### Budget

**Evergreen Local (047050) - Fulton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (237)**

**U.S.A.S. Fund #:**

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

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**Adjusted Allocation:** 0.00

**Remaining:** -473,000.00
Applications 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:** Evergreen Going Green

2. **Executive summary:**

   Our project proposal is to purchase a propane fueling station and five propane buses in order to reduce our transportation costs and reallocate cost savings into the classroom in the form of technology. Our district is 132 square miles and all students ride a bus to and from school, or they are transported by private vehicle. Having financial support to undertake this project will allow us to sustain our efforts to replace our fleet of diesel buses that cost more to operate and emit more toxic fumes than propane buses.

   - **1000 3. Total Students Impacted:**

4. **Lead applicant primary contact:**

   - **First Name, Last Name of contact for lead applicant:** Jim Wyse
   - **Organizational name of lead applicant:** Evergreen Local Schools
   - **Unique Identifier (IRN/Fed Tax ID):** 047050
   - **Address of lead applicant:** 14544 County Road 6
   - **Phone Number of lead applicant:** 4196443521
   - **Email Address of lead applicant:** jwyse@evgvikings.org

5. **Secondary applicant contact:**

   - **First Name, Last Name of contact for secondary applicant:** N/A
   - **Organizational name of secondary applicant:** N/A
   - **Unique Identifier (IRN/Fed Tax ID):** N/A
   - **Address of secondary applicant:** N/A
   - **Phone number of secondary applicant:** N/A
   - **Email address of secondary applicant:** N/A

6. **List other participating entities by name:**

   - **Address of lead applicant:** N/A

7. **Partnership and consortia agreements and letters of support:**

   - **Letters of support for districts in academic or fiscal distress only:** N/A
   - **If a partnership or consortium will be established:** N/A

8. **Please 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.**

   The core team that will be responsible to manage and oversee the grant proposal is the Superintendent, Treasurer, Transportation Coordinator, Assistant Transportation Coordinator, Director of Technology, Technology Coordinator, Building Principals, and Teacher Leaders. Our core team has experience in transporting and educating students, and we are committed to using the Straight A Grant to create a means to reduce transportation expenditures not only in the first year of the project, but to make the cost reductions sustainable well into the foreseeable future. With our cost savings in transportation, we will earmark those savings to be spent on classroom technology. With each passing year of this project, our cost savings will grow allowing more money to be spent on classroom technology, with the goal to improve student achievement with the continual infusion of new technology and/or digital programming.

### 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 research-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.**

    The problem confronting our District is the cost of transporting students to and from school. Our District is 131 square miles and all students are transported by bus or private vehicle. For a small rural school district, our fleet of 31 diesel school buses takes a significant amount of funding compared to school districts of similar size. We rank in the upper 12% of the districts in the state in the amount of square miles within our school borders, and third in size for our region. This innovative grant will allow us to purchase a propane fueling station and to begin the process of replacing our diesel buses with less costly to operate propane buses. Not only will this grant be sustainable, with every diesel bus we replace with a propane bus our savings in transportation will continue to grow, allowing more money to be reallocated to classroom spending. With additional funds available to place into the classroom, we plan to purchase up-to-date electronic devices or programming for our teachers and students. Although difficult to quantify, we believe most students are digital learners and that technological devices placed into their hands (computers, iPads, Chromebooks, Student Response Systems, SmartBoards, etc.) help motivate them to learn. New or difficult common core concepts becomes easier to grasp for most students when using technology devices that successfully connect students to learning goals and activities. Additional benefits from transporting students to and from school with propane buses are: (1) Much more environmentally friendly than diesel. (2) Less toxic fumes for students and drivers will greatly enhance the health of students and drivers alike, leading to improved job performance, attendance, and student achievement.

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.**

    The District will meet the goals described above through the purchase of a propane fueling station, five propane buses, and will provide training for bus drivers and mechanics. The savings realized from this changeover from diesel to propane will be earmarked for the purchase of classroom technology and digital programming. The District will commit to the purchase of additional propane buses with the goal of replacing the majority of our diesel fleet. This initiative will provide cost savings that will be used for classroom technology, digital curriculum or programming, is beneficial to the environment, and will create a healthier atmosphere for students, staff members, and visitors alike.

### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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**Application**

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

The main changes will be in the operation and fueling of our bus fleet. Our bus drivers, since we are spread out over 131 square miles, park their bus on their personal property during the school year currently we pay each driver $120 an electrical reimbursement fee for plugging their diesel bus into their personal electrical outlet. This drain on natural and our financial resources will be eliminated since propane buses do not need to be plugged in during cold weather in order to start. Idle time will also be reduced, contributing to cleaner air and a reduction in the cost of fuel during idle times. Bus drivers will be trained to fuel buses with propane, making propane cost effective and very safe. The other main changes will occur in the instructional setting. With more funds allocated into the classroom for technology, our younger students will have more devices to use to reach and master individual learning goals. With each year, an increase in funding for technology purchases will be realized and students will be encouraged to learn more independently using advances in technology and electronic programming to instruct and monitor progress. Instructors will develop more blended and flipped classroom lessons that are designed to engage our digital learners and improve academic performance.
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.

