

Budget

Vandalia-Butler City (044958) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (163)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

| Purpose Code | Object Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
|----------------------------|-------------|--------------|--------------------------------|------------------------|--------------|--------------------|-----------|-------------|
| Instruction | | 50,000.00 | 15,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 65,000.00 |
| Support Services | | 0.00 | 0.00 | 35,000.00 | 0.00 | 0.00 | 0.00 | 35,000.00 |
| Governance/Admin | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prof Development | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Family/Community | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Safety | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Facilities | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Transportation | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total | | 50,000.00 | 15,000.00 | 35,000.00 | 0.00 | 0.00 | 0.00 | 100,000.00 |
| Adjusted Allocation | | | | | | | | 0.00 |
| Remaining | | | | | | | | -100,000.00 |

Application

Vandalia-Butler City (044958) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (163)

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: Applied Principles of Business and Organization Management

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.

To be competitive in a 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.

1200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Bradley C Neavin

Organizational name of lead applicant: Vandalia-Butler City Schools

Unique Identifier (IRN/Fed Tax ID): 044958

Address of lead applicant: 306 South Dixie Drive

Phone Number of lead applicant: 937.415.6407

Email Address of lead applicant: Bradley.Neavin@vbcsd.com

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

First Name, last Name of contact for secondary applicant: na

Organizational name of secondary applicant: na

Unique Identifier (IRN/Fed Tax ID): na

Address of secondary applicant: na

Phone number of secondary applicant: na

Email address of secondary applicant: na

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.

Higher Education: Currently in the selection process of an Ohio University Partner Daniel Schall and Tiffany Hiser, Opt Edge LLC. 937.524.4217. 825 Michelle Lane, Tipp City, Oh 45371 - FIN: [REDACTED] thedanielschall@gmail.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.

To ensure a successful launch and sustainable program, a team of specialists in athletics management, curriculum and student relations, finance, business administration, and resource management will guide this student-led program. Athletics Chair: The Athletics Chair will lead the key stakeholders (students, staff, administration, community, and partners) in developing a hands-on curriculum that delivers real-world skills and will be sustainable year after year. The Athletics Chair will also be responsible for facilitating initial research and organizational development, working with key stakeholders to complete the following: 1.) Research and development: Who has tried it before? Where has it worked? Where has it failed? What lessons have been learned? If similar models exist, how might they be adapted for our program? 2.) Business models: What models would best help our students apply the right organizational chart and processes for success? 3.) College preparation: Determine credit options at the high school and potentially, post-secondary options. Chad Hill - High School Principal. Outline skills in scheduling and alternative credit offerings. Opt Edge LLC is a company designed to assist public and private entities with organizational resource management. Tiffany Hiser, Project Manager, Vandalia-Butler City Schools, is a licensed school treasurer with a background in human resources. She is a managing partner of OPT Edge LLC and has overseen building projects and intellectual property development, and has previous experience in running high school and collegiate athletics. Daniel Schall is the Treasurer of Vandalia-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 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; knows and understands 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.

Colleges, universities, and employers increasingly decry the lack of preparation for the "real world" in today's high school graduates. The world has changed dramatically in the past 20 years, and students need an expanded skill set and a solid work ethic to be competitive in higher education and the marketplace. In order to grow leaders for tomorrow, students must have opportunities to apply what they are learning in the classroom to real-world situations. We propose creating a student-led program as a means to instill these skills-and values-into student "project owners." The proposal will allow students to put academic learning to the ultimate test-the application of knowledge in a real-world setting. Why athletics? From governance and organizational setup to site prep and event management, the public school athletics program provides a perfect snapshot of modern business operations. Furthermore, it offers incredibly high visibility, which makes the operation and stakes more real for students and the academic value of the student-led program more tangible for the community. This program will marry two key areas of interest-athletics and business-into a project that engages students at every level. Initial participants will have the opportunity to overhaul the athletic model from the ground up. After the project launch, subsequent participants will be able to take the program and make it their own, improving on lessons learned and evaluating and pursuing opportunities for expansion. The cross-curricular opportunities are unparalleled. Participants will have the option of "owning" their areas of

