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Adjusted Allocation 0.00
Remaining -4,980,000.00
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: "Smart Fuel for Schools - A Compressed Natural Gas (CNG) Solution"

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.

This CNG Solution was developed to provide sustainable spending reductions for schools by utilizing significant fuel savings, thereby allowing increased economic efficiency and resources to be diverted for the educational program(s) that will directly impact and facilitate enhanced student achievement. The CNG Solution is unique, replicable, and will generate significant fuel savings, build scalable infrastructure, and attract additional public and private revenue streams that will make the program sustainable and fund expansion. Grant resources will fund CNG buses, fueling stations, and vocational curriculum development that will support the maintenance and repairs for new CNG vehicles.

5063 Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, Last Name of contact for lead applicant: Laura, Kagy
Organizational name of lead applicant: Seneca East Local Schools
Unique Identifier (IRN/Fed Tax ID): IRN #044891
Address of lead applicant: 13343 East US Highway 224 Attica, OH 44807
Phone Number of lead applicant: 4194267041
Email Address of lead applicant: lkagy@se-tigers.com

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: Don, Coleta
Organizational name of secondary applicant: Tiffin City Schools
Unique Identifier (IRN/Fed Tax ID): IRN #044891
Address of secondary applicant: 244 S. Monroe Street Tiffin, OH 44883
Phone number of secondary applicant: 4194472515
Email address of secondary applicant: don_coleta@tiffincityschools.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.

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 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.

Upload Grant Application Attachment.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.

This application is written as a partnership/consortium. Each entity holds responsibilities for various aspects of the application. Seneca East Local Schools, Tiffin City Schools and the Seneca County Board of Developmental Disabilities are progressive districts committed to a more economically efficient means of transportation. These entities are proximate in location and have demonstrated innovative strategies with the construction and remodeling of buildings, redesigning insurance plans, curriculum development, and technology innovations. By partnering in this grant, these districts would experience significant reduction in transportation costs and thus will devote more resources for improving student achievement. Vanguard-Sentinel Career Center prepares students for 21st century jobs by training them in specific skill sets. The Automotive Technology programs at Vanguard teach students the knowledge they need to be certified to work in the field. Under our CNG Solution, programs would be expanded to include CNG specific preventive repairs, maintenance and certification to allow students access to real life applications and career opportunities. Vanguard-Sentinel meets community needs by providing work force development to train workforce that is aligned with an emerging market. Vanguard has an outstanding track record of providing innovative alternative energy programs. In collaboration with a local business, Crown Battery, the school recently completed a project that converted a regular gasoline powered truck to an electrical vehicle. Vanguard also replaced an outdated diesel sodium-chloride battery generator with a more fuel efficient natural gas generator. The NOCESC is a shared service provider and has extensive expertise and experience in developing programs and services that its educational partners cannot individually fund. The NOCESC has proven its ability to provide effective and efficient management capacity by currently managing 46 grants and maintaining a $44 million blended budget and serves 53 Ohio schools. The leadership of the NOCESC, the North Central Ohio Regional Council of Government (NORCog) was formed to pursue collaborative and economically efficient projects. The NOCESC and NORCog developed a business relationship with Public Performance Partners (P3). P3 is a non-profit organization that brings together subject matter experts promoting shared services among school districts, counties, cities, townships, and institutions of higher learning to plan and execute collaborative cost-saving strategies. Through a competitive request for proposal (RFP), process, extensive research, interviews and meetings, Brewer-Garrett was chosen by the NORCog to be a "preferred vendor" for several projects. Brewer-Garrett is a 54 year old design build firm that has provided energy solutions to Ohio’s schools with a proven track record of utilizing technologies that seek innovative ways to save significant energy dollars. Their work with the NOCESC, NORCog and P3, plus their in-house expertise in energy saving programs, design-build, and construction management make them a logical choice for the CNG project. As a single source engineering firm with design, estimation, construction, and implementation Brewer-Garrett has the technical expertise and project management skills to ensure proven success. Brewer-Garrett is the leading Energy Service Company in Ohio’s K-12 market and is one of 9 approved commissioning agents for K-12 new construction. Most importantly, NOCESC, NORCog, P3, and Brewer-Garrett, wrote and were approved for a $100,000 Local Government Innovation Fund (LGIF) grant for a feasibility study for entities to apply CNG as an alternate fuel source for transportation. The knowledge gained through our CNG-LGIF study confirms the logic and rigor of our Straight A Fund project request.

