<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>50,000.00</td>
<td>100,000.00</td>
<td>67,500.00</td>
<td>0.00</td>
<td>217,500.00</td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Prof Development</td>
<td>27,300.00</td>
<td>5,700.00</td>
<td>70,000.00</td>
<td>60,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>163,000.00</td>
<td></td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>1,245,000.00</td>
<td>166,180.00</td>
<td>100,000.00</td>
<td>0.00</td>
<td>1,511,180.00</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27,300.00</td>
<td>5,700.00</td>
<td>1,365,000.00</td>
<td>326,180.00</td>
<td>167,500.00</td>
<td>0.00</td>
<td>1,891,680.00</td>
<td></td>
</tr>
</tbody>
</table>

**Adjusted Allocation:** 0.00

**Remaining:** -1,891,680.00
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: Renew Blue

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.

B) PROJECT DESCRIPTION

3. Summary of Project:

This proposal describes a unique approach to fiscal reductions as well as a powerful opportunity to authentically increase our student literacy in energy, conservation and sustainability while using the program infrastructure to facilitate experiential learning of existing core requirements. This proposal will substantially impact the overall district budget for the five years (over two million dollars in savings) with savings continuing beyond the grant term. In addition, the activities associated with this proposal will impact the student population (over 3,000), as well as faculty and parent community in both future and student achievement.

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

- First Name, Last Name of contact for lead applicant: Robert A. Lee, Ph.D.
- Organizational name of lead applicant: Kenton Local Schools
- Unique Identifier (IRN/Fed Tax ID): 047191
- Address of lead applicant: 17419 Snyder Road
- Phone Number of lead applicant: 4405439877
- Email Address of lead applicant: Bob.Lee@kenstonlocal.org

5. Secondary applicant contact - Provide the following information, if applicable:

- First Name, Last Name of contact for secondary applicant: Nancy R. Santilli
- Organizational name of secondary applicant: Kenton Local Schools
- Unique Identifier (IRN/Fed Tax ID): 047191
- Address of secondary applicant: 17419 Snyder Road
- Phone number of secondary applicant: 4405433057
- Email address of secondary applicant: Nancy.Santilli@kenstonlocal.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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

- Organization Name: Heights Area Special Rescue Team
- Address: 17419 Snyder Road
- Phone Number: 4405433057
- Email Address: Nancy.Santilli@kenstonlocal.org

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

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.

Kenston has been awarded a National Green Ribbon School, a National Blue Ribbon School, with 12 years of "Excellent" ratings by the Ohio Department of Education, successfully implemented over $3,000,000 of grant driven programs over the last 5 years and received recognition for Achievement for Excellence in Financial Reporting awards from the Auditor of State. The same team that developed our green grant has been involved in the development of this proposal. We have worked closely over the past two years with the Ohio Department of Education for fiscal guidance and the ONET Innovation Specialist for implementation assistance through site visits and ongoing communication. We also worked in collaboration with the Ohio Legislature, the Cleveland Foundation, The US Department of Energy, Kilowatts for Education and The Ohio Department of Energy to secure funding of $2,000,000 to support our innovative efforts in the area of sustainable energy. Further, throughout these initiatives, the district has partnered with the Kilowatts for Education consortium, sponsored by The Renaissance Group, an entity with a strong track record in bringing similar financially and programmatically viable projects to fruition. Kilowatts For Education (kW4Ed) allows real-time data and resource sharing between member sites for lesson enhancement and hard science. It has both user friendly interactive public web access and a research quality virtual server based data management and archive system where educators, students and researchers alike individually or in collaboration can access and engage with real world data streams. The approach of the system also lends itself to replication in other content areas by design, all increasing long-term viability and lowering long-term costs. The kW4Ed systems has already demonstrated success in data and other programmatic sharing across the three charter districts (Kenston, Archbold and Pettisville), as well as the other charter members (Cuyahoga County, Geauga County, Lake Metroparks Farmpark and Case Western Reserve University). Auburn Career Center is a Regional Vocational School serving Lake and Geauga County students and residents with existing renewable energy and sustainable building programs. Parker Hannifin is a multi-billion dollar company headquartered in Northeast Ohio with strong experience in the wind energy supply chain and commitment to the school as clearly demonstrated by their offer to donate $721,000 of the $800,000 needed to acquire the program's wind turbine. Regional First Responders (including: Bainbridge Fire Department, Heights Area Special Rescue Team, Hillcrest Technical Rescue Team) is responsible for the regions high elevation rescues for the local training of existing and future rescue personnel. They will bring expertise, equipment and program coordination directly linked to regional related career needs as they utilize the facility for this highly needed training at a local level. Cleveland State University is a Regional and State leader in education serving more than 17,000 students through eight colleges and more than 200 academic programs including curriculum and teacher development have committed to authoring our curriculum development. MC2 STEM High School is a part of Cleveland Schools and leaders in STEM education development and practice, "programming that turns scientific theory into reality". Sideox is an international leader providing maintenance and related services including sustainability, energy conservation and efficiency initiatives implementation will provide energy audits, sustainability program implementation support and LED lighting program coordination. Science Olympiad are national leaders in science competition and networking. Kenston has a long history of success with student participation and recognition with this program. A new category of green problem-solving has been included as a pilot event in conjunction with the Kenston SD.

