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Adjusted Allocation: 0.00
Remaining: -100,000.00
To be competitive in the global economy, students must graduate from high school prepared with both college and career readiness skills. Vandalia-Butler City Schools aims to provide just that by partnering with higher education and the private sector to create a highly visible, self-sustaining student-run athletics program that can be widely promoted and easily replicated by other school districts throughout the state. For a very modest initial investment, the Applied Principles of Business and Organizational Management project will meet all three stated goals of the Straight A Fund; provide real-world, applicable skills in budgeting, marketing, organizational development, leadership and more; and offer students alternate methods for obtaining high school and college credit.

Butler City Schools and also a managing partner of OPT Edge LLC. Mr. Schall has 14 years of innovative Treasurer’s office experience, being the first in Ohio to offer HSAs, propose revenue building legislation for public schools, develop and successfully negotiate adjunct teaching contracts for K-12 teachers, and develop intellectual property for Vandalia-Butler City Schools. Mr. Schall is the only public school employee to complete an Executive MBA with The Ohio State University and has private experience with NCR/AT&T Shared Service Centers. Through OPT Edge, Mr. Schall propose revenue building legislation for public schools, develop and successfully negotiate adjunct teaching contracts for K-12 teachers, and develop intellectual property for Vandalia-Butler City Schools.

Mr. Schall has 14 years of innovative Treasurer’s office experience, being the first in Ohio to offer HSAs, propose revenue building legislation for public schools, develop and successfully negotiate adjunct teaching contracts for K-12 teachers, and develop intellectual property for Vandalia-Butler City Schools. Mr. Schall is the only public school employee to complete an Executive MBA with The Ohio State University and has private experience with NCR/AT&T Shared Service Centers. Through OPT Edge, Mr. Schall will consult and acquire support for implementation to provide the right resources in the right places at the right time. Daniel Schall - 14 years as a public school treasurer, with an MBA from OSU and a knowledge of the limitations of public/fund based accounting, has an extensive background in private innovation and restructuring. Tiffany Hiser - Previous experience in working in athletic offices in public schools and colleges. 4 years as a public school treasurer with a background in human resources and a degree in marketing and technology management.