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.

A significant financial current projects currently invest where existing school district investments have not increased to accommodate dramatically rising diesel and gasoline fuel costs. Essentially, money for education programs is being squeezed for transport fuel costs. School districts have to adjust their budgets to allow for this increase at the cost of other important educational needs. Our partnership application will demonstrate a compelling argument that by changing the typical fuel sources for buses to CNG, expenditure will be reduced and those reductions will be sustained. The partners listed in this application have a unique and replicable model to transition school bus fleets to CNG. Equally as important, The CNG Solution includes an integrated training component that will afford students in grades 12 to 2-year college degrees and apprenticeship opportunities needed for personal career development in a relatively untapped CNG fuel market. Our CNG project provides a solution to this problem by implementing these major objectives: Purchase CNG buses in accordance with each partner’s Board-approved replacement schedule. Install needed infrastructure (fueling, fuel capacity) and fill stations. Implement an accounting and maintenance program to track funds, fuel savings, and other budgetary reports and needs. Implement a project-based CNG curriculum in the vocational school setting to meet the training, certification, and apprenticeship needs outlined above. Our project will be replicated and expanded for partner participation. How the partnership will engage students in a specialized curriculum that will provide training and certification for the emerging of specialized CNG repair and maintenance of vehicles. How sharing services with partners will reduce cost for preventive maintenance of fleet assets. How the savings realized from fuel and fuel cost reductions will be immediately advantageous and shown sustained yearly cost savings will be before the forecasted five years. How the cost savings will be applied to the classrooms in the participating districts.

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.

- Student Achievement. There is a definite correlation between the sustainability of this grant and improving student achievement. Significant reductions in transportation costs for partnering districts, resulting from the proposed project, will enable additional dollars to be allocated to core educational programs and services. This increased resource sharing will allow educators to think “out of the box” and create new opportunities for students that otherwise may be unattainable. With new revenue, teachers will be able to create new opportunities and strategies for their students in a relatively untapped CNG fuel market.

- Utilization of greater share of resources in the classroom. The increased savings will be used toward new and improved educational programs and services. These increased savings will benefit students in the classroom. This data will show accountability by demonstrating utilization of a greater share of resources in the classroom. These increased savings will be used toward new and improved educational programs and services. The savings are being used toward new and improved educational programs and services.

- Sustainability Fund: $0.20 per gallon

- Alternative Fuel Excise Tax Incentive: $0.10 per gallon

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

- 4,980,000.00 Total project cost

- 90% Specific amount of new/recurring cost (annual cost after project is implemented)

b. Upload the Strategic F blueprint filename including the expected costs to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecast contributed by each partner 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?

- $4,980,000

- $0.00 Specific amount of new/recurring cost (annual cost after project is implemented)

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.

- $0.00 Specific amount of new/recurring cost (annual cost after project is implemented)

- $0.00 Narrative explanation/rationale: 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.)

- $0.00 There are no new or recurring costs to this project because it is inherently self-sustaining. The best way to address this issue is by using the cost per gallon equivalent (GGE) or diesel gallon equivalent (DGE) pumped at the new fuel stations. There will be operation and maintenance costs for the fueling stations for the new fuel stations. If there are new/recurring costs, please explain why.

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

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

- 4,980,000.00 Total project cost

- 90% Specific amount of new/recurring cost (annual cost after project is implemented)

b. Upload the Strategic F blueprint filename including the expected costs to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecast contributed by each partner 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?

- $4,980,000

- $0.00 Specific amount of new/recurring cost (annual cost after project is implemented)

- $0.00 Narrative explanation/rationale: 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.)

- $0.00 There are no new or recurring costs to this project because it is inherently self-sustaining. The best way to address this issue is by using the cost per gallon equivalent (GGE) or diesel gallon equivalent (DGE) pumped at the new fuel stations. There will be operation and maintenance costs for the new fuel stations. If there are new/recurring costs, please explain why.

- $0.00 Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

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.

