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**Adjusted Allocation**: 0.00

**Remaining**: -11,427,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Developing STEM Opportunities through Clean Energy Initiatives

2. Executive summary: Please limit your responses to no more than three sentences.
   The solar field installation initiative will provide true savings to participating districts enabling them to redirect the funds that were saved through the reduced energy costs into the classroom. The consortium consists of rural school districts who otherwise do not have the resources to accomplish such programming. Using the ongoing savings from the decrease in expenditures on electricity, the districts will provide their students with an operational solar energy lab with which to provide hands on, real-world STEM learning opportunities in solar energy science, exploration of the various applications of green energy and access to experience in related career opportunities in the solar energy field.

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.

10260 3. Total Students Impacted:
   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
   Tod Hug

   Organizational name of lead applicant
   Ayersville Local Schools

   Address of lead applicant
   28046 Watson Road Defiance, OH 43512

   Phone Number of lead applicant
   419.395.1111

   Email Address of lead applicant
   thug@ayersvilleschools.org

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
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

Rural schools are losing the education competition in Ohio. Less than 17% of rural residents under the age of 25 have advanced learning credentials with labor market value (Gates Foundation, 2013). The counties represented in this grant proposal experience generational poverty. Young people are not considering college, but rely upon career path of their parents. Poverty levels based upon free reduced lunch numbers indicate a 200% increase among our schools in the past decade.

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

Our goal is to connect opportunity, promote aspiration of students, create high-quality educational opportunity and promote real world connections in the classroom. The substantial and lasting impact of this proposal will reduce energy costs and place those savings in the classroom so that students may achieve their highest ideal. Consortium schools have a long history of cooperative global efforts to benefit students. This effort will provide a framework for students to understand 21st century energy needs and how they can contribute to this growing global energy sustainability. Solar Photovoltaic energy will be utilized to offset electrical and energy costs. Solar fields will be established at each location. The estimated savings will be utilized through increased opportunities in the classroom. STEM learning will be increased, and understanding of solar energy will develop and student lead energy teams will evaluate data. Energy reduction and energy education will connect in a real world setting. Students will connect to professionals in the solar industry located in northwest Ohio.

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.)

Student achievement will be experienced in grades K through 12. The addition of solar fields and Photovoltaic Trainer will give students a hands-on, real life learning lab. Middle school and high school students will be actively involved in energy audits and providing recommendations to the Board of Education will continue energy sustainability initiatives. Elementary students will be involved in the energy curriculum provided and will be mentored by high school students. All students will have access to a STEM laboratory, i.e. Solar Photovoltaic Trainer, designed to give them hands-on education tied to the common core standards with the goal of increased achievement and understanding.

- 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.)

With the installation of the Solar fields, we will experience reductions in expenditures in the areas of purchased services for electricity. Over the five-year period, the expected energy savings for the consortium is $1,692,586.

- 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.)

The solar field will serve as STEM laboratory's in each district and are designed to be fully functional as a part of the science lab experience. The Solar Photovoltaic Trainer will also be used to provide real-time, real-world experience in the analysis of the solar field's efficiency. Special attention will be given to the science of energy including solar energy. This additional resource to the school will enhance teacher differentiation and allow students to not just study science but experience science.

- 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
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.

11,427,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Object code 400: Support services of $50,000 is dedicated in professional project manager to support grant initiative. $22,000 will support professional development. Facilities: $27,500 will insure the solar field; Governance and Administration; $25,000 will support legal fees. Object code 500: $275,000 for supplies will support student engagement and curriculum items. Curriculum for Green Energy and STEM education, related instructional supplies, math & science games, manipulatives, science & math kits, K-12 energy curriculum and STEM Object Code 600: $11,000,000 will support installation of solar fields, $.22,500 will secure the purchase of Photovoltaic Trainers to be utilized by districts development to support initiatives goals.

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.

