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Adjusted Allocation | 0.00
Remaining | -1,763,900.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Optimizing Transportation Efficiencies in a Cross District Consortium

2. Executive summary: Please limit your responses to no more than three sentences. This project will result in spending reductions in each members' five year fiscal forecast by creating a 20 district shared services transportation consortium to: streamline and eliminate bus routes; track student ridership; reduce time to transport students; and share parking and bus garage centers. An online multi-district transportation database to facilitate student scheduling and coordinate communication for various users will also be developed. This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted: 30748

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Dan Leffingwell

Organizational name of lead applicant
Noble Local School District

Address of lead applicant
20977 Zep Road East

Phone Number of lead applicant
740 732 2084

Email Address of lead applicant
dan.leffingwell@omeresa.net

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes
8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The cost of transportation for all school districts is increasing. For rural districts the problem is compounded by the declining reimbursement for transportation and the unique problems of the often unmaintained rural roads and the amount of miles traveled. For small rural districts in southeastern Ohio, millions of dollars ($20,644,569 are spent by our consortium each year) are spent each year on transporting both public and nonpublic students to school. There are unique issues in Appalachia that other suburban and urban districts do not face. Roads in rural Appalachia are narrow and winding and often are not well maintained, thus creating difficulty for buses to traverse in good weather and bad. Buses have further to travel to fill the bus due to the sparser population of students. In suburban and urban settings a bus may go into as few as two neighborhoods and almost completely fill the bus to capacity. In rural schools buses travel more miles, over rougher terrain, and rarely reach bus capacity due to the length of time a student has to be on the bus. The problems we are trying to solve with this project are: 1. Increased transportation costs; 2. decreased reimbursement for transportation; 3. distance traveled over rough unmaintained terrain; and 4. time spent on the bus for students. These problems are often discussed among superintendents in rural Appalachia. These superintendents decided to work together to create a consortium of schools in order to share resources and address these issues. This project arose from the brainstorming among the districts to generate ideas to solve these issues.

The proposed innovation and how it relates to solving the problem or improving on the current state.