- $0.00 Specific amount of new/recurring cost (annual cost after project is implemented)

- $0.00 Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

16. There are expected savings that may result from the implementation of the innovative project?

- $232,000.00 Specific amount of expected savings (annual)

- $232,000.00 Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The savings will come to the schools in the form of capital cost avoidance of buying new school buses and fuel savings. The price of a new diesel bus is estimated to be $90,000. That cost is multiplied by the amount of gallons of fuel that will be saved over a 5-year period. For the amount of fuel that will be saved over a 5-year period is 10 buses. 10 buses will be initially purchased. The total cost avoidance is $900,000. Over the 5 year period, that amount comes out to $180,000 savings per year. Current fuel costs for diesel fuel in the past school year are $3.90 per gallon. So, the cost of a new diesel bus is estimated to be $3,900 per hour. The project is estimated to save $12,200 per hour for the price of $3 per gallon of fuel. The fuel savings calculated for the miles traveled for the respective districts, partners will save $19,511 per year with the new natural gas powered buses. That is a savings of $26,955 realized from the flyover 5 year period and will continue to accumulate for the entire life of the buses. According to the U.S Energy Information Administration, the projected cost of diesel and natural gas should rise consistently parallel and partners can reasonably expect to see savings stay consistent. Based on current fuel prices, if CNG, they will realize up to $160,000 per year in additional fuel savings. To help partner the fleet migration to natural gas powered buses, this project will create a sustainability framework. Here is a breakdown of the costs partners will pay for a DGE of fuel: Natural gas: $7.80 per gallon: $0.10 Maintenance/Repair: $0.40 Sustainability Fund: $0.20 Administration and Operation: $0.15 Alternative Fuel Excise Tax Incentive: $0.50 Total: $11.02 This is the breakdown for private entities using the public fueling station: Natural gas: $7.80 per gallon: $0.10 Maintenance/Repair: $0.40 Sustainability Fund: $0.20 Administration and Operation: $0.15 Alternative Fuel Excise Tax Incentive: $0.50 Total: $11.02
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 implementation for timeline 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 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

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<td>Narrative explanation</td>
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Receive award letter. An immediate initial meeting of partners will be held to discuss implementation procedures and guidelines and will then have monthly project update meetings. Land will be purchased. Project manager will be selected. Detailed fueling station plans will be finalized using data generated from the completed LGIF-CNG study. Final engineering and design will be completed. Specifications will be sent to vendors to bid on the respective infrastructure portion of the project. For the CNG buses, the schools' transportation directors will specify bids and subsequently purchase CNG buses. For this mobilization period, potential barriers might include timely site acquisition, pricing, construction permitting and approval, new account management protocols with the tax company, and an agreement on bus requirements that are consistent with the proposed budget.

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Bid packages will be opened for equipment and materials. All required equipment will be ordered. All permits and licenses will be secured. Construction begins on the fueling stations. Extensive marketing campaign and advertising of public fueling station will begin to local community stakeholders, schools, parents and businesses. Informational meetings will be held about the safety and the fuel efficiency of the CNG vehicles and respective school buses and community stakeholders. Completed construction of fueling stations will be completed by August 2014. Challenges in the implementation phase might include response time for permits, timely site control, coordination of the bus procurement process among the participating districts, execution of an extensive expanded marketing campaign to attract additional public/private customers, routing and bell time coordination driven by the new logistics, integration of a collaborative maintenance agreement.

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Scheduled quarterly partnership meeting will be held with project partners. The partnership will monitor and manage of the fueling stations by collecting information on the amount of fuel pumped by each entity. The partnership will monitor and manage of the fueling stations by using the stations utility bills for the fuel billing of the partners. The partnership will monitor and manage of the fueling stations by using the stations utility bills for the fuel billing of the partners. Through this monitoring, the partners will know exactly how much money each partner spends on fuel. From this information, the partner can assess what each entity would have spent on diesel had the project not been implemented and calculates the cost avoidance savings. A yearly snapshot of the overall savings will be generated using average fuel prices from the Department of Energy. Please note that the fuel surcharge will cover administrative, maintenance and other operational costs, as well as, seeding a revolving grant fund that future school district customers may utilize to buy down the cost of CNG equipped buses.

