadership to the Ross School of Management and Leadership.

**Responsibilities include:** Reviewing the performance of 8 academic programs and program chairs, Maintaining sound fiscal stewardship by providing oversight of program budgets, Representing the University in external engagements.

**Education:**
- Ph.D - Educational Studies (The Ohio State University);
- Master of Science - College Student Personnel (Western IL University);
- Bachelor of Science - Social Studies (Western IL University).
facilitate professional development opportunities for internal CCS stakeholders in collaboration with Manifest Solutions. In addition, he coordinate internship and other collaborative activities along with other university leaders.

250 students in the seven locations. Our partnership with the Wyzsza Szkola Bankowa received an Institute for International Education’s Andrew Heiskell award for Innovation in International Education and a European Medal for program quality. Inspired new program development strategies, processes, and proposals. Established three colleges at the University to support programmatic growth; proposing programs that satisfied accreditation and authorization requirements of the Higher Learning Commission and multiple state, disciplinary, and ministerial review boards; and implementing 22 new bachelor degree programs and 6 master's degree programs that added over 1400 students and contributed significant new revenue to the University. Demonstrated leadership in advancing and assuring academic quality in higher education. Serve as a Consultant/Evaluator for the Higher Learning Commission. Familiar with the various sources for standards related to knowledge and skill mastery, and HEI institutional effectiveness. Co-founded and supervise the International Institute

School at University Leadership Team or Deans' meetings, Demonstrating program leadership for the largest MBA program in central Ohio by enrollment, Representing the MBA program at professional meetings, as well as with other external and internal constituencies, Approving the course design matrices developed by course development teams to assure program standards and course consistency, Monitoring and managing the successful roll out of a revised MBA program curriculum, and Curriculum oversight of MBA courses. Prior to serving as Associate Dean and Program, Dr. Washington served as a Faculty member within the MBA program. Led internationalization efforts in the academic affairs of the University. Worked to: assure that the curriculum encourages global literacy; support faculty and staff exchanges visits from partner institutions; and assure that our physical campus reflects a positive disposition toward cultural differences. I presently serve on the board of
for Innovative Instruction. The institute’s instructional designers, content editors, interactive media designers, assessment experts, and trainers work with content faculty and experts to: create engaging and authentic learning experiences; conduct learning outcomes assessment research; and provide teaching and learning conferences and workshops. The institute currently supports curriculum design and improvement projects for multiple universities around the world, public institutions, and private corporations. Hosted guests to my home campus including members of the U.S. Diplomatic Corp, U.S. State Department guests from a number of sponsored programs, and scholars from around the world. I've arranged for the visitors to meet with faculty members, staff and students at Franklin University. Facilitated and supported an array of academic exchange program

| Dr. Thomas Reed | Executive Director - ESC of Central Ohio | Dr. Reed began his career as a junior high classroom teacher in the Jackson Center Local Schools in 1985. In 1996, he joined the Shelby County Educational Service Center as Director of Secondary Curriculum and Instruction. Five years later, Reed returned to Jackson Center as Superintendent. After moving to Central Ohio, Tom was named Principal at Columbus Beechcroft HS in 2005 and the Director of the State Support Team, Region 11 one year later. Currently, he also serves as Executive Director of the Center for Achievement and Leadership Services at the ESC of Central Ohio. Dr. Reed holds a State of Ohio Superintendent's license. | Ph.D. (The Ohio State University), M.S. (Univ. of Dayton), B.S. (The Ohio State University), State of Ohio Superintendent's license. | 10 |
Superintendent's license.