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Adjusted Allocation: 0.00
Remaining: -366,817.00
Application

Toledo (044909) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (115)

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: Closing the Gap in Urban Education Through Technology and Energy Conservation

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. Explain how the project will help close the gap in urban education by using technology. The district will utilize an Educational Energy Conservation Dashboard and participate in energy-saving competitions. These resources will increase student achievement by using real-life data and experience to identify with energy conservation and gain a higher-level understanding of the technology.

3. Total Students Impacted: 3645

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: James Gault
   - Organizational name of lead applicant: Toledo Public Schools
   - Unique Identifier (IRN/Fed Tax ID): 044909
   - Address of lead applicant: 420 E. Manhattan Blvd. Toledo, Ohio 43608
   - Phone Number of lead applicant: 419-671-8200
   - Email Address of lead applicant: jqault@toe.org

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

Jeff Hart/Palmer Conservation Consulting 710 W Central Ave. Toledo, OH 43617 419-517-0137 ghunter@palmerc2.com

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.

The team that will be implementing this project is made up of Toledo Public School's James (Jim) Gault, Business Manager and other district and school representatives. The innovative project will be implemented by Palmer Conservation Consulting, Energy Consultant: Jill Owes. Palmer Conservation has experience in control integration and applying for/project managing capital improvement projects such as the House Bill 264, Palmer Conservation Consulting also acts as the energy consultant for several school districts and government entities throughout the state of Ohio.

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
   - Spelling reductions in the five-year fiscal forecast
   - Utilization of a greater share of resources in the classroom
   - Life data and experience to identify with energy conservation and gain a higher-level understanding of how the world works.

10. Which of the following best describes the projected cost? - (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.

This project will center on the implementation and use of technology in the form of an Educational Energy Conservation Dashboard, in the classroom. This program has been specifically designed to engage, educate, and empower students and teachers by providing the ability to visualize building energy consumption. Through this program, students learn about energy and energy management, how to compare and share building energy and water use information and allow for innovative participation in energy conservation through competitions. Competitions are held twice a year to see which school can reduce their energy consumption the most. Financial savings from the energy competitions pay for technology and learning enhancement through the use of the Dashboard, classroom computers, learning software, training and real-life experiences. The savings generated provide sustainability of the program (two annual, four-week competitions) and fund the purchase of classroom technology (notebooks/laptops) that will be used for program participation as well as for future educational classroom needs. This program provides resources that help “Close the Gap” in education by providing additional technology and software that deliver a self-funding mechanism to provide educational enrichment and support parent/teacher-student communication. The Educational Energy Conservation Dashboard was recently implemented through the Green Schools Alliance (http://www.greencupchallenge.net/energy.html) with over 300 K-12 schools from across the US and around the world participating. Numerous colleges and universities, such as, The Ohio State University and Oberlin College also participated in this challenge.

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 the project will advance the improvement plan.

Student Achievement: This project will increase student achievement by using real-life data and experience to identify with energy conservation and gain a higher-level understanding of how the world works. Teachers will be able to incorporate technology into their daily curriculum and each student will benefit by gaining hands-on experience with research, data analysis (Dashboard) and real-life experiences.

The Educational Energy Conservation Dashboard gives students the ability to view resource consumption patterns and manipulate consumption data, making it an excellent tool for students and educators to better understand resource use in buildings. Spending reductions in the five-year fiscal forecast: All components of this project will fulfill this goal by reducing the five-year fiscal forecast. The Educational Energy Conservation Dashboard will raise student, teacher and staff awareness of utility usage and will provide opportunities for competitions that will lower overall energy usage and associated costs. The awareness will not be limited to the competitions, but will carry on when competitions are not an imposition because that awareness will be heightened. Utility Savings to the district will be ongoing including any innovative opportunities identified by the students and implemented by the district as a result of the competitions. These savings will be tracked and documented. The savings achieved will be budgeted to support the ongoing costs to continue the program as well as support the addition of other schools to the program. The savings generated through the program also provide a funding mechanism for adding technology to the classroom they may not have otherwise been available. Utilization of a greater share of resources in the classroom: By adding the Educational Energy Conservation Dashboard,
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:

- Enter a project budget
- 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.
- 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?

366,817.00 * 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, RTI money, local foundation, fund of support, etc.), and provide details on the cost of items included in the budget (e.g. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

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)

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

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

827,000.00 * 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.) 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.

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.

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

Plan (MM/DD/YYYY): 11/01/2013

* Narrative explanation

The program has been developed, written and ready for implementation. Five K-8 Schools have been identified and Energy Baselines are available. Competition documentation and training are available.

