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| Adjusted Allocation |       |             | 0.00         |                               |                      |              |                   |         |             |
| Remaining           |       |             |             |                               |                      |              |                   | -823,924.00 |             |
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: The Cloverleaf Green "STEM" Project

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The Cloverleaf Local School District will adopt an environmentally friendly, sustainable teaching and operational philosophy that will partner the building operations, transportation, and food service departments in a unique way that will positively impact our student body and the local community. This innovative endeavor will be self-sustainable and reduce district spending in the five year forecast on a 1:1 basis. In addition, with revenues and realized savings, the district will be able to increase student achievement in science, technology, engineering and math, by funding the utilization of a STEM coach that will be available across all grade levels, resulting in a greater share of resources utilized throughout our K-12 classrooms.

2489. Total Students Impacted:

4. Lead applicant primary contact - Provide the following information:
   - First Name, last Name of contact for lead applicant: Russell Kuse
   - Organizational name of lead applicant: Cloverleaf Local School District
   - Unique Identifier (RN/Fed Tax ID): 048488
   - Address of lead applicant: 8525 Friendville Road
   - Phone Number of lead applicant: 3307213503
   - Email Address of lead applicant: russell.kuse@cloverleaflocal.org

5. Secondary applicant contact - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Robert Hevener
   - Organizational name of secondary applicant: Cloverleaf Local School District
   - Unique Identifier (RN/Fed Tax ID): 048488
   - Address of secondary applicant: 8525 Friendville Road
   - Phone number of secondary applicant: 3307213503
   - Email address of secondary applicant: bob.hevener@cloverleaflocal.org

6. List all other participating entities by name: Please 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:

   Carrie Beegle Cloverleaf Local Schools, 048488, 8525 Friendville Road, Lodi, Ohio 44254, 330-721-3614 carrie.beegle@cloverleaflocal.org Daryl Kubilus Jr. Cloverleaf Local Schools 048488 8525 Friendville Road Lodi, Ohio 44254 330-721-3552 daryl.kubilus@cloverleaflocal.org

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

8. Provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

   Mr. Russell Kuse Director of Buildings and Grounds, will serve as an onsite coordinator. Russell Kuse is a highly enthusiastic and dedicated professional with the proven ability to cut costs and increase productivity. He has competencies in managing large multi-department operations and multiple skilled trades divisions. He strives to continually collaborate with local agencies to create new ways to share services and save taxpayers money. His knowledge as a private business owner's representation on multi-million dollar construction projects as well as his years of service on Kent State University's sustainability task force will ensure the end result of this project is in the best interest of the District.

   Mr. Robert Hevener Director of Curriculum and Instruction, will serve as an onsite coordinator. Robert Hevener has successfully planned, developed, written and revised all components of the Cloverleaf CCIP for the past six years. He is also the Director of Human Resources with significant experiences in recruiting and hiring practices. Mr. Hevener has provided leadership on large curricular projects and educational initiatives that have had a long lasting, sustained, positive impact on the academic climate at Cloverleaf Local Schools since 2003. The Cloverleaf Local School District has improved from an ODE rating of Effective to Excellent with Distinction under Robert Hevener's leadership. In addition, Mr. Hevener had experience writing a successful competitive technology grant valued at $99,000.00 while employed at the MEO/SERRC. Mrs. Carrie Beegle Director of Food Service, will serve as an onsite coordinator. Mrs. Beegle knows the importance and difference that fresh produce makes on her serving lines. Growing up on a farm showed her early in life that there is a difference in how and where our food comes from and she learned how to grow food in a greenhouse. Since coming to our district three years ago, Mrs. Beegle has led the food service department from a $130,000.00 per year deficit to a $5,000.00 surplus at the conclusion of the 2013 fiscal year. The district in fiscal emergency and the present state of school funding in Ohio, she realized early on that in order to meet our students' needs, she must find alternate funding sources. As a result, she has been the recipient of multiple grants which include: Fuel up To Play 60 Grant, $10,700; Team Nutrition Chefs Move to Schools Grant, $3900; ODE Farm to School grant, $4000; Ohio Farm Bureau, $4800. Mrs. Beegle is also a consultant for the Ohio Department of Education and has assisted with the 6 cent certification training and auditing process. She continues to be a chef trainer for the Team Nutrition Menus the Move project. Mr. Daryl Kubilus Jr. Superintendent, will serve in a supervisory capacity. Daryl Kubilus Jr, Superintendent of Cloverleaf Local Schools, will be the grant manager. In his 21st year in education, he has served as the Cloverleaf Superintendent of the school district, the last six years have seen the Cloverleaf Local Schools rise from a district rating of "effective" in the 2008-09 school year to "Excellent with Distinction" in the 2011-12 school year to the final year of the state measurement.