This project will improve transportation efficiencies in 20 neighboring school districts. Through the use of geospatial analysis (via ArcGis, Zonar, and Google Earth), student databases and transportation information, various models of shared routing, shared transportation hubs, and shared maintenance support will be developed. This will permit consortium members a rational means to examine ways to streamline and reduce bus routes, as well as to reduce time spent in transporting students to and from school. Each bus in the consortium will be equipped with a passive GPS system (ZONAR) to track student ridership, via a patented RFID card-based system. Students will be automatically and passively scanned as they enter and exit the bus, which will not impede the loading or off-loading process. This will provide a greater level of student safety, as well as to allow a daily accurate count of students using the bus. This will enable a more precise determination of bus capacity needs will be determined. This knowledge will be helpful as a district makes the determination of whether and when to replace a bus. In addition the ZONAR system allows bus idle time and bus stops to be accurately recorded, which will be important data for efficiency considerations. A web based tool will be developed to allow individual districts to locate students' bus assignments, to provide geographic based routing information, and to optimize routes within and across districts. This project builds on work already underway. In a previous shared services grant a collaborative of 12 school districts was established to geocode student addresses, bus stops, schools and garages. Although the grant concluded in June 2013, the collaborative team, without external funding, continued their work. Since that time, bus routes, via passive GPS technology (Trackstick), have been collected and translated into Google Earth dynamic maps. An additional 9 districts has since joined this collaborative to bring the number of students in this grant to 30,865. This collaborative covers more than 300 square miles, with nearly 9,000 road miles. Although many individual districts have employed GPS based transportation systems, our grant is unique in that it is based on a large consortium of districts who voluntarily have agreed to plan and work together to drive down transportation costs by building and supporting the transportation data infrastructure. With committed partnerships, difficult decisions can be made to significantly eliminate waste and inefficiencies. Because of the work already completed, this grant will enable these districts to conclude the geocoding of students and routes rapidly. This will permit various models of shared routing to be developed which in turn will allow cross district transportation teams to meet regularly to validate routes, and to consider options to reduce miles and time. The student tracking system will be ordered and operational within 3 months of grant approval. The student database and end user interface will be online within 5 months. These are aggressive time lines, but are necessary in order to realize cost reductions and savings as soon as possible. Millions of dollars are spent each year by school districts in Ohio to bus public and nonpublic school children. Our project is designed to look at transportation in a regional manner to save dollars, improve safety and increase transportation quality.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)
understood and acted on in private industry, such as UPS and other global carriers. Without a well-integrated and continuously updated data system, cost analyses are often in error, resulting in staffing and busing that typically exceeds actual demands. Most individual districts do not have the capacity or means to undertake a systematic overhaul of their transportation data infrastructure. They rely on historical management practices to set routes, staff buses and garages, and purchase buses. And they generally restrict their attention to the boundaries of their own district. The 21 districts in this consortium will work together to map student addresses and routes and associated transportation and school locations, to utilize a common transportation database, and to regularly meet to review and consider within and cross district routing and shared transportation locations. Although personnel costs will be minimized through changes in routes and transit time adjustments, the greatest reductions will be realized through attrition (as transportation personnel retire or quit). When these occur, districts can eliminate routes or significantly alter routes through and between districts. In addition, districts will be better positioned to reduce their carrier fleet, as routes become more efficient and personnel needs are better aligned with the redrawn routes. Further, bus parking and garage locations can be optimized when multiple districts operate in a shared service model. When combined the potential for significant cost reductions and savings are greater than what can be realized by a single district working on its own. The consortium will need expertise and support from providers outside their districts. This is why the consortium will partner with 4 ESCs, 2 ITCs, and a financial forecasting firm to manage the grant, to develop transportation products and systems, and to accurately assess costs and benefits. Several schools within this project receive school improvement support that is academic in nature. This grant will not impede any process to improve academic success of the students. Over time the reductions in spending on the business side of the school budget such as these transportation costs are dollars that can be used for teaching and learning.

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

- Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.
12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

1,763,900.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for implementing this project $1,763,900. The budget breakdown is as follows: Salaries and Benefits - $ 94,232. Grant Manager salary $65,000 $ 94,232. Ret 14% Med. 1.45%, WComp .55% ins. $17,932. Purchased Services - $1,660,668 ? Student ridership tracking (Zonar) $1,100,000 (required 3 year license and tracking devices for 20 districts with subscription for each device) ? District and Parent PD (contract service with ESC to provide) $ 40,000 ? Virtual Server Support (data support from Omeresa) $ 800 ? Software License (contract with Omeresa) $ 3,750 ? SQL License (contract with Omeresa) $ 2,800 ? Technology support for locals (provided by 3 ESCs) $ 30,000 ? Meeting Expenses consisting of: $ 80,000 Reimbursement for release 1 person x 2 meetings x 10 months x $100 x 20 districts= 40,000 Reimbursement for mileage to travel to 20 meetings for 20 districts = 40,000 ? Consultant contract for database development of web-based design $ 90,000 ? Consultant contract for design of interface for web-based $ 90,000 ? Transportation database for use with end users ? Geographic Informational Systems support $ 35,000 ? Database development, management and support of internal $ 20,000 ? Transportation database that tracks current statistics ? Transportation analysis support (contract PFR) $ 20,000 ? Grant Evaluation (contract with OU) $ 65,000 ? Governance -fiscal fee (fiscal support MVESC) $ 83,318 Supplies - $5,000 ? Meeting Supply costs for paper, files, printing costs, $ 5,000 postage, etc - 5,000 ? Equipment - $4,000 Equipment to install in bus garages for internet access $4,000