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 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:

Leveraging our existing programs and successes, we want to benefit again from the synergy we have created between capital investment related savings and explicit curriculum to provide real-world meaning to student experiences while lowering operational costs. Our proposal reflects our continued leadership, vision and commitment and includes over $2,090,000 of projected savings from the following innovative initiatives: 1. Leveraging our existing wind project success and in partnership with Parker Hannifin, the donation of a 600KW turbine has been negotiated ($721,000 donation match pending award
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 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.

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

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.

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

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

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 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 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.

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

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.

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

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 wind turbine requested in this proposal is a one-time fixed cost for purchasing the wind turbine. Having this cost with this process previously allows for realistic planning and sustainability. Specifically, economic...
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 entities.)

* Proposal Timeline Dates

* Narrative explanation

Wind Turbine: Is an expedited process as the turbine is immediately available, existing pre-setting of the project with local regulatory agencies and due to the team's previous successful experience implementing the District's and other partners' existing wind and solar projects. Location feasibility and initial engineering have already been completed. Key benchmarks will include finalizing engineering, confirmation of turbine refurbishment, obtaining final permitting, and creation of bid documents. Most of the planning work is already complete, in progress or in template form from previous projects. Grid connection on track by no less than 30 days or in progress. This frequency will increase as needed in key phases if or if issues arise. Further, to increase efficiency, all related documents will be maintained and updated through an already proven on-line file system. Kilowatts For Education Resource Enhancement: Building on the existing kW4Ed BETA websites and resources, the team will evaluate and develop new steps based directly on team and program needs. Key benchmarks will be enhancement of the sites' curriculum resources in collaboration with Cleveland State, enhancement of educator access and polling of specific data streams and enhancement of member site data stream comparison tools. Major pitfalls could be coordination of partners needs/desires and schedule slip. Biweekly meetings, online-file-folder use and coordination services will keep the project on track. Curriculum: Plans for curriculum enhancements will begin immediately after grant award announcement. A curriculum team with representatives from various grade levels, and buildings, will be convened. Lead coordinating this is the assignment of initial tasks to the Music and Science Departments to prepare the fleet with district committee chairs to plan for the curriculum development process. Current Ohio and Common Core Learning standards will provide the framework for the renewable energy connections. Efforts will be made to evaluate curriculum activities across multiple content areas using STEM, STEAM or PBL strategies in lesson development. Ongoing meetings, using professional release time will allow team members to complete this task in early spring. Previous investments in curriculum materials and availability of the Kilowatts for Education Resource and others will minimize the need to purchase and purchase additional materials. The Assistant Superintendent will be responsible for the completion of this component of the grant proposal. Auburn Career Center will reassign one full time teacher to Kenston Middle School to teach 7th grade students a nine-week course on renewable energy resources, concepts, practices and careers. Planning for this course will begin in December 2014 using professional release time and consultation with Auburn Career Center, the MC2 School. The development of this course will be assigned to the curriculum team, with additional guidance from the Assistant Superintendent and the Middle School administrator. The development of a freshmen-level Science requirement, Renewable Energy, will be created for implementation beginning August 2014. This online course will be purchased and personnel assignments will be adjusted accordingly. The high school administrator and the core curriculum committee will research online courses and make a recommendation to the Assistant Superintendent by May 2014. LED retrofits planning already complete. Some project components may move into the implementation phase in advance of the listed planning end date. In general, all components will be expended through all processes at the quickest pace possible regardless of listed end dates. This will further increase flexibility and resource availability if an issue should arise in a particular area.