interest, while learning from others who are working in the operation-mirroring what occurs in top-rated workplaces every day. Areas of curriculum and related opportunities include, but are not limited to: ? Accounting-Students will develop forecasts and profit & loss statements, manage the AP process, and more. ? Business-Students will be responsible for developing the organizational structure, staffing the organization, marketing the program, and more. ? Art-Students will be responsible for managing brand standards; developing marketing materials; 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: ? Communications-Students will receive a real-world lesson in communications, learning how to be clear, how to be responsive, how to be persuasive, and how to deal with contentious situations. ? Leadership-Students at all levels in the organization-from leaders to facilitators-will learn how to manage teams; develop and "sell" their opinions, and own their areas of expertise. ? Problem-Solving-Students will learn how to anticipate and plan for potential issues as well as solve problems as they arise. ? Strategic Planning-Students will learn how to set, work toward and measure long-term and short-term goals and objectives. ? Organization and Time Management-Athletics 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 a career setting. We envision the Applied Principles of Business and Organizational Management model to be rolled out in three phases. The grant application covers Phase 1. Phase 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 advance the improvement plan.

A project of this magnitude offers numerous, highly visible, and easily replicable opportunities to build on student achievement, reduce long-term spending, and drive more dollars into substantial educational opportunities. Student Achievement Academic Credit- The program will create alternate avenues for students to achieve high school and, ideally, post-secondary credit. The criteria for achieving high school credit will be established during Phase 1. The Athletics Chair will work closely with Mr. Hill and other administrative staff as needed to ensure the business model integrates with classroom curriculum in a way that is meaningful for students. Curricular goals will be set at the outset and assessed to ensure learning objectives have been met. The Athletics Chair will also work with higher education partners to explore opportunities for gaining college credit. College and Career Readiness-This project will put the planning, development, and execution of the district's athletics program in the hands of student participants. Students will be able to connect what they are learning in the classroom, be it in accounting or art class, with real-world applications. They will be building "soft skills" that create a competitive edge in the marketplace. The experience will prepare students for future internships, co-op programs, and employment. To help students further understand the connection between concept and application, the Athletics Chair will work to pair students with their career-based counterparts. Connections like these will broaden horizons and provide students with career options they may not have previously considered. Spending Reductions Starting with Phase 2, services currently covered by tax dollars through the general fund will be completed by students in a more efficient and effective method and paid for out of athletic revenues. Resources in the Classroom The entire administrative process for the athletic program currently provides only indirect value add to the classroom. Administration is currently treated like an overhead cost. This program could shift as much as 90 percent of that cost into direct classroom experiences for our students.

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

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.

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

1 FTE: Chair \$40,000 Salary \$15,000 Benefits This is a full-time position on an alternative contract expected to bring all stakeholders together, organize and find materials, develop curriculum, modify scheduling, and lead collaborative efforts in decision making. Incentives and Awards \$15,000 Services 10,000 Salary More adult leadership and participation will be required to fully integrate the model into the curriculum and the community. These incentives will help reimburse for time spent and results met. Higher Education Fees \$17,000 Services to be developed We are currently seeking a higher education partner for the Applied Principles of Business and Organizational Management project. Legal/Policy/Student Handbook Revision \$3,000 Changes will be required to board policies, administrative guidelines, and possibly student handbooks and schedules to allow for off hours, employment compliance, and other student participation.

14. What is the total cost for implementing the innovative project?

100,000.00 * 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, RttT money, local funding, foundation support, etc.), and 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.).

1 FTE: Chair \$40,000 Salary \$15,000 Benefits This is a full-time position on an alternative contract expected to bring all stakeholders together, organize and find materials, develop curriculum, modify scheduling, and lead collaborative efforts in decision making. Incentives and Awards \$25,000 Services More adult leadership and participation will be required to fully integrate the model into the curriculum and the community. These incentives will help reimburse for time spent and results met. Higher Education Fees \$17,000 Services to be developed We are currently seeking a higher education partner for the Applied Principles of Business and Organizational Management project. Legal/Policy/Student Handbook Revision \$3,000 Changes will be required to board policies, administrative guidelines, and possibly student handbooks and schedules to allow for off hours, employment compliance, and other student participation.