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

9. 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

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

11. Describe the innovative project.

   How many public schools in Ohio separate and compost their waste? How many public schools in Ohio grow their own produce in an onsite greenhouse to offset food costs? How many public schools in Ohio heat buildings using waste oil from their bus fleet? How many public schools in Ohio have partnerships with local agencies to defray fueling costs for their bus fleet and the fleets of the surrounding communities? How many public schools in Ohio, in fiscal emergency, find creative ways to add highly qualified and specialized certified staff in the form of a STEM (Science, Technology, Engineering, Math) coach with a zero impact on the five year forecast? The answer to these questions is NONE. The Cloverleaf Green "STEM" Project does just that. It challenges a public school district with finding new and
innovative ways to process and remove the waste that is generated by the students and staff. It promotes onsite food growth to be consumed in the cafeterias. It utilizes waste oil for heating and moves fueling operations to a central campus. All of these initiatives combined will correlate to a net savings to the Cloverleaf School District. Through realized savings Cloverleaf will hire a K-12 STEM Coach. The STEM Coach will collaborate with teachers to organize and promote interdisciplinary STEM activities through the successful integration of research based strategies to promote learning. This, in turn, will help ensure students gain the necessary edge to compete and succeed in the global economy of the 21st century. Emphasis of all ongoing embedded technology instruction will be in strengthening content learning while utilizing technology to differentiate and enhance student learning. The Cloverleaf Green "STEM" Project is an example of innovation and out of the box thinking at it's finest. This program will achieve all of the goals outlined above; significant increase to student achievement, spending reductions in the five year forecast, and utilization of a greater share of resources in the classrooms. It empowers a learning culture that will strive to reduce the carbon footprint of our school district and it saves cost savings and ultimately the taxpayer money. The Cloverleaf Green "STEM" Project promotes sustainability not just in theory, but in practice, providing hands-on and innovative instruction.

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.

13. Financial Documentation - All applicants must enter or upload the following supporting documents. 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 forecasting the expected 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.

   See uploaded documents please.

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

   $82,924.00 * Total project cost

   * Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The total project budget encompasses many different components. There are extensive capital improvement and infrastructure upgrades to this proposal that include: greenhouse construction, fueling station construction, compost facility and related equipment, HVAC upgrades, and user (reusable) containers, and first year operating and salary costs for the environmental specialist. The greenhouse will be a 2000 sq. ft. glass and metal structure that will include a full solar array that will provide supplemental electricity to power fans, lights, and small electronics. The fueling station will include a 12,000 gallon diesel fuel tank with dual pumps. It will be located on an abandoned tennis court that is in need of improvements. The system will comply with all EPA and local codes as a fully functioning fueling station. The site will have 24 hour video surveillance and it will be enclosed in a fence. There will be a fuel chip monitoring system that will ensure fueling is done by authorized personnel only. The initial 12,000 gallons of fuel is included in the project budget. The compost facility will be comprised of a non-heated structure that will contain a vessel style composter. This type of composter is designed as a continuous feed composter that turns the mixture and will not release fully composted material until it is ready. The HVAC upgrades to the bus garage will include radiant waste oil heating components. These units will have a full automation system included on them that will allow monitoring of temperatures and heating set points to be adjusted based on temperature and occupancy. The end user containers include the melamine serving ware as well as totes for the food waste hauling. There will also be end user containers for paper waste in every classroom that will be large enough to hold 1-2 weeks of paper waste.

15. What are the expected savings that may result from the implementation of the innovative project?

   $34,699.45 * Specific amount of expected savings (annual)

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

We will realize an annual average of $107,719.62. Even after paying for the salary and benefits of the Licensed STEM Coach and Environmental Specialist, we have an expected average annual savings of $91,275.22. Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Recurring costs include salary and benefits of the STEM Coach and Environmental Specialist. In addition, greenhouse and composting facility operating costs will be recurring. These costs will be paid for through realized savings and reductions of operating expenses. See Financial Impact Table.