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

Implementation of our CNG Solution will provide direct changes to both the instructional and organization practices of the partnering districts. With increased revenue created by the savings using CNG-fueled buses, a separate line item will be created in districts' Operating Budget, showing the amount of those savings and specifying how those savings were expended in new and creative ways. Whether this is new revenue from selling materials at the district store, additional professional development days for teachers and administrators, increased staffing levels, or other instructional and organizational changes, the partnering districts will find ways to support the instructional and organizational changes with CNG Solutions. This will have a profound impact on student achievement. By way of example, the goals of “impact on student achievement” and “utilization of a greater share of resources in the classroom” are confirmed by the Lee's Summit R-7 School District, who said, “It has been an extremely positive effect on the partnering districts’ school leaders and school-community residents, so that attitudes toward future shared resource projects and cooperative efforts among districts will improve and increase significantly.

Additionally, this group may study the impact that the cost avoidance proposed in the CNG Solutions project have on the culture of the school and staff. These will be several key organizational changes we can take advantage of:

1. Financially motivated teachers and staff will be able to spend more time professional development opportunities for teachers and building administrators, two of the primary goals of the project.

2. New investments in program improvements will be made. We obviously believe the cost saving results, the increases in the resources going to the classrooms, and the improvements in student achievement will have an extremely positive effect on the partnering districts’ school leaders and school-community residents, so that attitudes toward future shared resource projects and cooperative efforts among districts will improve and increase significantly.

3. These will be several key organizational changes we can take advantage of:

4. Financially motivated teachers and staff will be able to spend more time professional development opportunities for teachers and building administrators, two of the primary goals of the project.

5. New investments in program improvements will be made. We obviously believe the cost saving results, the increases in the resources going to the classrooms, and the improvements in student achievement will have an extremely positive effect on the partnering districts’ school leaders and school-community residents, so that attitudes toward future shared resource projects and cooperative efforts among districts will improve and increase significantly.

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.

From Marinette, Wisconsin, more than 149 school districts are using compressed natural gas vehicles (CNG) in their fleets every day. This number will increase as these districts build on their successes and new ones join the trend. Unfortunately, schools in Ohio have only minimally started to explore this option. In the NOCOESC service area (eight counties), the discussions and study of the conversion of fleets of vehicles to CNG has been an ongoing, widely known topic that has been discussed in many forums in our community for over two years. This created a reasonable rationale for seeking the $100,000 LGIF-CNG grant. By being approved for this outside funding source, we attempted to determine whether a specific need existed in the Seneca County area for both private and public conversions and/or purchase of new buses, trucks, and any other vehicles that would allow both private and public entities to make a transition to an alternate, less expensive fuel source. Through our meetings with several collaborative partners, including school districts, business partners, the NCOESC, NCOCog, and members of the Tiffin Chamber of Commerce, there was a resounding show of interest in the exploration of CNG and the financial impact this fuel source might have on both on public and private entities. Through this work, a logical forum and segue was created for this application and for the "CNG Solution." From the completed research, we believe that our anticipated results will have an economically and scientifically proven basis for meeting the three STRATA A fund goals. The goal of "reduction in the five year forecast" is self-evident. By providing CNG buses, this grant will immediately impact the large ticket transportation items, such as buses and fuel, listed in the five-year forecast and cause a reduction in the costs for the schools. By way of example, the goals of "impact on student achievement" and "utilization of a greater share of resources in the classroom" are confirmed by the Lee’s Summit R-7 School District in Missouri, that initiated a unique program that uses CNG resources to generate funds for technology infrastructure to help students succeed. The program, which includes the nation’s largest school bus transition to compressed natural gas, also benefits the environment and saves dollars for taxpayers. With the ever changing and expanding role of technology in the schools, these savings could be used for comprehensive technology upgrades to include creating secure, robust and reliable networks. These improved networks will have the capacity necessary to support the growing demand for technology within the classroom curriculum to further benefit student learning. Technology infrastructure is especially vital as teachers and students use more and more digital devices in day-to-day classroom lessons, school-wide projects and extra-curricular activities. Additionally for the "Impact on student achievement" goal, schools that participate in this project will set aside the realized savings with a dedication for any item thereby directly demonstrating the percentage of school funding that goes to classrooms, as opposed to spending the funds on salaries, administration, maintenance, and/or facilities. Researchers Larry V. Hedges and Rob Greenwald analyzed whether or not educational expenditures are correlated with student performance and concluded that increasing per-pupil expenditures have a significant positive impact on student achievement.
The CNG Solution provides a blue print for replication to other district/entities. With our program, required mechanical, electrical and architectural services will be completed. Project management, safety training, bid documentation, engineering prints and drawing will be accessible for districts that will adopt this model. Additionally, the project is scalable so the projected cost avoidance can be readily calculated for such entities. The Vanguard educational component for CNG certification for vocational students can also be replicated with special course outcomes related to the Ohio Content Standards. After a commitment is made by the interested district’s staff, and partners other key personnel will be made available to assist those districts in the planning and implementation of their projects. Additionally, a detailed PowerPoint and/or video will be prepared and made available that shows each step of the project and the actual time lines that were met during the planning and implementation phases of the project. Another advantage of using our CNG project as a model is that any unanticipated concerns which might occur will be shared with the districts along with remedies for the obstacles and other challenges that might occur. Further, as our project progresses, we will have quantifiable data that show actual savings plus real costs that occurred with the program for maintenance of fleets, repairs, fuel station issues and any other concerns.