Maintenance and upkeep is minimal on the solar panels and will require no additional expense to the districts. The consultant fee will be a one-time expense. Student-led Energy Teams will conduct the energy audits and will be mentored by staff that is trained in audit procedures during the first year of the grant initiative. Incorporating the study of energy science in the regular classroom will essentially embed this initiative in the regular school day. Sustainability costs will include: Purchased services will include property insurance coverage for the solar panels based upon insurance estimates of $2,200 per year per district. Professional development for staff for incorporation of green energy curriculum into the classroom will be conducted in the first year; however, ongoing professional development opportunities will cost an average of $1,500 per district per year. Supplies: Many of the materials purchased in the first year of the grant will be reusable in subsequent years. Ongoing green curriculum supplies for the classroom will be purchased as necessary in the amount $101,315 for the five-year period. The capital amount for the five-year period is $247,961, which includes equipment purchased for classroom instruction, such as science lab
D) IMPLEMENTATION

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.

306,314.00 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

Energy savings generated through this grant initiative will be $306,314 in the first year. The five year energy savings will be $1,692,586. The grant proposal design was to use initial startup costs in developing a sustainable professional development that will ensure the program's success in subsequent years. Each district will receive an average of $27,846 of positive cash flow in the first year from the implementation of this proposal based upon current energy usage. Initial Energy Audit Reports indicate that districts can achieve up to 43% energy cost savings through the installation of the solar fields proposed in this grant. Professional development will be on a train the trainer basis. The trainer will have access to online tutorials specifically designed to answer questions brought up in each district. The train the trainer will also be available to train future districts with no fee in a manner so that future districts will not incur a substantial cost to initiate shared educational services among districts. Minimal cost will be required to sustain professional development. The student led Energy Teams will promote those modifications. Savings realized can be reinvested back into the educational delivery budget providing additional opportunities for student achievement.

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.

This project is self-sustaining by reduced expenditures through energy purchases and policy changes that each of the 11 districts will implement. The average annual cost to sustain the consortium is $103,155, which includes professional development, property insurance costs, supplies and capital expenditures that provide green energy and STEM supplies and materials. This project will aid in spending reductions by shifting operational dollars to the educational programming in each classroom. This initiative will reduce annual energy costs by $306,314 in the first year and $1,692,586 in the first five years. This combined savings will be reinvested in our educational delivery budget as indicated on the Financial Impact Tables. Investment in green curriculum as indicated on the Financial Impact Tables demonstrates that savings will be reinvested in the education of students. Professional development in support of project implementation will be conducted utilizing the expertise of the solar contractor. Focus of professional development will include instructional strategies that will enhance teacher's ability to provide services to students at risk. Students will conduct the energy audits and make reports to the facility manager and Board of Education. Study will include measurement of the operation and performance of the school facilities heating and air-conditioning system, building automation controls, and lighting. The student led energy team will identify energy savings and make recommendations for energy savings. The first year of the study will be a baseline of energy use and will be compared to the next five years of the study. The energy savings will be easily identifiable using district utility bills. The project will aid in spending reductions by shifting operational dollars from utility bill over the educational budget. The one-time fee for a Solar Photovoltaic Trainer will also provide sustainability.

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 and their roles in the project.
members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

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 time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 3/23/14-9/9/2014

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

March 23, 2014 - Email sent to all stakeholders to initiate discussion of benefits for students and outline the three basic goals of the grant proposal. March 27, 2014- All stakeholders including Superintendent, Treasurer, Project Manager meet to further discuss the grant initiative. All stakeholders convene to review grant timeline, initialize purchased services, and establish dates for planning, implementation and rollout April 15, 2014- Final draft of grant shared with stakeholders for final review and approval April 17, 2014- Deadline to prepare initial draft of all cost estimates, review student and parent information roll out, and finalize professional development timeline. July 2014 - Straight A Grant Fund Award Announcement- Stakeholders notified of award July 2014- Local news media including radio, newspaper and television press release July 2014 - Meeting with school facility manager and installer to address program goals, intentions, timeline and review program implementation August 8, 2014 - Mentor Coaches oriented to the mission and focus of the program. They receive training on August 8, 2014. Tools and educational materials available through the project and are familiarized with the professional services available to them August 25, 2014-Mentor Coach meets with staff to review data collection, curriculum, Green Team project, review process, and share program contact info. August 28, 2014 - Competitive bidding process will be initiated for installation of solar fields based upon specifications September 9, 2014 - Energy audit training for teachers led by Mentor Coach to establish baseline