Implement (MM/DD/YYYY): 2/13/8-31/14

* Narrative explanation

Wind Turbine This phase will include bids posting and awards through actual construction and commissioning broken down into four main categories: equipment preparation, site and foundation work, electrical interconnection and installation and commissioning, all of which except installation and commissioning will commence immediately upon award. Turbine Installation will occur in June/August during school recess. The major potential pitfalls will be schedule slip, competitive bid response and contractor performance. The already existing equipment and the prior experience of the team will be a major assets in this phase. Bid requirements, contracts and monitoring methods for construction will follow board established procedures and previously proven models. Advanced advertising and pre-bid meetings will be used to maximize bidder response. Although not mandated, the bid documents will encourage a single contractor for the construction work to facilitate trades coordination, efficiency and accountability. Contract integrated master schedules will drive and coordinate participants. Team meetings will be increased to weekly to address the key components of this phase and The Renaissance Group will directly monitor all field work and awards for progress and quality. Opportunities for student and partner involvement will be offered throughout. Kilowatts For Education Resource Enhancement: The general approach for implementation will be test enhancements on a single site replication to the full resources on team acceptance and program goal compliance. Due to the modularity of the infrastructure, the resources, modifications and optimizations can be accommodated relatively easily and quickly as they are tested with educators and students. A major advantage of the program is the team's prior experience with the resource and its associated tools. The major pitfalls will likely be timely testing of tools and implementation. Biweekly meetings, online-file-folder use and the resource tool infrastructure itself will keep the project on track. Curriculum implementation: All curriculum components of the grant can be addressed immediately in a planning process. Renewable energy resources and the curriculum will be ready for teacher/classroom access by March of 2014. New lessons using STEM pedagogy will be added to the pacing guides as they are developed. Course descriptions with pacing guidelines for the Middle School course will be ready for full implementation in August 2014. The curriculum will be available to freshmen students in August 2014. As part of a broader vision and related activities for technology expansion we will prepare our students for using technology as a tool for learning, course assessment and completion. Parallel instruction use of course books for this course will be offered of the district's Technology Integration Specialist beginning in the spring of 2014. LED retrofits to be complete immediately upon award. The Superintendent, the Treasurer, The Renaissance Group, Cleveland State University, MC2, Sodexo, other awarded Contractors, and the Kenston Board of Education will be directly responsible and accountable for completion as appropriate for their related particular project components.

Summative evaluation (MM/DD/YYYY): 9/1/14-9/30/14

* Narrative explanation

Although evaluations will continue well beyond the above dates, this date period will be used as a major benchmark evaluation for grant reporting and project forecasting purposes. All other grant reporting requirements and recommendations will be met. Wind Turbine: The summative evaluation for the construction phase will occur during the project's commissioning phase immediately following installation (summer 2014). The Renaissance Group in conjunction with a commissioning agent will primarily be responsible for the technical and quality confirmation of the project. Evaluation will continue through the entire life of the project through quarterly confirmation of power production and utility savings. Kilowatts For Education Resource Enhancement: Although evaluation and documentation will be ongoing by program and infrastructure design, formal team program reviews will occur on a quarterly basis. Quantifiable results will be gathered in the following key areas: Educator and students program interface counts, core curriculum integration, knowledge gains and retention and partner access and replication. Conservation practices planning: Existing student, faculty and maintenance teams already work closely together to maintain and expand our conservation practices, including recycling programs, electrical power monitoring and examining office processes. Documentation is maintained on hard copy documents. Planning for additional ways the Kenston community can be more responsive to our clean energy vision is an ongoing process. Student Councils, Envirothon club, Science teachers, teacher volunteer committees in the various buildings problem-solve ways to accomplish this in our daily behaviors. Planning for the introduction of LED lighting, and ultimately designate one of the elementary schools as an LED building, can begin upon notification of an award grant. The program evaluation itself will be used as a teachable moment through these entities and verified by the treasurer.

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

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

Staff and student achievement, engagement, collaboration, real world relevance of pursuits and continued growth are core beliefs for our schools. The grant driven initiatives will enhance our existing programs and continue our district on these paths in the following ways: Increase institutional, curricular and resource sharing through programs like the Auburn Career Center teacher partnership, the Kilowatts For Education web sharing and the First Responder career readiness training, and the overall curriculum development and collaboration through the Cleveland State partnership. Both educators and students will increase their virtual resource utilization, learning and assessment literacy through the new virtual course requirement and replicable model creation. Similarly, educators and students alike will increase proficiency in utilizing real world data sets and problems including their integration into interdisciplinary curriculum sets, all driving improved problem solving and cross-discipline application of skills in an ever changing world. Lastly, students and educators will improve their ability to discover and incorporate "the cross-curricular teachable moments" and resources at hand such as, but not limited to, the use of existing campus infrastructures and living laboratories.

The proposed project can be described as a next step enhancement to expand the capacity of an effective program already being implemented. Kenston aspires to provide every student with rigorous and explicit instruction and authentic experiences in the area of energy literacy and its impact on their future consumption, life-long habits, careers and decision-making as citizens. Purchased the first hybrid bus in the state of Ohio to provide a cleaner alternative to the traditional fuel option for school transportation. Pursued and received a federal grant for the installation of a utility scale wind turbine. The
21. Is this project able to be replicated in other Ohio's?

[ ] Yes [ ] No

22. If so, how?

[ ] Yes [ ] No

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

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.

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

26. 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.

27. The project will provide students with innovative and effective learning opportunities creating a culture of innovation. Through student growth prepare students for college and careers in the field.

28. Curriculum Planning and Implementation: Quarterly updates and progress assessment of the curriculum, including online learning courses will be led by the Assistant Superintendent and communicated to the student.

29. The project will assess progress and make quarterly adjustments using professional development and communication with all stakeholders.

30. Quantifiable progress will be verified based on benchmark derived baselines, targeted progress goals and common core achievement.

31. This strategy will be utilized for each of the curriculum components.

32. Renewable Energy Course: Provide students with innovative and effective learning opportunities creating a culture of innovation. Through student growth prepare students for college and careers in the field.