A nearby school district recently replaced three diesel buses with propane, and they installed a propane fueling station. Their experience over the past two years has supported the research we have gathered on the long-term cost savings of transporting students with propane buses and a break even point of 4.15 years. Rouach CleanTech provided the research needed to calculate the net vehicle cost savings our district should realize by taking Rouach's gross vehicle lifetime operational savings of $34,355 plus adding our savings on electricity of $1,800, to increase the Gross Vehicle Lifetime Savings of $36,155. Our break even point of 4.15 years is calculated by dividing 36,155 by 15 years which calculates to $2410, and then taking the extra cost of $10,000 divided by $2410 to get to our break even point. A research brief, titled "Technology and Student Achievement: The Indelible Link" conducted by the International Science for Technology in Education (ISTE) in 2008 concluded that: "Given the overwhelming body of evidence showing an impact of the integration of technology into instruction on achievement and the acquisition of 21st century skills, it is clear that investing time and resources in education technology initiatives is paramount in local, state, and federal policy. ISTE urges its members, fellow practitioners and researchers, and policy makers to consider the long-term value of education technology and to enact policies and implement instructional strategies that use technology appropriately and prepare American students for the world they will face beyond school." Our District's goal, with the cost-savings realized with this innovative project, is to support the efforts in the classroom to use technology appropriately and to prepare our students for competitive skills in this new and exciting digital age. Research findings from the brief demonstrate that technology is having a positive impact on increasing student achievement through test scores, and that technology integration in daily instruction is having a strong positive effect on student achievement among all grade levels, preparing students with the foundation necessary to compete in a 21st century global society. Although the health benefits associated with using propane buses instead of diesel are difficult to quantify, a report (January 2001 by the Nation Resources Defense Council) states that, "The harmful health effects of diesel exhaust have been studied and well documented for decades. In recent years, an increasing number of health authorities have recognized the cancer-causing effects of diesel exhaust, including the U.S. Environmental Protection Agency (EPA) and the state of California. Aside from its cancer-causing properties, diesel exhaust is also known to be a major source of fine particles, which can lodge deep in the lungs and exacerbate asthma, a condition most prevalent among children. In addition, smog-forming oxides of nitrogen, or "NOx," which are also emitted from diesel engines in mass quantities, have recently been linked to decreased lung function growth in children. Indeed, children are generally more susceptible than adults to the negative health effects of air pollution. . . "

21. Is this project able to be replicated in other districts in Ohio?
   - Yes
   - No

22. If so, how?

Most districts in the state of Ohio operate diesel buses and would realize cost savings by replacing diesel buses with propane buses. Once a fueling station is in place and extra money is spent on the purchase of propane buses, the annual cost savings of each bus will provide future cost savings and provide a break-even point, which is approximately 6 years. Of course one factor in determining a break even point is the amount of mileage a particular bus drives each year. The mileage helps to determine feasibility and the amount of time it takes to pay for the extra cost to purchase a propane bus. However, historically each year the cost difference between a propane and diesel bus has been reduced, making the purchase of propane more feasible even for those buses that drive limited miles per year. Savings in transportation can be realized and those savings allocated into the classroom, making the participating districts better stewards of our environment and helping our nation become less dependent on foreign oil.

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

By allocating and setting aside our annual cost savings to purchase electronic learning devices and/or software, our students will be provided with the latest technology to impact their learning in a most positive way. This creates a lasting and substantial value on our students, providing them with up-to-date technology tools for learning. Other secondary, but important benefits of this initiative is an immediate improvement in the environment and health of our students and staff members. With little idle time and fewer emissions, propane buses have a negligible harmful impact upon the environment. Using propane fuel also provides us with a means to reduce our nation’s dependency on foreign oil, since propane can be derived from a number of different fuels sources. The multiple sources to manufacture propane helps keep its cost low and competitive with different types of fuels, especially diesel. Historically propane has been one of the lowest cost fuels available to power school buses, but its reliability as a fuel for school buses has been suspect. With recent improvements in design, almost all former drawbacks of using propane to fuel school buses have been eliminated.

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 easily benchmarked.

The annual savings of $102,050 is the first and most important benchmark to measure the success of this project. The second benchmark will be measuring the improvement in student performance using test data to determine the grade levels and subject areas to use our savings in the purchase of classroom technology and digital curriculum. Primary students in kindergarten through grade three that are below benchmark in reading will be our first priority in providing them with the technology and software designed to individualize instruction and to help each student progress in reading, with the ultimate goal to exceed benchmark on the 3rd grade reading assessment. Each year the cost savings will continue to grow when we replace diesel buses with propane buses, and the additional funds will be allocated to provide for the needs of our struggling readers. Once our students who struggle in reading have their needs met, our students beyond grade three, as well as those students experiencing difficulty in mastering math skills and concepts will be provided with new electronic learning devices and/or digital curriculum to help each student make adequate progress.

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 program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

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* Jim Wyse Superintendent of Evergreen Local Schools 10/25/2013