Implement (MM/DD/YYYY): 01/01/2014

* Narrative explanation

The program has been developed, written and ready for implementation. Five K-8 Schools have been identified and Energy Baselines are available. Competition documentation and training are available.

Summative evaluation (MM/DD/YYYY): 06/01/2014

* Narrative explanation

Results are provided in real-time for the energy impact to the district. A complete review and evaluation of the results would be completed during the month of May and delivered to the Board of Education in June. Technology provided under this application would also assist in supporting State testing as well - keyboard entry.

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

Within the classroom, this program will provide instructional and enrichment opportunities, specifically for Science and Math. The program comes with sample lessons that teachers can modify to include new technology. Teachers will have the opportunity to create individual, group or school-wide lessons for specific days such as Earth Day or Ozone Action Days. The results are available and displayed within each building via Kiosk and are accessible for viewing on the districts Web site. Students are able to view their efforts via web access in real-time. An initial Pep Rally/Rollout is provided to explain the program, competition, awards and strategies that impact results. Laptops and smart devices are provided and readied over Winter Break so there is no interruption with regularly scheduled class plans or activities. Classroom participation options and class plans are implemented at the discretion of the teacher. Each participating school receives program promotion materials that can be utilized during the implementation period. Best practices are shared and rewarded at the end of each competition. Understanding the pressure that exists with the new State Curriculum and testing requirements, the objective of the program is make it simple for teacher and student participation and implementation.

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.

Impact on Student Achievement - The project rationale behind the program is to encourage and cultivate sustainable student behavior and student engagement through fun learning and competition. During a four week event, Schools take a team approach (students, teachers, custodians and administrators) and work together to reduce wasteful behaviors while learning about energy and energy conservation - while having fun doing it. The program provides a secondary benefit by which the energy savings help sustain the program and continue to support adding technology to the classroom which helps "Bridge the Gap" in learning for students who have limited access or financial means to technology. See NEA policy brief which addresses the ongoing challenge of access, adequacy and equity in student achievement in schools: http://www.nea.org/assets/docs/PB19_Technology08.pdf. Impact on five-year fiscal forecast Program generates annual energy savings which reduces the Districts Utility budget. Savings will be applied to adding technology to the classroom for program engagement and ongoing educational support. This "Self-funding" opportunity will also relieve the district of capital dollars from the technology budget. The applied grant monies will be used to support initial training, project admin and promotional costs as well as necessary hardware and software needed to initiate the program. Greater share of resources in the classroom Laptops will be used by students to participate in the energy challenge as needed to learn, develop and implement energy saving strategies (Science based learning) as well as track and report. These same laptops will continue to be used for classroom learning as directed by the district and classroom teachers. Past and Current Success This
21. Is this project able to be replicated in other districts in Ohio?

[ ] Yes

[ ] No

22. If so, how?

The objective of the program is to eventually include all schools within the Toledo Public District. The program could also be implemented throughout the State of Ohio. Success of this project has been documented in numerous districts, colleges and universities: (Green Alliance, National College Cup Challenge, Prop39 State of California). Lesson plans and supporting classroom resources can be shared between districts. Technology (Utility Metering) exist in many of the districts as the result of the OFCC (OSFC) new buildings program. This could reduce the initial cost to implement considerably. Statewide and District wide Utility Dashboard could also allow for competitions between school districts statewide with awards for innovation, classroom achievement and savings achievement.

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

The goal of the project is to increase student achievement through the integrated use of technology and environmental awareness. The use of technology and engaging classroom experiences will bring substantial value and lasting impact to students, teachers and staff by introducing real-life experiences and encouraging students to be part of something "bigger". The Dashboard is designed to instill in students the importance of sustainability and the belief their actions matter. This program has been designed to include students, teachers, staff and the community.

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 project will increase student achievement through technology, using the Educational Energy Conservation Dashboard and the added technology within each school. The project will decrease overall utility usage and costs by using the real-time data on the Dashboard to monitor day to day usage, ultimately using less electricity, water and natural gas. This will be benchmarked on the dashboard and easily read by all necessary parties. The district will collect baseline data throughout February and March and begin their competition in April. They will be able to document savings based on real-time data, following the implementation of the project over the summer. There are no components of the project that will not be easily benchmarked. The project also provides resources, in the form of technology and software, for education use in classrooms.

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.

Agree

James Gault Transformation Leader Toledo Public Schools 10/24/2013

Program/Project has been successfully implemented nationally via numerous competitions (New York Public Schools) http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2012-2013/042213_earthdaychancellorcongratulates.htm. This program is also being implemented in the State of California under prop 39 and numerous other k-12 and higher level education institutions http://www.greeb.com/releases/2013/03186504.htm.