* Anticipated barriers to successful completion of the planning phase

Barriers to implementation of this grant proposal are understood, and plans to address these issues are in place. Reliable and accurate documentation in all aspects of school records must be seamless and understood by all parties. Coordinators must be properly instructed to correctly complete all required documents. Each district Facility Manager will facilitate installation and coordinate with stakeholders. This coordinated effort has already been established and is ready for roll out. Unforeseen barriers may arise. Therefore, each stakeholder will have a team in place to address these barriers. This team includes Superintendent, Principal and installation representative and classroom teacher. This team will be in constant contact with project manager and will catalog all barriers encountered and communicate to all stakeholders. It will serve as a frequently asked question forum so that all may be proactive in the delivery of this model. Stakeholders will have a lead person who will be a prime asset to ensure that all communication is thorough and impacts the initiative in this grant proposal.

18. Implementation - Process to achieve project goals

* Date Range 9/8/2014-2/15/2015

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

September 8, 2014 - Science of energy education initiated in the classroom. High School Students connect with energy professionals and audit concepts introduced September 29, 2014 - Student led Energy Audit Project begins October 2014- February 2015 -Solar Field Installation Project. Facility manager, classroom teacher, lighting installation professional, and student leader November 2015 - District’s energy website created featuring student led initiatives November 2014 - Activities/achievements of the students communicated through local media, families, service clubs, and business owners in the community December 2014 - Students write articles for the local newspaper, make presentation at district school board meetings February 15, 2015- Solar Field installation completed

* Anticipated barriers to successful completion of the implementation phase

Facility manager has investigated building codes in connection with this proposal. Installer has inspected site to discern any possible barriers that may be encountered. At the present time none are expected. Day-to-day communication with facility manager, treasurer, and installer will provide a critical thinking, problem solving approach throughout the implementation stage.

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

* Date Range September 2014-June 2015

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

September 2014 - June 2015 - Facility manager assists students in compiling reports of monthly student energy audit October 2014 - May 2015 - Student energy team reports presented to Board of Education June 2015 - Final Project Report: Facility manager’s observations, Solar Field Project Report, Treasurer’s Report, Mentor Coach Report Communications Plan: -Activities/achievements of the students communicated through local media, families, service clubs, business owners in the community and local elected officials -Press releases issued by the district frequent updates posted on district's website -Students share their experience with other students through setting up and running energy and science fairs

* Anticipated barriers to successful completion of the summative evaluation phase

Barriers: This project extends over a long period of time. Initiative will work hard to keep the vision of proposal before all stakeholders at all times. Science teachers will also incorporate their clean energy standards into this new initiative.
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 gap that rural students discover in seeking career and college transition becomes evident as they make that step. The access to advanced educational opportunities is often short-lived due to the availability of adequate resources and programs. As a result of this proposal students will have access to a hands-on, integrated, real world energy education program that will prepare them for the future. Students will gain critical thinking skills and acquire significant problem solving abilities as they work with educators and professionals in the energy profession. Teachers of all grade levels participated in this project will have the opportunity provided with new materials to supplement their teaching of the science of energy. School districts benefit from enhanced student engagement in district functions and the resulting behavioral changes that accompany such a program. Community will see impact by this innovative as students become more engaged with energy efficiency projects in their local communities.