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 cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

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.

16. 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 anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

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.

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 requested grant is for Phase 1 of a three-phase plan. It will provide the resources to retain a program facilitator (the Athletics Chair), build curriculum, adjust policy, adjust high school schedules, and satisfy related activities. After Phase 1 is complete, the program will be entirely self-sustaining. All associated costs will be covered by revenue inside the athletic program, and students will operate on a balanced budget. There are several areas of revenue and expense that make this possible even if parts of the "business" are unsuccessful. For example, pay to participate fees, advertising, and even the number of coaches or site workers can be adjusted by students to ensure a sustainable model.

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

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 Policy development Vision and Mission of the athletic program Strategic plan development Financial statements/reports 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 collaborate with key participants (community, staff, administration, and students) on the direction of 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.

Implement (MM/DD/YYYY): 03/01/2014

*** Narrative explanation**

Students, Mr. Hill, and the Athletic Chair will collaborate to identify operational needs, operational changes, policy updates, workload requirements, scheduling challenges/requirements, and curriculum goals. The team will begin process identification and workload implementation strategies as well as appropriate networking in the community with business and parent groups. Every step will be thoroughly documented. The documentation will serve a dual purpose: it will be used during after-action reviews to codify lessons learned and improved strategies moving forward, and it will serve as a basis for a "package" that can be shared with other public and charter school districts that are interested in implementing a similar program.

Summative evaluation (MM/DD/YYYY): 06/30/2014

*** Narrative explanation**

As part of the business plan, students will begin filling positions and defining new policies for the 2014-2015 fiscal year, or they will determine that the student-run model is insufficient for the district. If students determine that, based on the results of the feasibility study the project cannot go forward, the Applied Principles of Business and Organizational Management project will still prove successful. Students will still have undertaken and completed an intense problem-solving exercise that will lend valuable lessons and skills development. Assuming a successful business plan, students will plan for a fully functional organizational model beginning July 1, 2014, and gear up for Phase 2 of the plan.

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

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 provide them with a career model that fosters authentic business and analytical thinking? From kindergarten through high school, our teachers are well practiced at introducing cross-curriculum principles 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? Is it 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, but our students will have a chance 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 compartmentalized thinking based on subjects, student participants will pull from their 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 conversations with these organizations. Very real, tangible outcomes for students will generate other "a-ha!" ideas that link curriculum with relevant skills that are essential for the market. 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 student-run coffee shops. These projects, however, are on a smaller scale than what we are proposing with the Applied Principles of Business and Organizational Management project. They offer students 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 infuses a curriculum in a real-world economic application: a real business, with real revenue, with real expenses, and with real operational inefficiencies. Student-run athletics pulls from programs already entrenched in the business world and in higher education. Whether it's the state of Ohio selling the turnpike 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 No

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 project participants 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 mentoring component to allow for efficient implementation in public and charter school districts. The intent will not be to develop a cookie cutter approach that would undermine the educational backbone of the project. Rather, we want to provide a cost-effective and thorough methodology that other districts can adapt to their own curricular needs, culture, and community.

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 who is engaged in the business of athletic programming. 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 greater value 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-based 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 benchmarked.

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. Alternative 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 be shifted 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 placed in charge of a balanced budget with the expectation of meeting the following measures: 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. 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 athletic financials. 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 objectives within the marketing plan, but ultimately success will be determined by maintaining a balanced budget. This will also be a critical component to the annual end-of-the-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 based on 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 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 based in part on the development of a "program package" and road show that student participants use to promote the program to interested public and charter schools. Within the district, the benchmark will be based on annual revenue growth through expansion to other co-curriculars. Outside of the district, success will be measured against student marketing efforts, presentations made to interested schools, and implementation in other schools. Although these goals will need to be set by student leaders, it is reasonable to expect a minimum of three presentations per year starting in Phase 3, to grow by an agreed-to percent each year. Results will be reported out in the annual report.

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