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Recurring costs of this project include the licenses to continue with ArcGIS program, management and data support through ESCs, and ITCs. We anticipate this will be $2,500 per participant annually beginning in FY 16 and continuing through FY 20. This equates to a total of $50,000 annual cost for the consortium. This figure will be more than offset by the savings in each year of the forecast as demonstrated in salaries, benefits, purchased services and supplies for each district. It is important to note that since most of our savings is in the area of salary and benefits by reducing bus routes, thus drivers, there will be a continual savings even after the five year forecast period. The $50,000 consortium cost will be used to pay for an ongoing ArcGis license which costs $3,750 annually. The rest of the money 46,250 will be spent to provide technical support to maintain the database and then to provide leadership to continue the work previously done by the grant manager. The cost for technical support annually will be $26,250 and the cost for management of the grant activities will be $20,000. The license and the subscription for Zonar (student ridership tracking technology) is a required 3 year commitment which will be purchased during the grant period. The three year use of Zonar technology will be sufficient for the consortium members to gather information, design models of efficient operation, and reduce bus routes and time on buses to achieve the goals of this grant. If a district chooses to continue with this piece as a student safety measure there is a significant recurring cost of approximately $9,600 per district. This would be considered optional and not necessary to complete the goals for the consortium. Therefore, that cost is not recurring for the purposes of this grant.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

499,422.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain why.

Yes, there are expected savings as a result of the implementation of this project. It is anticipated that the total savings over the five year forecast period will be $3,988,138. This is more than double the grant request. There will be savings in the five year forecast of every district but an important piece of our regional transportation consortium is the way that the lessons learned in one district will help the other districts to use the same models of efficiency. The information was gathered from the most recent T-1 report on ODE’s website. Consortium Profile Student Enrollment 30,748 # of buses daily (regular routes) 316 Students Riding 282 buses daily 18,137 Yearly Operating cost for one bus (regular route) $50,908 Combined Transportation budget (Reg. & Other routes) $20,644,569 Lowest ODE Trans. Efficiency Rating in Group 76.75% Highest ODE Trans. Efficiency Rating in Group 87.57% ODE Ave vs. ODE Targeted efficiency rating 116.49% Potential Bus Reductions if all districts met ODE rating 20 Potential Bus Reductions if all district's met the consortium's average 29 Grant bus reduction Goal (over 5 years) 20 Total Annual Cost Reduction - FY 16 $499,422 Total Annual Cost Reductions - For Year 2 and beyond $872,179 Total
15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project will be self-sustaining because of the cost reduction that occurs. The total cost savings for the consortium over the five year forecast period is $3,988,138. This is more than double the grant request. Every district will show a cost savings in their individual forecast.

The costs in reducing 20 bus routes will mean there is a reduction of 20 employees, this is a recurring cost. Therefore, even after the five year period there is an annual savings based on having fewer employees. Success breeds success. As these savings are realized and the work is known throughout our region, other districts will become a part of the consortium. This phenomenon has already been experienced over the last three years as our consortium has grown from 12 districts to 20. Collaboration is hard and often messy work but the payoffs are significant in both dollar savings and enhancing human resources.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range: July 2014 through September 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Planning for this project began when the straight A Funds were first announced in 2013. Regional superintendents approached the individuals who were using GPS tools to look at transportation. It was decided then to begin the work of creating a proposal to continue and enhance the current work that was occurring within the region. Planning will regain in earnest if the grant proposal is awarded. Within the planning phase of this project these activities need to occur: 1. The steering committee (Implementation team) needs to meet to direct the activities of the grant; 2. A project manager needs to be hired (who will serve on both the Steering Committee and the "Working Committee") 3. Data people within each ESC and ITC and possibly within the locals need to be identified to become point people for the use of the geospatial tools and the GPS routing tools that will be utilized; 4. The "Working Committee" needs to be identified and then needs to meet to ensure communication occurs within all 21 members of the consortia; and 5. The implementation team needs to meet with the project manager to define next steps.
**Anticipated barriers to successful completion of the planning phase**

A barrier that could derail the progress is lack of communication. In a large consortium such as ours it is easy for one district or another to feel left out. Management of the potential barriers: The project manager will be the go to person for communication and that person will ensure that communication is rolled out in a timely and efficient manner. A barrier could be the reluctance of individual people in the locals to engage with the new technology and take on the role of point person for this technology. However we will manage this barrier with the strong data support that is seen in our region within our ITCs and our ESCs. A barrier is the very timeline of the grant. Since notification will not be until the end of July, all transportation people in these districts will be heavily engaged with getting the year started and the buses rolling. So the workload at that time period will be heavy for them; however, it is critical to the implementation of the grant that we hit the ground running and transportation staff are paramount to the success of this project. The management of this barrier is something that we will need to work closely with all superintendents to support and perhaps even provide some extra time during the month of August.