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

The substantial value and lasting impact of the CNG Solution within the collaborative communities for more than two years and recognize the potential for savings and benefits of CNG over diesel and/or gasoline. For increased sustainability, the CNG infrastructure will allow the larger partnership to lower their upfront costs and apply additional money from the sustainability fund for future CNG vehicles. Eventually, the Straight A collaborative would have a large enough CNG fleet to support the cost of the infrastructure as the larger collaborative increases their CNG fleets over the life of their replacement schedules. As more and more CNG vehicles come online and the sustainability fund grows, it will enable the collaborative to reach out to other districts to fund CNG vehicles. At this point the business cycle comes full circle and begins again, creating replication in savings and maintaining sustainability.

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 terms of the project and the associated agreements between the districts and their partners establishes the criteria of expectations for this grant application. A) Goal one - Student Achievement New learning incentives and career opportunities for students Improving the current uncertain funding climate for districts Provide new and unique curricula opportunities for students to enhance learning B) Goal two - reducing expenditures in the five-year forecast? Sustainable fuel savings over gasoline and diesel? Sustainable, long term savings? Reduced maintenance costs? The stability of cost of CNG. C) Goal three - Utilizations of a greater share of resources in the classroom? D) Goal four - Opportunities for shared services among district and potential other public and private partners? E) Dedicated accountable budget line earmarked for classroom resources? The CNG solution will relieve district budget of expensive fuel costs with a relatively quick project payback. Other outcomes from this grant? Abundant supply of CNG in the USA, decreases dependency on foreign oil? A reduction of both our pollutant load and our carbon emissions? Provides an economic development tool for the region? Research with this grant will provide data as to whether or not additional resources earmarked for the classroom changes the culture of the school? This grant will allow a new training site for CNG in Ohio. Right now, it is believed that Ohio has only one site for the CNG training. Furthermore, through the opportunities presented by the LGIF-CNG feasibility study, this project has been well-developed and organized with strategic partners. The partners have studied and discussed the CNG Solution within the collaborative communities for more than two years and recognize the potential for savings and benefits of CNG over diesel and/or gasoline. For increased sustainability, the CNG infrastructure will allow the larger partnership to lower their upfront costs and apply additional money from the sustainability fund for future CNG vehicles. Eventually, the Straight A collaborative would have a large enough CNG fleet to support the cost of the infrastructure as the larger collaborative increases their CNG fleets over the life of their replacement schedules. As more and more CNG vehicles come online and the sustainability fund grows, it will enable the collaborative to reach out to other districts to fund CNG vehicles. At this point the business cycle comes full circle and begins again, creating replication in savings and maintaining sustainability.