16. Are there any unexpected savings that may result from the implementation of the innovative project?

   $34,699.45 * Specific amount of expected savings (annual)

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

We will realize an annual average of $107,719.62. Even after paying for the salary and benefits of the Licensed STEM Coach and Environmental Specialist, we have an expected average annual savings of $91,275.22. Specific amount of new/recurring cost (annual cost after project is implemented)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The savings will be utilized to pay wages for the part time environmental specialist as well as the STEM Coach. Ongoing costs of operating a class is a classroom facility will also be paid for through the savings. The greenhouse will be offset through the realized savings generated from the facility. The greenhouse will be offset through the realized savings generated from the facility. The greenhouse will have a full automation system included on them that will allow monitoring of temperatures and heating set points to be adjusted based on temperature and occupancy. The end user containers include the melamine serving ware as well as totes for the food waste hauling. There will also be end user containers for paper waste in every classroom that will be large enough to hold 1-2 weeks of paper waste.

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 implementation timeline for the project 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 school district as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

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

The planning stage includes preparing and posting construction bids for the fuel tank installation, greenhouse construction, and compost facility, including equipment. A planning committee that includes students, staff, and community members will effectively market The Cloverleaf Green "STEM" Project. This committee will provide updates to the Board of Education as well as work with the
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

With all of the innovative ideas that are incorporated in this grant we expect many changes in our instructional and organizational work practices. There will be learning curves with the administrative team, teaching staff, educational support staff, custodial, maintenance, food service, transportation department and others associated with these new initiatives. We work with the departmental directors and building principals to address any concerns before implementation. There will also be point of contacts in each building that are part of the above mentioned Sustainability Task Force that can serve as a sounding board for daily concerns. The STEM Coach will develop, organize, and promote interdisciplinary STEM activities through authentic, problem based curriculum experiences in the Cloverbear School District. The coach will collaborate with teachers in integrating technology resources to promote high tech learning (IPADS, IPDOS, interactive boards, etc.) that, through research, have proven to increase student achievement. They will identify math, science, technology integration competencies among instructional staff, in collaboration with school administrators, and deliver appropriate coaching, classroom demonstrations, training, and resources to support the professional growth of Cloverbear teachers. The coach will monitor the effective use of these integration strategies and multiple data collection systems to track progress and outcomes. In addition, the coach will facilitate professional development workshops with the teachers to coordinate the student and the Environmental Specialist to ensure the waste is promptly removed and added to the composting facility. These practices will maintain a clean and healthy compost area and also reduce the bee and wasp issues around the building dumpsters. These changes will also carry into the Food Service operation and running the new greenhouse. The environmental science from ‘Try’ will need to collaborate with the cafeteria managers to forecast what produce needs to be grown locally to sustain the cycles. They will also need to take an active role in working with the teachers to coordinate the student sustainability of the Cloverbear School Task Force, administrative team, teachers, and operator personnel. The goal will be to empower all employees and students to be environmental advocates and embrace these new initiatives. For example, instead of throwing the remains of lunch in the garbage, students will be educated how to scrape left over food into specific containers, sort recyclables from non-recyclables, and properly place in the appropriate recycling hopper. They will be educated that only about five percent of teachers who attend workshops actually use what they learned in the workshops in their classrooms. At Cloverbear, we want to provide opportunities for our teachers to see examples of effective instruction and use their instruction in their practice in science, technology, engineering and math classrooms. Individualized feedback and regular coaching makes the learning meaningful, relevant, and effective. Research shows that when teachers get feedback, they actually use it. In a recent survey of Washington teachers, they found that a large majority of teachers rarely or never had this type of professional learning experiences, despite the fact that nearly all agreed they were important. In addition, this project is not only sustainable, as demonstrated in the five year fiscal forecast, but it provides annual savings as well. Sustainability is not just a goal in this grant, it is a part of our financial environment and required by our Fiscal Commission.

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.

Research shows that there is a clear relationship between spending and achievement. From research by the Department of Education, students in the top quintile of spending are around 20 percentage points higher in achievement than students at the lowest quintile of spending. This significant achievement gap can be accounted for in the following ways.