### 18. Implementation - Process to achieve project goals

**Date Range**
August 2014 through June 30, 2017

**List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).**

Implementation truly begins when the grant award is announced. These activities will occur from August 2014 through June 2015: 1. Zonar technologies (student ridership tracking devices) will be ordered so the implementation can take place by mid-October. 2. The Steering committee will meet four times with this timeframe to direct activities of the project. The Steering Committee will consist of the superintendents of the locals, ESCs and directors of the ITCs. 3. The Working Committee will meet twice monthly within this timeline to review activities, plan next steps and to press for visible signs of progress from the participants. The Working Committee will consist of transportation representatives, assistant superintendents (or other district representatives) and technology people. This team will be meet to review routes for inefficiencies and then create models of efficiency that can be used by other districts. 4. Database development will begin at this point for the web-based transportation database. Along with the development of the database, a plan for professional development for end users of the database must be created. Anticipated rollout of the transportation web-based database is January 1, 2015 with training for end users in February and March 2015. 5. We also must ensure that all funds are expended by the end of the fiscal year 2015, (June 30, 2015).

**Anticipated barriers to successful completion of the implementation phase.**

Anticipated barriers at this point are that people will claim the lack of time to get started on reviewing routes and looking for inefficiencies. Other potential barriers include the timeline of the grant which the announcement of the grant coincides with the opening of school; a critical time for transportation supervisors who are critical to this project, the database design is not started on time, that classified staff will become fearful of the loss of jobs and will not cooperate or perhaps even cause problems to disrupt the flow of this project. Management of barriers: The need for the hiring of a project manager is a lesson learned in another grant project. This manager will be dedicated to being on top of all of the activities. Superintendents will be kept informed so they may monitor transportation supervisors and data staff to be involved and show progress. Superintendents will also play a critical role in working with classified staff to reassure them that what we are doing is what any good business would do and that whenever possible reductions will be made first through attrition. It is critical that the project manager is on top of communication.

### 19. Summative Evaluation - Plans to analyze the results of the project

**Date Range**
December 2014 through June 30, 2014

**List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).**

The project evaluation will be conducted at various points throughout the school year. 1. Ohio University's Voinovich Center will conduct interviews and provide an outside viewpoint as to the evaluation of the work on this regional project. It is important that work with classified staff is completed throughout the school year and that feedback is received from them throughout this project. The evaluators will attend meetings and watch progress. They will conduct interviews with data people, superintendents, and partners in the project and transportation staff. Public Finance Resources (PFR) will maintain the transportation data spreadsheet that was created when designing this project and update that information as needed. This will be used to provide an analysis of the ongoing costs. This two groups will also evaluate what is in place after the grant period and review what cost savings we are able to put in place as a result of this project. The Final Expenditure Report will be submitted by September 30, 2015.