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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Students participating in this innovative project will gain a stronger foundation for the science of energy. They will also gain significant hands-on learning by using the district facilities as a learning lab. By going through the energy education curriculum and ultimately auditing the facilities, students are gaining critical skills in analytics, measuring, investigation and problem solving. They also gain skills in the area of crafting presentations, creative writing, and topic position and presentation delivery as they prepare to present their findings and report to the district school board. Students participating in this innovative project will become real world problem solvers. This opportunity will provide a solid foundation for students to build upon their knowledge of the science of energy. The opportunity they have through this program will provide a strong connection with teacher and student and gain a stronger foundation for the science of energy. The opportunity to work with industry leaders also provides a strong link and motivation for continued learning. Brick and mortar classes combined with virtual learning opportunities will provide students with multiple avenues of education. Students will also gain skills to present findings at the Board of Education as well as writing articles for local newspapers, presenting their findings in radio interviews, and developing an educational video designed to promote science and math in the elementary school. Teachers will have access to a Solar Photovoltaic trailer that will provide all grade levels with the opportunity to supplement their teaching of the science of energy. They will have the unique opportunity to implement the use of their facility as a learning lab for their students giving them the real world application of what they have learned in their class. By connecting the core academic standards in a hands-on laboratory setting teachers will be able to better motivates students by giving them the real world applications in a hands-on environment. STEM Lab projects utilizing the solar fields, Solar Photovoltaic Trainers and programming provide opportunities for students to be exposed to real-world projects providing relevant, rigorous teaching from outstanding role models where respect and other character-based, business ethics are emphasized in an atmosphere of research labs. Our school districts will benefit from students engaged in real life learning situations. This project will add the level of connection to all students, especially those students at risk. It carries the extra benefit of teaching children how to be successful and allows them to demonstrate that success through multiple avenues in which they can express their understanding, acquired experience and unique abilities gained from this grant initiative.

The energy audit developed by students in cooperation with the facility manager will build strong student/staff relationships that will provide the solid core for students to be connected. Additionally, the impact of their energy education will follow the students home and into the community. Results have shown that students begin to implement what they have learned at home and educate family members. Communities will also see a positive impact as students engage in energy related projects in their communities as a whole. School districts will benefit from the student engaged professional energy audit. Districts also benefit by learning what behavioral changes and equipment/control changes can be made to have a positive impact on their energy use. This data is proven to have quantifiable results that have substantial value and lasting impact. Communities will see great impact by this innovative approach to education as students become more engaged with energy efficiency projects in their local communities. They are excited for opportunities to use their education to benefit others in their community.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.
25. Is this project able to be replicated in other districts in Ohio?

Yes
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 in districts of all sizes. Districts must commit to a strong, cooperative relationship to fully replicate the concept in this proposal. Initial meetings of all stakeholders are necessary to lay the groundwork for successful implementation. This would typically take 6 to 12 weeks. A suggested approach would be for stakeholders to develop general framework and then seek input in their departments. This grassroots, ground up approach will support buy in. Planning is critical. This grant proposal will develop a handbook that districts they use to facilitate the planning process. Stakeholders include school administration, teachers, and institutions of higher education, businesses, and most importantly students. The fiscal reward is replicable and districts can utilize this savings to place a greater share of their resources in the classroom. Student will receive opportunities to select multiple options that fit their educational goals. This concept is easily replicated and will expand student choice in the district. It also establishes connections not often associated with core educational delivery.