- For the custodial staff, new work habits will be formed around how waste from the buildings is collected and removed. There will be learning curves with the administrative team, teachers, and operator personnel. The goal will be to empower all employees and students to be environmental advocates and embrace these new initiatives. For example, instead of throwing the remains of lunch in the garbage, students will be educated how to scrape left over food into specific containers, sort recyclables from non-recyclables, and properly place in the appropriate recycling hopper.
- They will need to train the bus drivers with the new fueling system and possibly adjust fueling times to keep traffic flows safe and efficient. These practices will maintain a clean and healthy compost area and also reduce the bee and wasp issues around the building dumpsters. These changes will also carry into the Food Service operation and running the new greenhouse. The environmental science from ‘Try’ will need to collaborate with the cafeteria managers to forecast what produce needs to be grown locally to sustain the cycles. They will also need to take an active role in working with the teachers to coordinate the student sustainability of the Cloverbear School Task Force, administrative team, teachers, and operator personnel. The goal will be to empower all employees and students to be environmental advocates and embrace these new initiatives. For example, instead of throwing the remains of lunch in the garbage, students will be educated how to scrape left over food into specific containers, sort recyclables from non-recyclables, and properly place in the appropriate recycling hopper. They will be educated that only about five percent of teachers who attend workshops actually use what they learned in the workshops in their classrooms. At Cloverbear, we want to provide opportunities for our teachers to see examples of effective instruction and use their instruction in their practice in science, technology, engineering and math classrooms. Individualized feedback and regular coaching makes the learning meaningful, relevant, and effective. Research shows that when teachers get feedback, they actually use it. In a recent survey of Washington teachers, they found that a large majority of teachers rarely or never had this type of professional learning experiences, despite the fact that nearly all agreed they were important.

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

Yes, this project is easily replicated by other motivated, creative thinkers employed by other school districts in Ohio. The first critical components to successful replication of this project are the districts' desire to embrace recycling and on-site food production, gain support of the Food Service Director, The Buildings and Grounds Director, Superintendent and Director of Curriculum and Instruction, and conduct the appropriate research necessary to understand the recycling and composting details. The second critical component is to develop a detailed analysis of diesel fuel use and cost data. For those districts that do not have a high capacity storage fuel tank, this is a very reasonable project to consider. Communication and collaboration with community public departments that have similar diesel fuel needs can have great potential to increase realized savings, though not absolutely critical for this project to be duplicated. Finally, the addition of a highly skilled STEM Coach to a district willing to be proactive in its approach is increasing student achievement at all grade levels is a project every school district in Ohio should desire. If the leadership in place can collaborate and establish vision, this project can be replicated.

22. If so, how?

Yes, this project is easily replicated by other motivated, creative thinkers employed by other school districts in Ohio. The first critical components to successful replication of this project are the districts' desire to embrace recycling and on-site food production, gain support of the Food Service Director, The Buildings and Grounds Director, Superintendent and Director of Curriculum and Instruction, and conduct the appropriate research necessary to understand the recycling and composting details. The second critical component is to develop a detailed analysis of diesel fuel use and cost data. For those districts that do not have a high capacity storage fuel tank, this is a very reasonable project to consider. Communication and collaboration with community public departments that have similar diesel fuel needs can have great potential to increase realized savings, though not absolutely critical for this project to be duplicated. Finally, the addition of a highly skilled STEM Coach to a district willing to be proactive in its approach is increasing student achievement at all grade levels is a project every school district in Ohio should desire. If the leadership in place can collaborate and establish vision, this project can be replicated.
schedule annually to review data Aimsweb benchmark data in math calculation assessment and math computation assessment currently embedded in our educational practice at Cloverleaf. Reports by Standardized Assessments and related trend data. All of this data and systemic practice is part of our current climate and well established at Cloverleaf. Both short and long term objectives will be quantifiable in our reports by the DLT and Sustainability Task Force Committee. If data collected, monitored, and reviewed quarterly quantifies that sufficient funds are not available to fund the STEM Coach as outlined in this document, an alternative plan has been developed. After careful examination of the data, we will determine how much money is available and purchase STEM Coach services on a per diem basis.

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 "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Daryl Kublius Jr. Superintendent Cloverleaf Local School District