**Anticipated barriers to successful completion of the summative evaluation phase.**

Potential barriers at this level are time issues around meeting with all the different groups from each of the 21 participating districts. Another barrier would be not submitting the final expenditure report in a timely manner. Management of the barriers: It will be the project manager's responsibility to ensure that enough meetings are held that would enable every district to have someone in attendance to meet with the evaluators from Ohio University. It will be the project manager's responsibility to work with the treasurer of MVESC to ensure the final expenditure report is completed.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The changes in organizational structure are expected on many levels. The educational service centers in our area will become more involved with their region's transportation operation. This is actually one of the missions set in law for educational service centers (formerly county offices); however, over time transportation was an area that was sent back to the local district's to handle. This proposal provides for a grant
manager for one year, although the project itself evolves over five years. Therefore, the educational service centers in each area will take on a broader role in conducting the bi-monthly meetings to optimize transportation efficiencies. As this project evolves and cost savings are realized, the educational service centers will be a natural source for collaboration and shared services. Data will become an even more important tool in informing transportation decisions. The use of the GPS tools coupled with Zonar technologies to track student ridership will give us valuable insight into many ways to reduce expenditures and utilize our buses more efficiently. The collaboration that began in our region with the first shared services grant will be enhanced and strengthened through this project. The collaboration that we will see as a result of this project will infuse into other areas of school operation. Once trust is built, and inroads into shared services are in place, districts will look at other ways to share costs and reduce expenditures. There are other opportunities within the business section of managing a school district, such as areas in maintenance of buildings, classified staff personnel issues and training costs. The cost savings that will be experienced through this opportunity will not only sustain the work but has the potential to be modeled and then replicated through other parts of our region. We have already seen growth in our collaborative. We believe that as others watch this consortium’s success, other districts in our area will want to join. It is our hope that as we reduce expenditures on the business side of school management more dollars can be directed to the classroom where the art of teaching and learning takes place.

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

The responses in this section are focused on the ability to design a method for evaluating the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Ohio University's Voinovich Center will conduct the external evaluation. Marsha Lewis is the contact person at OU. Her contact information is: 740 593 1435. Her email address is: lewism@Ohio.ed. Public Finance Resources will be conducting the portion of the evaluation that tracks the transportation data such as costs, buses in use, capacity utilization, and miles driven. Matt Bunting is the contact for PFR. His contact information is 614 732 5948. His email address is: matt@PFRCFO.com

* 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 project’s progress).

Third-party research and evaluation of the model will require an approach that is formative in nature and culminates at the end of five years with a summative evaluation that combines longitudinal data and addresses future program needs. The evaluation will employ a variety of qualitative, quantitative and mixed methods research. Qualitative methods will include a.) analysis of transportation costs; b.) analysis of route times and length; and c.) analysis of student capacity on buses to ridership. The Quantitative methods include a.) interviews with transportation people at the local districts; b.) interviews and surveys with end users for the web-based database and c.) observations of the “Working Committee meetings and the Steering Committee meetings by and third party. Ohio University’s Voinovich School of Leadership and Public Affairs will serve as the external evaluator for this project. Public Finance Resources will partner with Ohio University to provide ongoing analysis of the financial documentation. Evaluation services include assessment of program effectiveness, design of program objectives, development of self-evaluation mechanisms, establishment of benchmark indicators and integration of performance measures throughout the planning, development and implementation of services. Components of the outcome evaluation will include baseline and periodic analysis of expenditures related to transportation by individual districts as well as the transportation consortium as a whole. Baseline data has already been gathered from the most recent T-1 transportation report. The information gathered includes total number of buses, total miles driven, average ridership per bus with costs totaled and specified by area. Ongoing analysis of this data will be conducted to determine success in the elimination of inefficiencies in the area of transportation.
23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The substantial and lasting impact that this project hopes to achieve are both tangible and intangible. First, the tangible savings are the real dollars saved in the business side of operations. The savings will initially go to sustain the project and to review other ways to save costs on the business side of school budgets. Eventually these savings can be redirected to the classroom to make a lasting impact on the academic achievement of students. The significant impact of having strong collaborative partners is not to be dismissed. This collaborative effort is an example of the old adage "to go fast go alone but to go far go together." Building trust, sharing information, resources and working with the intent to help all to achieve is a substantial and lasting legacy that will be left.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

* Spending Reduction in the five-year fiscal forecast

The specific benchmarks are: 1. All districts will meet an efficiency rating equal to or greater than the rating set by ODE on the transportation efficiency rating scale listed on the ODE website. 2. Over the five year forecast the consortium as a whole will reduce 20 bus routes. The routes will be reduced on this timeframe - ten reductions in FY 16, and ten reductions in FY17. Other benchmarks that are not easily measured include the enhancement of the strong collaboration among the districts involved and a paradigm shift in how we look at transportation with regard to public school and nonpublic school students.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