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...
interest, while learning from others who are working in the operation-merging what occurs in top-rated workplaces every day. Areas of curriculum and related opportunities include, but are not limited to: 7 Accounting—Students will develop forecasts and profit / loss statements, manage the AP process, and more. 7 Business—Students will be responsible for developing the organizational structure, staffing the organization, marketing the program, and more. 7 Art—Students will be responsible for developing visual standards, developing the curriculum, and working with vendors for print, equipment, uniforms, etc. and more. Outside of building a demonstrated array of specialized skills, student participants will also hone such 21st Century Skills as: 7 Communications—Students will receive a real-world lesson in communications, learning how to be clear, to be persuasive, how to be persuasive, how to deal with contentious situations. 7 Leadership—Students at all levels in the organization—from leaders to line workers, will learn to make decisions, to make decisions, to develop opinions, and own their areas of expertise. 7 Problem-Solving—Students will learn to anticipate and plan for potential issues as well as solve problems as they arise. 7 Strategic Planning—Students will learn how to set, work toward and measure long-term and short-term goals and objectives. 7 Organization and Time Management—Athletic management is all about schedules, event planning, prep work, and making sure the right people are in the right place at the right time. Students will gain a very acute understanding of what “time management” means in the real world. 7 Incentives and Awards—The requested grant is for Phase 1 of a three phased project. The grant application covers Phase 1—Year 1 (January 1 - June 30, 2014 [the grant period]). This launch period will be dedicated to engaging students in the application of basic business principles, research of other like programming, development of a business model, and strategic planning. Phase 2 (FY15) - First year implementation will involve engaging additional students in operations, analysis, and adjustment on strategic goals. Phase 3 (FY16) - Students will consider expanding the program and curriculum. 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 improve the advancement 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 14. What is the total cost for implementing the innovative project? 100,000.00 * Total project cost 14. 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) 15. Are there expected savings that may result from the implementation of the innovative project? 0.00 * Specific amount of expected savings (annual) * Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.) 16. All future costs will be covered out of a self-sustaining athletic fund. Expenses will adjust up and down with offsetting revenue just as they do in the private sector. 17. A feasibility study will be conducted to determine whether or not future savings can be expected in years 2 - 5 (FY 2015 - FY 2019). We do anticipate a savings through reduction in administrative overhead. 18. Fill in the appropriate dates and an explanation for the timeline of 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 areas.) * Proposal Timeline Dates Plan (MM/DD/YYYY): 01/01/2014 * Narrative explanation Opt Edge, the selected university, and the Athletics Chair will work with teachers and administration to build the business model and curriculum that enables student-run athletics to exist. The plan will include: Organizational chart development Vision and Mission of the athletic program Strategic plan development Financial statements/report A schedule and objectives for engaging students, staff, and community businesses in a self-sustaining model The Athletics Chair, working on behalf of the students, will self-sustain the program. The chair will also work with students to remove barriers that currently exist: student schedules, resource management, finances, appropriate policy changes, confidentiality, culture change, etc. Instructional Advantage: The chair and the curriculum department will work to establish curriculum around student-run athletics-granting credit to students who enroll and successfully complete the courses. Additional courses will not be offered until FY15 but the district team will work to identify what courses count for which credits and a rigorous method for ensuring all educational principles are satisfied. * Implementation (MM/DD/YYYY): 03/01/2014
Instead of just learning about the concepts of marketing from a book, why not apply the actual concepts and see what happens? Rather than limit the study of business to a classroom, why not create an environment in which to experience actual organizational dynamics? Why talk about the need to develop “soft skills” in this next generation of leaders, when, with a small investment of seed money, we can put real world businesses in the classroom, thus creating a model that fosters authentic business and analytical thinking? From kindergarten through high school, or even well past that in the case of cross-curricular programs into classroom-based projects. The Applied Principles of Business and Organizational Management concept will take that idea and turn it on its head. Instead of pulling in different areas of the curriculum, the project will place student participants into a truly cross-curricular organizational model where they can test what they have learned in a genuine setting. What we teach in our classrooms is valuable - but how does it apply in the real world? This is a one-to-one application, or does that classroom knowledge need to be adjusted to fit the situation at hand? These are all skills we learn when we receive our college diploma and enter the workplace. We must also be able to learn and apply those skills before they leave the halls of their high school. They’ll be able to provide their instructors with feedback on how what they are learning in the classroom applies to actual career-based situations. Instead of compartmentalizing thinking based on subject, students will participate in a broader knowledge base and apply it to solve real world problems and dilemmas. By extension, a project of this nature will help break down barriers between classrooms and subject areas among staff. We cannot educate our children in a vacuum. We must come to a greater understanding of what our students need to be truly prepared for college and career. Partnering with higher education and the private sector on this project will enhance our curricular offerings. Very real, very useful outcomes for students generate other “aha” moments that link curriculum with relevant skills that are essential for today’s marketplace. The highly visible nature of this project and the ease with which it can be replicated will help other schools, public and charter, push for greater and more applicable outcomes for their students.

**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.

The idea of a business within a school is not new. Yearbooks are a great example of projects that require students to combine technical skills with marketing and business acumen, as are student-run stores and even the coffee shops. These projects are governed by the Applied Principles of Business and Organizational Management project. Students offer a chance to hone those critical soft skills, but the stakes are lower and the business, in the end, is just another part of the school day. This project expands on these smaller models and moves into a curriculum that merges academic programs with real operational business. It will give students a curriculum that prepares them for real operational business, with substantial opportunities to develop networking skills entrenched in the business world and in higher education. Whether it’s the state of Ohio selling the tune-up or the Ohio State University breaking off its parking, other entities are finding ways to increase value of components of operations to stakeholders. We can study where other programs were successful and where they failed and use those lessons both for instructing our students and improving our program.

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

**Yes**

22. If so, how?

This business model and a successful implementation will not be exclusive to the lessons learned or the merits of the application. Students all over Ohio will be able to draw on the positive aspects as well as the challenges our projects participant encounter. Participating students will form networks and those networks will expand the opportunity for mentoring other districts that may have similar interests.

One requirement of the project will be the thorough documentation of schedule, goals and objectives, research, anticipated outcomes, and actual results. In that way, the project can be "packaged" with a strategic business plan for replication in other settings.