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, 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 Tod Hug Ayersville Local Schools 28046 Watson Road Defiance, OH 43512 419.395.1111 thug@ayersvilleschools.org IRN 046706
<table>
<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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<td>419-497-3461</td>
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<td>5921 Domersville Rd, Defiance, OH, 43512-9121</td>
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</tbody>
</table>
No partners added yet. Please add a new partner by using the form below.
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gene</td>
<td>Rupp</td>
<td>Director of Student Services</td>
<td>Mr. Rupp will be responsible for all grant deliverables in this initiative. Evaluative data, communication, planning, implementation and supporting all stakeholders. His responsibilities will include discerning barriers to the progress of the grant and providing successful corrective strategies in consultation with all stakeholders. Mr. Rupp will provide student access to energy audits and guide their process.</td>
<td>Mr. Rupp has evaluated over 50 state and federal grants. His reporting is thorough and professional. Guided by an evaluation matrix developed through careful consultation with all stakeholders, the evaluation will have clear guidelines and outcomes. Mr. Rupp has worked with the Ohio State University, Bowling Green State University and the Defiance College.</td>
<td>Mr. Rupp has 13 years' experience administering grants and successfully implemented all initiatives and deliverables. He administered all budgets and operations for 19 individual 21st Century Community Learning Centers with a budget of $12.7 million. Programs employed 357 teachers who provided instruction for over 3700 K-12 students. Student programming utilized hands-on, real world approaches with proven academic success. The Local Government Innovation Fund (LGIF) was awarded that allows the district, in partnership with 21 other districts, to investigate further opportunities to create more efficient and effective service delivery. Project is expected to facilitate efficiency, collaboration, or shared administrative services. Government Innovation Fund proposal indicates a potential $300,000 per year savings through shared administrative services. Third Grade Reading Guarantee Grant is currently in evaluation for final report.</td>
</tr>
<tr>
<td>Connie</td>
<td>Nicely</td>
<td>CFO/Treasurer</td>
<td>Responsibilities: Mrs. Nicely's role includes communicating with consortium CFO/Treasurers and compile the information from member districts for the Financial Impact Table and Supplemental Financial Reporting Metrics. With information and communication from member districts, complete the Consortium Budget Worksheet for the implementation year of the grant in conjunction with the lead superintendent and grant writer. Grant responsibilities will include the fiscal oversight of the grant, communicating compliance requirements and timelines to member districts, and monitoring savings and sustainability costs throughout the grant period.</td>
<td>Qualifications: Connie Nicely is in her 16th year as CFO/Treasurer for the Ayersville Local School District, and annually manages a 9.5 million dollar budget. In addition to her experience in the public sector, she also has experience in industry, in the accounting field.</td>
<td>Prior Relevant Experience: As the fiscal manager for the school district, Mrs. Nicely currently is in charge of the district's financial oversight and compliance for state and federal grants.</td>
</tr>
<tr>
<td>Tod</td>
<td>Hug</td>
<td>Superintendent</td>
<td>Mr. Hug's responsibilities include the coordination of the participating consortium school districts. He has been in communication with local solar contractors to interpret the data</td>
<td>Mr. Hug is in his 11th year as a Superintendent at the Ayersville local schools and previously served as high school principal, elementary</td>
<td>Mr. Hug has had experience in many areas of school administration and in grant writing. As an elementary principal, Mr. Hug was the annual grant writer for CCIP and has taken part in numerous grant applications</td>
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provided and to develop the plans for installation of the solar fields and implementation of the green energy curriculum. Once approved, Mr. Hug will continue to provide collaborative leadership to the consortium for the actual implementation of the grant.

principal at Edgerton Local Schools and assistant principal and athletic director at Bryan City Schools. He holds a Bachelor, Master and Education Specialist Degree from the University of Toledo and is currently in the process of completing his Doctorate of Education with the University of Findlay.

and grant administration pre-dating the CCIP process, such as Title funding. Mr. Hug has also been involved in the governance of a variety of council of governance, (COGs), having served as Chairman of the Executive Board of Northwest Ohio Computer Association, NWOCA, Northern Buckeye Education Council, NBEC, Northern Buckeye Health Plan, NBHP. Mr. Hug is currently the Chairman of the Ohio Health Initiatives, which is organized under a 115 Trust arrangement and provides shared contracts in health insurance to four regional Ohio consortiums insuring over 40,000 lives.