### Budget

Barnesville Exempted Village (045203) - Belmont County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (318)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

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Adjusted Allocation: 0.00

Remaining: -3,538,689.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Southeast Ohio Alternative Fuel Education Initiative

2. Executive summary: Please limit your responses to no more than three sentences.
The seven school districts in the Southeast Ohio Alternative Fuel Education Initiative are seeking funds to implement propane powered school buses and associated refueling infrastructure in an effort to improve school transportation efficiency by significantly reducing operating costs. Additionally, Belmont County schools are partnering Belmont College and Belmont-Harrison Career Center to use the purchase of these alternative fuel buses as the catalyst to create awareness, educate teachers and students, implement STEM curriculum, and develop a new 1 year certificate program relative to alternative fuels and the booming oil and gas industry in Southeastern Ohio.

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:
8850

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
Randy Lucas

Organizational name of lead applicant
Barnesville Exempted Village School District

Address of lead applicant
210 West Church Street, Barnesville, OH 43713

Phone Number of lead applicant
740-425-3615 ext. 3002

Email Address of lead applicant
barn_rl@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
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

Due to a variety of reasons including lack of resources, training, and/or capacity, schools in Belmont County and throughout the nation are not providing adequate courses and/or activities in the areas of Science, Technology, Engineering, and Math (STEM). The lack of these STEM experiences are putting our students at a disadvantage when competing for jobs in global economy. According to the Council on Foreign Relations, 60 percent of U.S. employers are having difficulties finding qualified workers to fill vacancies at their companies. The Office of Science and Technology Policy states that STEM occupations will grow 1.7 times faster than non-STEM occupations over the period of 2008-2018. In 2010, the unemployment rate for STEM workers was 5.3 percent: for all other occupations, it was 10 percent according to the National Governors Association. Business leaders in the United States cannot find the science, technology, engineering, and mathematics talent they need to stay competitive according to Change the Equation, a nonprofit, nonpartisan, CEO-led initiative that is mobilizing the business community to improve the quality of STEM learning in the United States. They state that lagging performance in K-12 education is a critical reason why. Ohio's adoption of the Common Core Standards and Next Generation Assessments raises the bar for increasing the rigor of standards in the areas of math and science; however, our teachers lack the training and resources they need to adequately prepare our students to meet these new standards. Rising transportation costs for school districts further compound the problem for schools, especially for rural Appalachian schools in Belmont County with many miles to drive. The costs to operate diesel buses are unpredictable, volatile and continually rising. Additionally, our current diesel engine buses have higher maintenance costs and are more harmful to the environment than buses that operate with propane engines.

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

The Southeast Ohio Alternative Fuel Education Initiative is seeking funding to improve school transportation efficiency, offer STEM activities and programs, expand PSEO and/or dual enrollment courses relative to alternative fuels and the oil & gas industry, and create a 1 year certificate program for (Alternative Energy for Vehicles) through Belmont College (courses can also be applied to an associates degree). The large impact of Marcellus and Utica Shale oil and gas exploration and development in our region over the last two years provides an opportunity for Belmont County Schools to enhance energy awareness and equip our students with the necessary skills to understand the local, state, national, and global impact of alternative fuels and the vastly expanding oil and gas industry in Belmont County. Straight A funds will provide opportunities for schools to partner with Belmont Career Center and Belmont College to create a growing awareness of the environment and the local resources that are available as a result of the abundance of Marcellus and Utica Shale in the Appalachia region of eastern Ohio. As the propane buses are purchased and used, students will have the opportunity to learn about where propane comes from and how it is used. They will learn about other alternative energy sources and the impact energy resources have on the environment. Grant funds will be utilized to purchase propane powered school buses and associated refueling infrastructure to significantly reduce operating costs both over a five year fiscal timeframe as well as provide a solution to lower long term pupil transportation costs. This project is straightforward, quantifiable, replicable, and sustainable. The project involves utilizing Straight A Funds as the initial investment capital for eight major activities: 1) Replacing a subset of older diesel buses with new propane powered vehicles; 2) Investing in low cost ($35K - $60K), on-site propane refueling tanks and pumps at fleet facilities; 3) Securing a lower cost, stable fuel contract with a regional propane supplier, 4) Implementing an Alternative Fuel Education curriculum at Belmont Career Center, 5) Training teachers to incorporate STEM activities and Alternative Fuel Education into the curriculum, 6) Offering PSEO and Dual Enrollment courses relative to Alternative Fuels and Oil & Gas through Belmont College, 7) Developing a 1 year certificate program (courses can also be applied to an associates degree program) to be offered by Belmont College for students via PSEO, Dual Enrollment, or traditional college enrollment, and 8) Providing minor supplemental funding for driver and mechanic training. Once these eight initial investments are made, districts will be able to immediately realize operational cost savings and increase STEM opportunities for students. The operational savings will continue to accrue for the lifetime of the propane vehicles, allowing districts to invest in more propane buses for additional long-term operational savings. The savings will allow districts to increase student educational opportunities and direct more resources into the classroom which with the goal of increasing critical thinking skills and overall student achievement. This innovative, replicable, and sustainable project is designed to directly address the problems of rising student transportation costs and lack of STEM programs. Increasing STEM educational experiences will increase student achievement and prepare students for employment in fields where the demand will continue to be high for years to come. The results of the innovative project will have a significant, positive impact on each of the 7 participating districts future financial positions and academic programming.