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

The Applied Principles of Business and Organizational Management project is designed to deliver measurable short-term goals a successfully managed athletics program with a balanced budget, new growth in athletics revenues, more dollars for our classrooms, alternative avenues for students to gain credit. Success of the program will be evident in a self-sustained athletic model with a student body engaged in the business of athletics. But by its nature, the program's inherent value is in the long-term benefits student participants gain. Those benefits include a competitive edge in applying for scholarships, college admission, and jobs, a broader understanding of how their areas of interest can be channeled into a variety of career opportunities; the development of the soft skills and values that higher education and employers expect in our high school graduates, and greater employability. Successful design of the programming will be evident in student participation and post high school impact of the networks and skills our students develop. Success of the grant itself will be evident in Phase 2 of the programming, the successful launch of a fully functional student-run athletics program for the 2014-2015 school year, and the sustained growth of the program in future years. These are all tangible outcomes, covered in greater detail in questions 24 and 25. The intangible is this: We want to create the environment and opportunities for our students by providing them with opportunities to experience a career-based setting. We want to give them the advantage when they graduate high school. We want to break down subject-based silos for those students who want a broader understanding of how everything works together. And we want to make it easy for other schools to provide the same opportunities for their students.

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 measured.

Student Achievement Benchmarks within Phase 1 (actual grant period): Partnerships with higher education and private sector industries will be formalized. A curriculum will be developed and approved by the Board of Education. Alternate academic credit opportunities will be identified and approved by the Board of Education. Student participation goals will be set (for the following year). Community engagement goals will be set (for the following year). Students will begin setting goals and objectives within the context of the project’s strategic plan. Student Achievement Benchmarks within Phase 2: Student participation will be assessed. Curriculum goals will be assessed. Number of credits available and obtained by students will be assessed. Student Achievement Benchmarks within Phase 3: Students will have developed a plan for expanding the program within the district. Students will have developed a thoroughly documented plan for sharing the program with other public and charter school districts. Goals will be set for college entry and scholarship funding. Spending Reductions Benchmarks (Phase 2 and Phase 3): A self-sustaining, balanced athletics budget will be established. A method for expense and revenue to adjust together will be established and functioning as predicted. Utilization of a Greater Share of Resources in the Classroom (Phase 2 and Phase 3) Ninety percent of the general fund costs to administer the current athletics program will shift to classroom needs.

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.**

As noted earlier, the project will be thoroughly documented from the outset. Just as in the private sector, success will be checked regularly against a set of metrics to ensure the project is on course. Students will be involved in the balanced budget with the expectation of meeting the following metrics: Metric 1: Student participation. A minimum of 12 students will be engaged by February 1, 2014, with a 95 percent retention rate through the end of Phase 1 (June 30, 2014). Metric 2: A defined organizational structure. An organizational structure with a vision/mission, strategic plan, and defined roles will be in place by March 1, 2014. Metric 3: A self-sustaining balanced budget model. This is a metric that does not have a specified end-date because, like any business, it will be a goal that students will constantly strive toward. Students will use Generally Accepted Accounting Principles (GAAP) for monthly reporting, measuring, and forecasting the financial. Metric 4: Student credit methodology. Pathways for achieving high school and, ideally, college credit will be established and approved by the Board of Education by April 1, 2014. Success will then be measured by the number of students earning credit through this program. Metric 5: A method for expense and revenue to adjust together. Students will be responsible for developing a marketing plan to ensure a pipeline of revenue is available to offset expenses. Students will determine goals and success will be determined by maintaining a balanced budget. This will also be a critical component to the annual evaluation of the end-of-year report. Metric 6: Increased student participation in athletics. Students will be expected to grow revenue streams, in part by encouraging increased participation in athletics. Success with this metric will be gauged by season based on how well forecasted projections perform against actuals. This will also be a component of the annual report. Metric 7: Enhanced marketability. Ultimately, the purpose of this project is to develop a competitive skill set in student participants. This metric will be analyzed by college acceptance rates, scholarship money earned, attainment of internships or co-op opportunities in college, attainment of a two- or four-year degree, and attainment of employment following graduation. This data will be collected through surveys of students student participants, colleges, and future employers. Metric 8: Program expansion. The aim is to grow the program within the district or beyond the district following the implementation of Phase 3. Success will be defined as "development of "package" to promote development of public and charter school districts...

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  
Daniel Schall, Treasurer, Vandalia-Butler City Schools 10/25/2013