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

One key benchmark for student achievement will be the new curriculum that integrates CNG into Vanguard's current Auto Tech program. Graduation rates, testing scores, percentage of students receiving ASE F-1 Certification (CNG), and successful job placements will be monitored and summarized at the end of each year of the five-year project and then totaled at the end of five years to determine one aspect of success in student achievement. This formative assessment at the end of each year, and biennially if needed, will allow detailed analyses and adjustments, including at mid-year points and at mid-project points. The same monitoring, formative assessment, and summary assessment will apply to our second benchmark for student achievement, that is, an annual assessment by the academic-area teachers of the Auto Tech students' improvements in their studies and resulting academic performance in those classes. These improvements are anticipated because of the increasing level of satisfaction with school and a more positive approach to academic challenges due to the anticipated, high level of practical application in the Auto Tech curriculum and instruction. The benchmark for the second goal-reductions in the five-year and beyond forecasts will be the "price-difference-savings" created when converting to CNG from diesel fuel. These savings will be clearly and easily measured by comparing the current higher costs from diesel fuel usage to future and less expensive CNG costs. Similarly to the student achievement goal, these savings will be monitored and summarized each year and then totaled after five years. A formative assessment will be conducted at the end of each year, and more frequently if needed, to allow detailed analyses and adjustments, including at mid-year points and at mid-project points. Our third goal-utilization of a greater share of resources in the classroom will be benchmarked, in part, in the same way that goal two will be benchmarked, by monitoring and summarizing the "price-difference-savings" created when converting to CNG from diesel fuel. In addition, changes and additions to curricular and instructional approaches will be summarized at least annually and at the end of five years. School leaders will be very excited about the fact that they will now have an increasing share of district revenues to devote to learning and teaching methods of tomorrow, for example, the increased demand for one-on-one curriculum delivery, the most effective way to implement the Common Core Standards, more efficient and effective ways to use technology and interactive learning programs, and their ability to keep classroom sizes to the smallest levels possible. The CNG Solution Project will monitored and evaluate Educational and Economical data at regular partnership meetings. A) Educational Impact Documentation: Measuring the effectiveness of the CNG curriculum program at Vanguard by: Collecting the data of the number of students trained and successfully certified to receive ASE F-1 Certification (CNG); Documenting the number of graduated students from the CNG program employed in the CNG workforce; Summarize the above data at the end of each year to determine success in student achievement; Analyzing and adjusting curriculum accordingly throughout the project. Measuring the effectiveness of the educational benefits realized in Seneca East School and Tiffin City Schools from the CNG Project by: Documenting new program initiatives and sustained from the immediate capital cost savings; Documenting the increased employment of local students; Using testing data and results, measure effectiveness of an on-site CNG certified expert working directly with teachers to create lessons aligned with STEM, Common Core and Ohio Content Standards thus resulting in increased academic achievement for all students; Use both formative and summative, including state and vendor assessments, to measure student achievement growth over a period of identified years; Summarizing the above data at the end of each year, and at the end of the five-year cycle to determine success in student achievement; and - Analyze and adjust curriculum accordingly throughout the project. Measuring the effectiveness of the educational benefits realized by the Seneca County Board of Developmental Disabilities from the CNG Project by: Documenting that programs show that sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs; Improving collaboration among the Departments: 1) Education, 2) DD, 3) Mental Health, 4) Vocational, Services, and 5) Ohio Rehabilitation Services to improve meaningful employment opportunities for the developmentally disabled by providing training and real-life work experience opportunities; Summarizing the above data at the end of each year and at the end of the five-year cycle to determine success in student achievement; and - Analyze and adjust curriculum accordingly throughout the project. B) Economic Impact Documentation: The partnership will evaluate the economic impact of our CNG project; Status report of the fueling stations; -Effects on partner districts transportation budgets; -Amount of fuel pumped by each entity monthly with the "price-difference-savings"; -Audit financial statements of the various funds including the sustainability fund and the operational/maintenance fund; -All cost associated with the accounting, maintenance.

Because of the program's potential to save money and be environmentally friendly, the project team approached the Stark College of Education to secure support for the project. After several meetings, the project team proposed to the college's Academic Institutional Review Board (Aaab) to fund the project. The Aaab approved the project, which will provide funding to hire a full-time program coordinator. The program coordinator will be responsible for coordinating all aspects of the project, including recruitment, training, and evaluation. The project team is also working with the Stark College of Education to develop a grant proposal to fund the project for the next five years. The grant proposal will include a comprehensive evaluation plan that will allow the project team to collect and analyze data on the project's impact. The project team will use the data to make improvements to the project and to share their findings with other schools and districts.