- [ ] Yes
- [ ] No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

This project can be replicated throughout the state of Ohio. Lessons learned will be relevant to most every district in Ohio. The transportation database will be built to interface directly with DASL which is used by the majority of ITC’s in Ohio; therefore, serving 80% of the school districts. It is our hope that by building on the work that began with the Shared Services grant, this idea of a regional transportation consortium can become a model for other school districts in the state of Ohio and possibly other states. The use of the geospatial tools combined with the hard work of collaboration will demonstrate that great savings can occur when there is a willingness to continue the work and not stop when you reach barriers. With the work that began 3 years ago, there were many barriers, but also successes. Trust building occurred so even after the grant period ended, the work continued. It continued with people committed to looking at the way we do business in transportation, and knowing that we must change for the better. These lessons learned can be scaled down to work within one county or even one small rural district. It can even be scaled up so that there are pieces that would be replicable in an urban setting. The use of geospatial
tools would be a value anywhere. The Zonar technology which is the student ridership tracking piece would be a safety tool as well as a device that can demonstrate the actual ridership thereby creating a means to evaluate the most efficient use of a particular bus. Studying the routes in your particular area and working collaboratively to design models of efficiency is relevant to small rural districts or urban and suburban 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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree Daniel Leffingwell, Noble Local Superintendent
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<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<tr>
<td>Mike</td>
<td>Fuller</td>
<td>Director of data services at MVESC</td>
<td>Mike Fuller will take responsibility for overseeing the data piece in this grant with relation to the Zonar technology (student ridership tracking device and its use). He will also oversee the consultant contracts who will design the web based database and the database for tracking transportation costs,</td>
<td>Mike Fuller holds a masters degree in psychology and a doctorate. He also has a state wide reputation for developing the MVESC's data department who have successfully worked with data for the student learning side of education and the also data for the business side of education</td>
<td>Fuller worked with the first shared services grant in this region that began the transportation consortium. Fuller was in charge of the data piece for that grant. He has continued working with districts in our area to maintain the consortium even without outside funding so that district's can have meaningful data regarding transportation costs. He has been able to expand the consortium from 12 districts to the 20 that are involved today.</td>
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</tr>
<tr>
<td>David</td>
<td>Branch</td>
<td>Superintendent of MVESC</td>
<td>David will serve on the Steering Committee (Implementation Team) and serve as the superintendent of the organization that will be the fiscal agent</td>
<td>David Branch has experience in collaborative partnerships with the other three ESCs involved in the project. He holds a masters degree in educational administration.</td>
<td>David Branch served as lead on the shared services grant titled 1,900 Square Miles of Opportunity which began the transportation consortium three years ago. He also has been superintendent for the past 14 years. He spent the majority of that time in 2 different local districts where he was successful in reducing bus routes to reduce costs.</td>
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</tr>
<tr>
<td>Matt</td>
<td>Bunting</td>
<td>Partner at Public Finance Resources</td>
<td>Matt Bunting and his coworkers at Public Finance Resources with continue the work they have done on providing the analytical look at transportation in the wide rural region of our consortium. They will work ongoing with the grant implementation and also help to provide evaluative services with regard to the actual transportation costs and reductions</td>
<td>Matt Bunting is a current treasurer of a school district in Ohio. He also is a partner in the private firm of Public Finance Resources.</td>
<td>Matt's role as a treasurer in an Ohio school district gives him a unique perspective on transportation and the increase and decreases in costs that have occurred. Matt's firm, Public Finance Resources, provide over 100 years of combined fiscal services to governmental institutions in Ohio. Matt also came in to help provide evaluative services for the shared services grant that began the transportation consortium. He has continued to provide work with our consortium and set up the database for the consortium members. He did a complete analysis of current transportation costs and compared the efficiency with ODE’s rating scale.</td>
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