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.)

Activities to Achieve Student Achievement Goal: 1) Belmont-Harrison Career Center will implement an Alternative Fuel Education curriculum
within the Agriculture/Diesel Mechanics, Auto Technology and Small Engine Mechanics program. Propane engine training stations will be provided for each of the programs. This Alternative Fuel Education curriculum will be available to all member districts of the consortium. 2) Belmont College will develop courses for teachers that will assist them in integrating STEM topics including alternative fuels, environmental geology, and technical tracking methods (GIS) within their classes. The fleet of propane buses purchased through this grant provides teaching moments for K-12 students. Students will be able to understand the economics and sustainability of using alternative fuels for vehicles. Finally, students will have opportunities to discuss career prospects related to alternative energy for vehicles. 3) At least 1 teacher in each Belmont County School District will be trained as a "Train the Trainer" by taking the courses noted in number 2 above. During and after the completion of these courses, these newly trained teachers will be expected to train other staff members within their respective districts. 4) Belmont College will develop programming in STEM curriculum and provide dual enrollment and/or PSEO opportunities for all Belmont County students. Expanded course offerings and programs will include: Safety and Fire Training, Introduction to Oil and Gas, Introduction to GIS, and the Geology for Coal, Oil, and Gas. 5) Belmont College will obtain approvals and consult a content expert to develop curriculum for a 1 Year Certificate Program (Alternative Energy for Vehicles). Building on Belmont College Energy Institute, which was founded in 2012, Belmont College will develop and deliver an Alternative Energy for Vehicles 1-year certificate program. This program will provide education for natural gas, propane, and diesel delivery systems that encompass safety, operations, and maintenance training for the transportation sector. The program will be flexible scheduled to allow dual enrollment opportunities with consortium high schools. The curriculum will be based on a foundation of general education and STEM coursework to become knowledgeable and aware of energy sustainability. The coursework will include experiential learning through technical lab skills. Carts will be developed for specific topic areas and can be utilized by K-12 student programs or instruction. Not only will these courses be eligible for college credit, they can also be applied to engineering programs civil and industrial electronics associate degree programs.

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.)

Activities to Achieve Spending Reductions Goal: 1) Purchase commercially available propane powered school buses that offer demonstrable lifecycle cost savings. Based on conservative assumptions, a single propane bus offers the following lifecycle cost savings: $15,473.92 at 150,000 miles (diesel = $167,716.92; propane = $152,243.00) - $23,916.23 at 200,000 miles (diesel = $196,909.23; propane = $172,993.00)

These lifecycle cost savings are predictable based on: a) quotes received for standard 72 passenger diesel ($80,140) and propane ($89,993) buses; b) conservative projections on miles per gallon differences between diesel (6.5 MPG) and propane (5 MPG) in bus applications; c) conservative price differentials between diesel ($3.60/gal) and propane ($2.00/gal) fuel costs; and research based maintenance costs per mile for propane ($0.015) and diesel ($0.03). These lifecycle cost savings are also in line with real world savings documented by other propane bus users in Ohio including Pike Delta York Local Schools and Franklin County Board of Developmental Disabilities. 2) Secure a lower cost, stable fuel contract with a regional propane supplier. The life cycle cost savings projected above are based on a $1.60/gal differential between diesel and propane, though for every additional $0.05 in differential between the fuels, lifecycle cost savings increase by $1,500. 3) This project is self-sustaining due to the fact that the initial investment or up-front costs to replace 1/2 of each district’s aging bus fleet with new, more efficient propane fueled buses will significantly decrease future fuel costs, maintenance services/supplies, etc. Additionally, this initiative will "free up" previously budgeted bus purchase monies for classroom instruction (1/2 of all bus purchase savings will be set aside in a bus purchase reserve account for future bus purchases outside of the five year timeframe). Beyond savings over a five year timeframe, the Be buses will return a savings for every year they are in service and likely increasing savings from year to year throughout their lifetimes as the cost spread between diesel and propane continues to widen. In addition, districts will be set up to invest savings in new propane buses for the long-term, allowing the project and its savings to scale up beyond the initial scope of the Straight A Funded project.

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.)

Activities to Achieve Greater Share of Resources into the Classroom Goal: 1) Provide safety training for maintenance staff, drivers and regional emergency personnel to provide understanding and management of natural gas, propane, and diesel at the work site, refueling stations, and driving conditions. The savings obtained from lower maintenance costs of propane buses and properly trained personnel will be re-allocated to purchase classroom technology items that are needed to comply with administering future PARCC assessments.

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.)

Activities to Achieve Shared Services Goal: 1) The Consortium will bid and purchase propane buses collectively to leverage better pricing 2) The Consortium will share the costs associated with providing professional development to teachers and bus drivers 3) Consortium districts will share the costs of providing new dual enrollment courses to students through Belmont College and/or a credentialed teacher in one of the member districts 4) The costs of paying for an instructor to train current and future district mechanics on how to effectively service and maintain propane engines will be reduced through a shared services approach where each district shares in the cost of paying for the training versus each district paying for the cost individually.

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 consortium partnership
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.

3,538,689.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

As described in question #13 above and in the individual district Financial Impact Tables, the total cost of implementing the Southeast Ohio Alternative Fuel Education Initiative is $3,538,689. This includes the purchase of 29 propane buses, 7 refueling stations, training for staff/mechanics, alternative fuels career coursework, and implementation/administration costs for all districts included in this partnership. Explanation for each budget line item is provided below. Total Project Budget: ***School Bus Costs: $2,668,000 (29 bus replacements)- School bus costs are based on district bus specifications for standard and handicap equipped buses. These specifications were quoted to Cardinal Bus Sales and price quotes were generated to provide costs for the various 2014 Bluebird Propane Vision Buses included in this application (currently, Bluebird is the only retailer of factory manufactured propane powered school buses). These quotes were aggregated into the total cost reflected above. ***Propane Fuel Station Construction Costs: $370,000 (7 stations)- Propane fuel station construction cost estimates were assembled by collecting data from each district on the number of propane buses and total gallons consumed on both a daily and annual basis. These data points were provided to Ferrellgas, Amerigas, and Alliance Autogas and used as basic assumptions to provide individually tailored cost quotes for district fueling infrastructure. These quotes were aggregated into the total cost reflected. ***Provide educational opportunities in gas/oil industry: $323,180- Partnering with Belmont College and Belmont-Harrison Career Center to provide career educational opportunities for area residents in the gas/oil field. Both educational entities will be using the propane buses as the catalyst to create awareness, educate students. Additionally a 1 year certificate program will be offered with courses that can be applied to a degree granting program to provide students with the necessary skills to enter the workforce in STEM fields including the booming oil and gas industry in our area. ***Training Costs: $9,000 (2 driver trainings; 2 mechanic trainings)- Quotes for training costs were gathered from Clean Fuels Ohio and AFV International and used as a basis for the Driver Training ($1,500) and Mechanic Training ($3,000) costs. Since this project represents all schools in Belmont County, costs are streamlined in this category as the county will hold two trainings for all drivers and two trainings for all mechanics to ensure consistency, timeliness, and cost effectiveness of the training program. ***Implementation/Administrative Costs: $168,509- Quotes for administrative assistance were gathered from Clean Fuels Ohio. Clean Fuels Ohio is a local non-profit who has helped Franklin Co. Board of DD, Pike Delta York Local Schools, and Austintown Local Schools deploy propane school buses and stations. Clean Fuels Ohio quoted administrative costs based on work with previous districts and grants from the US DOE, US EPA, and Ohio EPA for similar projects. ***Total Project Cost: $3,538,689 - This total project cost reflects the addition of all cost categories above.

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

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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.

591,603.00 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 (i.e. maintenance plan included in purchase price of equipment) in the box below.

The Southeast Ohio Alternative Fuel Education Initiative will result in significant and sustainable annual savings. This annual savings will be derived primarily from the cost savings differential in the per gallon price of propane compared to diesel, reduced maintenance costs and a reduction in future budgeted bus purchases. The following list provides projected savings over the next five years for each district and for the entire project: School Projected Five Year Savings: Barnesville $350,425, Belleaire $621,040, Bridgeport $288,655, Martins Ferry $356,495, Shady side $301,620, St. Clairsville $395,485, Union Local $644,295, Total $2,958,015. 5 years = $91,603 of annual savings. The primary savings for this project can be attributed to districts spending less capital outlay dollars for future bus replacements after the initial grant investment which will update the aging bus fleets in each district. Additionally, each district will set-aside 50% of budgeted capital outlay savings to ensure future sustainability of the bus fleets. These annual savings projections are based on real world data supplied by each school district on current diesel bus usage (annual/daily mileage; annual/daily fuel use, MPG, diesel price per gallon, maintenance costs) vs. the metrics for propane vehicles that will take over these routes. Propane bus MPG is based on real world information supplied by both the bus manufacturer as well as from Pike Delta York Local Schools. Fuel costs are based on current market prices for diesel ($3.85/gal based on US DOE Midwest average price for diesel fuel) and propane ($2.00/gal based on quotes from regional propane suppliers) resulting in a $1.85 savings per gallon for propane powered buses. Since significant savings for this project will stem from fuel cost savings, the cost projections above are likely a low reference projection. As mentioned previously, Pike Delta York Local Schools is currently paying $1.53 per gallon for propane and $3.65 for diesel in their fleet operations, realizing a savings of $2.12 per gallon. In addition to these more significant savings already realized by current Ohio propane school fleets, there is broad consensus among market analysts that diesel prices will continue to rise over the five year fiscal timeframe, leading to additional savings realizations for each district.

The Southeast Ohio Alternative Fuel Education Initiative does not project any significant new or recurring costs from this project. Since this project will provide the initial investment capital to set up Belmont County School Districts for the use of propane powered school buses and associated refueling equipment, any minimal, recurring costs (if any) from this project will fall into existing annual budget categories for bus and station maintenance, annual fuel purchases, school bus replacements, and ongoing driver/mechanic training. In fact, based on the annual savings projected in question #14 below, the districts should have additional future resources available due to the implementation of this project. In addition to the annual savings attributed to reduced fuel expenses and maintenance costs, each district has set aside 50% of their annual budgeted capital outlay savings in FY2016 - FY2020 to meet future school bus replacement needs to ensure the sustainability of the proposed project.

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 due to the fact that the initial investment or up-front costs to replace 1/2 of each district's aging bus fleet with new, more efficient propane fueled buses will significantly decrease future fuel costs, maintenance services/supplies, etc. Additionally, this initiative will "free up" previously budgeted bus purchase monies for classroom instruction (1/2 of all bus purchase savings will be set aside in a bus purchase reserve account outside of future bus purchases for the five year timeframe). Beyond savings over a five year timeframe, these buses will return a savings for every year they are in service and likely increasing savings from year to year throughout their lifetimes as the cost spread between diesel and propane continues to widen. In addition, districts will be set up to invest savings in new propane buses for the long term, allowing the project and its savings to scale up beyond the initial scope of the Straight A Funded project. Beyond sustaining the fleets directly funded by the project, the Straight A Fund investments in the propane refueling stations will also allow for future public-private partnerships with wider entities throughout the community. In many places where such alternative fuel stations have been installed,
partnership agreements have been arranged with city, township, or county agencies that wish to purchase propane powered vehicles and utilize existing stations. Agreements in such cases are mutually beneficial, allowing other public fleets access to lower cost, cleaner burning fuel without any investment in refueling infrastructure, while at the same time providing more fuel throughput to stations which allows for lower fuel prices due to higher contract volumes. The purchases of engines for educational programs at the Belmont-Harrison Career Center are a one-time cost that will enable the program to be offered for years to come. Once these initial investments are made, routine maintenance costs of the new program components are expected to be minimal and will be accounted for within the normal operating budget. Training teachers to be "Train the Trainers" to integrate alternative fuels, STEM activities, environmental geology, and technical tracking methods within their classes is primarily a one-time expense. Future costs to offer STEM activities for the local school districts will be obtained through the annual cost savings of purchasing and maintaining more efficient propane buses as compared to diesel. The initial costs needed to utilize a content expert to develop the necessary curriculum and activities for the Alternative Energy for Vehicles 1-year Certificate program are a one-time investment that will be covered with Straight A Grant funds. Future costs to maintain expanded course offerings and the 1-year certificate program will be offset by the anticipated increase in future enrollment due to an increased student population and the growing demand for courses in this field of study since Belmont County is located in the heart of enormous oil and gas activity.

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.

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 07/01/2014 through 12/31/2014

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

1) Higher Education Curriculum Development: In order to provide coursework for higher education curriculum in the area of alternative energy for vehicles and other STEM courses relative to the Oil/Gas Industry, Belmont College will consult with content experts to develop the appropriate curriculum within 12 months of funding authorization. 2) Career Education Specifications and Bidding: In order to prepare for career education implementation, the Belmont-Harrison Career Center will develop final equipment specifications and release competitive RFPs for equipment by December 31, 2014. 3) Propane School Bus Specifications and Competitive Bidding: Currently, Bluebird is the only manufacturer of propane school buses that we are aware of and Cardinal Bus Sales and Service is the only Ohio Dealership distributing these buses. Bus bid specifications will be advertised for a period of 2-3 weeks in order to meet competitive bid requirements. The lead district will be prepared to place the order no later than December 31, 2014. 4) Station Design and Competitive Bidding: In order to plan for propane station construction, districts will collaborate with Clean Fuels Ohio to create individual station specifications to fit their operational needs. Bid specifications will be advertised for a period of 2-3 weeks in order to meet competitive bid requirements. The lead district will be prepared to place the order no later than December 31, 2014. 5) Propane Driver/Mechanic Training Specifications and Bidding: In order to prepare for needed trainings, the consortium of districts will need to develop further final training specifications and release competitive RFP’s for driver and mechanic trainings. Training specifications will be advertised for a period of 2-3 weeks. The lead district will be prepared to contract for training services no later than December 31, 2014.

* Anticipated barriers to successful completion of the planning phase

Potential Barrier: Due to the numerous courses and training that are being created and offered by Belmont College and Belmont-Harrison Career Center, it is possible that all of these programs do not get created by the anticipated date of completion. Solution: The risk of this occurring is greatly reduced by establishing realistic timelines for the creation of these programs. Frequent updates and communication to and from our partners will greatly increase the likelihood that all courses and programs are developed in a timely fashion.

18. Implementation - Process to achieve project goals

* Date Range 01/01/2015 through 06/30/2015

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

1) Higher Education Curriculum Implementation: The dual enrollment/PSEO STEM courses for students and STEM coursework for teachers offered by Belmont College will be available beginning in the summer of 2015. 2) Career Education Implementation: Upon completing the required procurement procedures, the lead district will enter into a contract for related equipment purchases, installations, and staff trainings. This process will be completed by June 30, 2015. 3) Propane School Bus Purchase and Delivery: Upon completing the required procurement procedures, the lead district will enter into a contract for the purchase of propane buses based on the most competitive bids received. From the date the propane bus order is placed, Cardinal Bus Sales and Service (the lone vendor of propane buses in Ohio) can guarantee bus delivery in 150 days or less. Based on the planning period allotted, bus orders placed are expected to be placed January 1, 2015 and
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: 07/01/2015 through 12/31/2015

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

1) Higher Education Evaluation: Belmont College will provide quarter progress reports for all participating teachers, monthly progress reports regarding the development of the 1 year Certificate Program and each school district will review quarterly data to ensure participation rates in dual enrollment and/or PSEO programs are increasing while meeting district expectations. 2) Career Education Evaluation: Belmont-Harrison Career Center will provide quarterly progress reports regarding the integration of Alternative Fuels’ curriculum into existing career technical programs. 3) Propane Bus Savings Evaluation: The primary project evaluation method will consist of tracking the following data for both diesel and propane powered buses: fuel price per gallon, fuel use per mile, miles traveled per vehicle, average vehicle miles per gallon, maintenance cost/savings per vehicle, cost per mile per vehicle, per gallon fuel savings propane vs. diesel, fuel savings per vehicle and total project cost/savings per vehicle (for applicable period, i.e. monthly, quarterly, annually). 4) Station Equipment Evaluation: Belmont College and Clean Fuels Ohio will provide monthly progress reports on the completion of training programs for drivers, mechanics, etc.

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

Potential Barriers & Solutions: Potential Barrier: Bus company is unable to provide all the buses needed for purchase in a timely manner. Solution: Order from various bus companies or seek no-cost extension of funds. Potential Barrier: Construction on fueling station is delayed. Solution: Find alternative vendors to do the job or seek a no cost extension of the grant award.

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 Southeast Ohio Alternative Fuel Education Initiative will result in significant and sustainable savings. Its impact on organizational practices will be minimal. