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Adjusted Allocation 0.00
Remaining 4,060,100.00
 Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICATION INFORMATION - General Information, Experience and Capacity

1. Project Title: POWER - Providing Opportunities With Extraordinary Results

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

The POWER project aims to leverage partnerships and resources in the Carroll County energy and agricultural sectors to improve opportunities for students. Carroll County is experiencing unprecedented growth due to the rapid expansion of the shale economy. Carroll County has more wells (333) than any other county in Ohio and more than the next five largest producing counties combined. Carrollton's streets are literally jammed with energy industry representatives. It is estimated that nearly 95 percent of Carroll County land is under lease to an energy company. International pipeline connectivity has occurred in the county to K. Eastern Gateway Community College (EGCC) is a two-year college located in Carrollton, Ohio. It is one of the largest two-year colleges in Ohio with a student body of over 12,000. EGCC is a member of the Ohio Association of Community Colleges and is accredited by the Higher Education Commission of Ohio. The college offers over 70 associate degree programs and over 50 certificate programs. EGCC is also a member of the Institute of Electrical and Electronics Engineers (IEEE) and the National Association of Broadcasters (NAB). EGCC is also a member of the Ohio Association of Community Colleges (OACC) and the American Association of Community Colleges (AACC). The college has a strong reputation for providing high-quality education and training for students in a variety of fields. The college’s mission is to provide a quality education and training that prepares students for successful careers and lifelong learning.

Carroll Exempted Village School District serves nearly 3,200 students in grades K-12 in 12 communities throughout rural Carroll County. OH (population 29,000). On the most recent state report card, the district received an Excellent with Distinction. There are no secondary main campuses or joint vocational schools located in the county. Despite retaining a stable populace, the district has responsibly cut out $6.3 million in the last decade (nearly 25 percent the overall operating budget) while maintaining excellent academics and programs. These cuts have driven the closing of three elementary schools, a reduction in teachers and administrators, and elimination of 15 bus routes. Without additional efficiency measures, the district will face a deficit in 2015. The POWER project aims to leverage partnerships and resources in the Carroll County energy and agricultural sectors to improve opportunities for students. Carroll County is experiencing unprecedented growth due to the rapid expansion of the shale economy. Carroll County has more wells (333) than any other county in Ohio and more than the next five largest producing counties combined. Carrollton's streets are literally jammed with energy industry representatives. It is estimated that nearly 95 percent of Carroll County land is under lease to an energy company. International pipeline connectivity has occurred in the county to K. Eastern Gateway Community College (EGCC) is a two-year college located in Carrollton, Ohio. It is one of the largest two-year colleges in Ohio with a student body of over 12,000. EGCC is a member of the Ohio Association of Community Colleges and is accredited by the Higher Education Commission of Ohio. The college offers over 70 associate degree programs and over 50 certificate programs. EGCC is also a member of the Institute of Electrical and Electronics Engineers (IEEE) and the National Association of Broadcasters (NAB). EGCC is also a member of the Ohio Association of Community Colleges (OACC) and the American Association of Community Colleges (AACC). The college has a strong reputation for providing high-quality education and training for students in a variety of fields. The college’s mission is to provide a quality education and training that prepares students for successful careers and lifelong learning.

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

The POWER project aims to leverage partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students. The project team reflects new partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students.

Two Straight A Fund goals are addressed in this proposal: - Student achievement - Significant advancement to utilize a greater share of resources in the classroom Three strategies are proposed: - Strategy 1: Significant partnership with energy industry businesses to create an Energy Resource Dynamics program that establishes new pathways for students leading to jobs and postsecondary opportunities in the energy field. - Strategy 2: Enhance project-based STEM education to prepare all students for career and college readiness in engineering, agriculture, and safety. - Strategy 3: Reduce operating costs by becoming a leader in the use of lower-cost natural gas technologies and distance/blended learning technologies. There is a major emphasis on engaging systems and discipline enabling performance management, continuous improvement, and evaluation. A primary challenge is a lack of in-house capacity to organize these new systems and protocols. As such, new systems will be developed and implemented in partnership with Battelle for Kids and New Growth Group. One goal of engaging external service providers is to develop high quality systems that are sustainable. To accomplish this, the external service providers will be required to provide professional development services to students and staff as part of their scope of work. The total proposed budget is $4,060.100. The conservative estimate is that the project will save the district $215,000 annually. Nearly all costs are one-time expenditures for curriculum upgrades, facilities upgrades, bus conversion, technology purchases, and professional development to support adoption of new curricula. The ongoing costs totaling $36,000 will support the newly created POWER Coordinator position. The cost of the position will be sustainable due to savings in other aspects of the project.

Carrollton Exempted Village (045278) - Carroll County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (443)

3. Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:

First Name, last Name of contact for lead applicant: Edward J. Robinson
Organizational name of lead applicant: Carrollton Exempted Village School District (CEVSD)
Unique Identifier (RN/Fed Tax ID): 045278
Address of lead applicant: 252 N. Third St. Carrollton, OH 44615
Phone number of lead applicant: 330-627-2181
Email Address of lead applicant: ed.robinson@carrolltonschools.org

5. Secondary applicant contact: Provide the following information:

First Name, last Name of contact for secondary applicant: Dr. David Quattrochi
Organizational name of secondary applicant: Carrollton Exempted Village School District (CEVSD)
Unique Identifier (RN/Fed Tax ID): 045278
Address of secondary applicant: 252 N. Third St. Carrollton, OH 44615
Phone number of secondary applicant: 330-627-2181
Email address of secondary applicant: david.quattrochi@carrolltonschools.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

7. Partnership and consortia agreements and letters of support: (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

The POWER project will leverage partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students. The project team reflects new partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students. The project team reflects new partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students. The project team reflects new partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students. The project team reflects new partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students. The project team reflects new partnerships and resources in the Carroll County and Utica Shale energy and agricultural sectors to improve opportunities for students.

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UploadGrantApplicationAttachment.aspx

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b. Which of the stated Straight A Fund goals does the proposal aim to achieve? (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements

11. Describe the innovative project.

CEVSs serves 3,000 students at grades P-K thru 12 in 21 communities throughout rural Carroll County, OH. On the most recent state report card, the district received an Excellent with Distinction. A once-in-a-lifetime opportunity has arisen in the district. CEVS is the epicenter of the Utica Shale Play in Ohio. Carroll County has more wells than any other county in Ohio and more than the top five largest oil and gas producing counties combined. Carrollton's streets are literally jammed with energy industry representatives. This proposal focuses on one major goal - to engage the energy and agriculture industries in new symbiotic relationships supporting enhancements for students. The challenge is to create connections with these industries and retain revenue in the district that can be leveraged to benefit not only Carrollton students, but students digitally throughout Ohio. Three strategies are proposed: Strategy 1: Significantly partner with energy industry businesses to create an Energy Resource Dynamics program (in Appendix C) that will establish new pathways for students leading to jobs and postsecondary opportunities in the energy field. There is untapped potential to innovate new relationships with energy businesses to drive instructional enhancements for students and leverage industry interests to aid in investing in new schools. We propose to: - Leverage postsecondary stackable credential models to provide new dual enrollment postsecondary options for students leading to credentials and jobs in the energy industry. - Formalize a venue for businesses to partner with education, including postsecondary, to communicate and address workforce challenges. These efforts will be aligned with energy partnerships throughout this region of Ohio. Strategy 2: Enhance project-based STEM education to provide all students for career and college readiness in engineering, agriculture, and safety. CEVS proposes create new STEM curricula. Substantial partnerships and resources are already in place to develop and implement programs and curricula immediately. - The STEM School of Engineering will enhance higher education readiness with a focus on engineering. This will include project-based learning focusing on sustainability, environmental responsibility, alternative energy, and oil and gas. - The STEM School of Agriculture will leverage the growth resulting from land leases with energy companies and partnerships with the OSU Extension and FFA Camp Muskingum to create a 21st century farm on CEVS's grounds. CEVS has 160 acres of unused land on which we propose to establish a Future Farmers of America farm. The curriculum will incorporate land and resource management, digital agriculture, and bio-sustainability. - The STEM School of Safety will leverage growing local demand for individuals with environmental safety training. CEVS's is immediately prepared to partner with EDGEC and OSU to create a unique Education and Training Center at 16% of Ohio (CYGO) - $36,000 - purchased equipment to offer environmental services at the Education and Training Center. Ohio's only certified water quality training organization. Additionally, curricula will incorporate basic safety certifications such as CPR, First Aid, Safe&USA, OSHA 10 and OSHA 30. Strategy 3: Reduce operating costs by creating a leader in the use of low-cost natural gas technologies and distance/blended learning technologies. CEVS is currently permitted to drill a natural gas well on school grounds. We propose to convert our bus fleet to run on Compressed Natural Gas (CNG). With integration a minute drive from the nearest postsecondary main campus or vocational school. We propose to engage teachers and re-envision instructional approaches that enhance distance and blended learning enabling students to take advantage of interactive, remote opportunities.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template expecting the exact changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

$4,060,100.00 Total project cost

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

- Instruction: Total $393,500 - Salaries ($100,000). There will be a total of 20 instructors at $50,000 each used to customize and design new and STEM curricula in partnership with postsecondary partners and Project Lead the Way at $8,000 x 12 = $96,000. Total cost $500,500. - Purchased Services ($200,000): Project Lead the Way ($15,000), curriculum ($167,000) to support the engineering and agriculture curricula. - Supplies ($25,000): Instructional supplies. - Security cameras, video equipment, and software ($20,000) - Purchased Services ($400,000): Professional development for teachers ($200,000) x 2, $2,000 x 80 = $160,000 - Purchased Services ($400,000): Professional development for teachers ($200,000)x 2, $2,000 x 80 = $160,000. Total cost $500,500. - Capital Outlay ($1,000,000): Engineering and construction ($300,000); ventilation, gas dryers, compressors, and high pressure storage systems ($500,000); fuel dispensers ($100,000).
16. Are there expected savings that may result from the implementation of the innovative project?

-215,000.00 * Specific amount of expected savings (annual)

**Narrative explanation:** Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The conservative estimate is that project will save the district $215,000 annually. The savings come from a reduction in fuel costs, food costs, and leveraged investments from business partners. The installation of distance learning technologies will reduce the number of daily bus routes from CEVSD to Buckeye Joint Vocational School from two to one, saving the school district $20,000 annually from reduced fuel usage, maintenance, and driver costs. The price of compressed natural gas is 50 percent lower than that of diesel fuel, which the CEVSD bus fleet currently uses. A 50 percent reduction in fuel costs would save the district $150,000 per year. CEVSD is currently negotiating with Chesapeake Energy for use of free or reduced price natural gas from the well soon to be drilled on our grounds, which could reduce costs further. We estimate a yield from the agricultural program - Produce in the form of fruits, vegetables, and possibly dairy - that will offset $20,000 food costs annually through sales in the community or direct farm-to-school food provision. Additionally, although it is not reflected in the projection of financial impact, POWER is setting a strategic goal to attain $25,000 annually in direct or leveraged resources from industry partners to support educational delivery. Based on verbal agreements, we anticipate this will come in the form of supply donations for energy and agriculture programs and volunteer support to operate the 21st Century Farm program, which will displace expenses from other science programs.

**D) IMPLEMENTATION - Timeline, communication and contingency planning**

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected school.)

**Proposal Timeline Dates**

Plan (MM/DD/YYYY): 06/30/2014

**Narrative explanation**

The Plan stage will be complete by the end of the 2013/2014 school year. There is tremendous momentum and immediate readiness among partnering organizations to plan and implement. Nonetheless, there are aspects of the proposal that will require aggressive planning in order to implement by the start of the 2014/2015 school year. To mitigate this challenge, each partner organization has engaged in the planning of this initiative, roles and responsibilities have been clarified for each. Additionally, project leaders within each organization have identified professional development needs.

**Implementation (MM/DD/YYYY): 08/01/2014**

**Narrative explanation**

A two-year implementation timeline is envisioned prior to summative evaluation. One challenge will be to ensure fidelity to the project's intent. To mitigate this challenge, a project organizational structure (illustrated in Attachment B and uploaded in #7/documents to view) will engage leaders and staff at multiple levels. The organizational structure for the project has been designed to facilitate collaboration. A POWER Executive Committee will review progress and engage in strategic decision-making. A full-time CEVSD POWER Coordinator is accountable for ensuring the project adheres to activities, timelines, and budgets. Three Innovation Teams, (1) Energy Resource Dynamics program, (2) STEM enhancements, and (3) Reduce operating costs, will bring together leaders to launch and continuously improve projects in each area. The POWER initiative will work with Battelle for Kids to develop a comprehensive communication and performance management plan. We expect this communication process that includes: - Awareness and Commitment - create a plan that creates awareness and builds support for the POWER initiative among stakeholders. - Developing Understanding - Promote deeper understanding of the POWER initiative among stakeholders and the community through a mixed media communications strategy. - Implementation Focus - continue to implement and improve through real time and asynchronous communication and use of data for continuous improvement. - Building Capacity for Continuous Improvement - Continuously improve and extend the POWER initiative with fidelity. Support teachers through professional development and continuous improvement activities. - Sustainability - Build the capacity of the POWER initiative to sustain the communication and continuous improvement strategy.

**Summative evaluation (MM/DD/YYYY): 03/16/2018**

**Narrative explanation**

There is major emphasis on replacing systems and discipline to use data for performance management, continuous improvement, and evaluation. A primary challenge is a lack of in-house capacity to organize these new systems and protocols. As such, new systems will be developed and implemented in partnership with Battelle for Kids and New Growth Group. Formative evaluation activities will assess the mechanisms that produce outcomes; summative evaluation activities will measure the impact of each strategy on students. The indicated timeline enables summative results to be analyzed following the graduation of two cohorts of eleventh grade students. - 8/26/14, Evaluation protocols developed and implemented - following each term, in progress reviews and formative evaluation reporting - By 8/31/16, Summative evaluation report.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

CEVSD will fundamentally change instructional and organizational practices to improve opportunities for students to pursue college and careers. Teachers will be significantly engaged in these efforts and supported with professional development and continuous improvement processes. Four fundamental changes are envisioned:

- Continuous Alignment of Educational Opportunities with Local Industry Needs: Instruction will become increasingly connected to the energy and agriculture industry through this project. The goal is to redesign roles for businesses to partner with education and for educators to align programs with the business sector. This will require venues and protocols for teachers and staff to communicate with business representatives. We anticipate that significant professional development will be required to familiarize teachers with business environments, communication, and methods for incorporating business input into curricula and instruction. Expectations are heightened for businesses to invest direct and leveraged resources in educational programs. - Leveraging Project-Based Learning and Distance Learning Tools to Transform How Learning Occurs in Schools: CEVSD will fundamentally change the process of STEM learning in our schools from teacher led to student driven. Curriculum will be strengthened through integration of project-based learning models and enhanced focus on STEM education. Currently, the district is missing opportunities to integrate nationally proven practices for improving student achievement in these areas. - Increased Career Opportunities at Graduation: CEVSD will grow the skills and capabilities of its graduating students without delaying their entry into the workforce through increasingly integrated postsecondary programming through dual enrollment agreements and distance/blended learning. This will result in the delivery of new distance and blended material at CEVSD. As a result of these increased opportunities, students will be able to pursue a career in the STEM field immediately upon graduation. Teacher professional development and continuous improvement support is incorporated as new models for instruction are adopted to support educators as they implement the project-based learning structure and align their classroom outcomes with industry needs. - Sustaining a Culture of Performance Management and Continuous Improvement: A major emphasis is placed on building processes and discipline around performance management, continuous improvement, and evaluation. This includes effectively utilizing performance data to inform instruction, continuous improvement assessments, and professional development to support effective practices, increased student achievement, and guided resource allocation.

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

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

This project seeks to significantly engage energy industry employers in new symbiotic relationships supporting enhancements for students. Three strategies are proposed to realize this vision: Strategy 1: Significant partnerships with industry businesses to create an Energy Resource Dynamics program that establishes new pathways for students leading to jobs and postsecondary opportunities in the energy field. Drawing on postsecondary and workforce research, sector-based initiatives involve industry-specific education to prepare students. They improve completion rates, access to good jobs, and increase job quality in ways that strengthen an industry's workforce. Maguire et al (2010) provide strong evidence supporting the benefits of sector-based programs. In a random assignment evaluation of sector-focused programs, researchers found students earned significantly more (+28 percent) than controls after one year after completing of programs. Students were 10 percent more likely to "pay and retain employment than controls and were significantly more likely to work in higher-paying jobs and have jobs with benefits. (Maguire et al. "Findings from the Sectoral Employment Impact Study," 2010.) CEVSD is proud to have committed industry partners who have a vested interest in the success of this program and in building the capacity of our students to graduate and enter the workforce ready to engage in a 21st STEM careers. Strategy 2: Enhance project-based learning for students for career and college readiness in engineering, agriculture, and safety. There are decades of accumulated evidence that the instructional strategies and procedures that make up standards-based Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging students to learn. Research studies have demonstrated that Project Based Learning can: Be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests. o Gieger, B., Blumenfeld, P.C., Marx, R.W., Krajik, J.S., Fishman, B., Sisolak, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. Journal of Research in Science Teaching, 45(8), 922-939. - Be more effective than traditional instruction for teaching in STEMD subjects o Boaler, J. (1997). Experiencing School Mathematics: Teaching Styles, Sex and Settings. Buckingham, UK: Open University Press. o Lynch, S., Kupers, J.J., Pyke, C., & Szewcz, M. (2005). redesigning the effects of a highly rated science curriculum on urban districts: Results from a planning grant. Journal of Research in Science Teaching, 42, 921-946. - Improve students' mastery of 21st-century skills. o Gallagher, S.A., Stephen, W.J., Rosenenthal, H. (1992) The effects of problem-based learning on problem solving. Gifted Child Quarterly, 36, 195-200. - Be, especially effective with lower-achieving students o Mendegullier, J.R., Maxwell, N., & Bellismo, Y. (2006). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. interdisciplinary Journal of Problem Based Learning, 1(2), 49-69. Strategy 3: Reduce operating costs by becoming a leader in the use of lower-cost natural gas technologies and distance learning technologies. The conversion to CNG has been demonstrated to significantly reduce fuel costs in school districts. The high upfront investment cost for bus conversion and the cost of constructing a fueling station are deterrents for most districts. However, given CEVSD's strategic position in the center of the Utica Shale play, we believe this investment will produce a positive return within 10 years. o Department of Administration and Information, Economic Analysis Division. (2012) A Feasibility Study of Natural Gas Vehicle Conversion in Wyoming Public Schools

21. Is this project able to be replicated in other districts in Ohio?

[ ] Yes  [ ] No

22. If so, how?

Specific aspects of this project pertaining to natural gas conversion (CNG) and energy and agriculture industry partnerships are replicable in certain agricultural or Utica shale geographical areas of Ohio. More broadly, principles of industry partnerships, communication, and performance management are widely replicable. The creation of meaningful connections to local businesses coupled with the redesign of programs that are underperforming relative to comparison cohorts are re

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

The project will have three lasting values: Sustained synergistic connections and relationships with energy and agriculture industry businesses that improve opportunities for students. - New programming in Energy Resource Dynamics and STEM that improve postsecondary and career preparation for students. These curricula will implement a project-based learning approach in the district that will encompass a distance/blended learning rationale that could affect an immeasurable amount of students globally. - Permanent cost savings from the conversion of the bus fleet to CNG and use of distance/blended learning technologies for the rural CEVSD school district.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be explicitly benchmarked.

Student achievement - One Year Benchmarks o Energy Resource Dynamics dual enrollment program implemented o Energy Resource Dynamics program o 20 students complete an Energy Resource Dynamics postsecondary award o 45 students enrolled in a new STEM curricula - Five Year Benchmarks o 40 students enrolled in ERD program annually o 20 students complete an ERD postsecondary award annually o 45 students enroll in a new STEM curricula annually - 100 graduates entering energy-related postsecondary programs o 35 graduates employed in energy industry o 22 graduates enrolled in a postsecondary STEM program of study per year Significant advancement to utility a greater share of resources in the classroom. - One Year Benchmarks o 10 buses converted to compressed natural gas - Five Year Benchmarks o All buses converted to compressed natural gas o 10 distance or blended courses implemented o $215,000 annual and sustainable reduction in district spending due to grant activities

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

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

An external evaluator will be contracted to conduct formative and summative evaluation activities. Impact or outcomes assessment. In order to perform a rigorous evaluation of the project, the evaluator will use a comparison group research design where appropriate. The design will rely on using cohorts of students from new or redesigned programs coupled with parallel cohorts in similar existing or non-redesigned programs and historic cohorts. A difference-in-difference research design will be used to isolate program effects. Additionally, the evaluation will need to measure early indicators of success in addition to summative outcomes. The majority of data can be captured and documented through existing systems. The CEVSD database is a comprehensive database that includes student demographics and enrollment, course performance, standardized test results, and personnel, facilities, and program data by term and annually. The system captures individual unit-level data for students enrolled, academic progress, and completing targeted programs. We propose to link student records with postsecondary and Unemployment Insurance (UI) quarterly earnings records to capture a longitudinal view of students' postsecondary and employment outcomes. Formative assessment: In addition to the rigorous analysis of project impacts and outcomes, the third-party evaluator will evaluate the effectiveness of formative implementation and make recommendations for in-progress improvements. This work will have two goals: contribute to continuous improvement process and document and analyze the work for application in future projects. The formative evaluation will primarily consist of interviews, on-site observations, document review, and participation in meetings. The following topics will be included in the formative assessment: - How were curricula selected, used, or created? This includes interactions with businesses and postsecondary partners to determine program design and delivery. - How were the programs designed to improve student outcomes? This includes exploration of classroom delivery methods. - How did project-based learning support student learning, postsecondary enrollments, and job placement in targeted occupations? - How did communication efforts help or hinder the project? - What contributions did each of the partners (businesses, postsecondary partners, and others as applicable) make in terms of: 1) program design, 2) curriculum development, 3) communication, 4) professional development, 5) program delivery and management, 6) leveraging of resources, 7) and commitment to program sustainability? The college is interested in the integration of businesses in this initiative. The evaluation of this aspect will occur qualitatively with the formative evaluation. A continuous improvement process will be developed and implemented by Battelle for Kids as part of their scope. The protocol will provide data on aggregate student progress and outcomes by program study. Innovation Teams and CEVSD leadership will use data to monitor performance, improve programs, elminate ineffective programs, and improve outcomes. Four mechanisms will be used for continuous improvement. - Monitoring progress of each program each academic term on each outcome and progress measure relative to goals. If programs are lagging, adjustments are made via the Innovation Team structure to drive increases. -Monitoring the progress at each program's relative to comparison cohorts. Targeted programs that are underperforming relative to comparison cohorts are re-assessed and adjust or discontinued. -Portage Co. Educational Service Center and Battelle for Kids are engaged to support professional development and communications in the continuous improvement cycle. -Employers and postsecondary partners will provide qualitative feedback and data on the job and academic performance of program completers from each program.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “Accept” and indicate your name, title, agency/organization and today’s date.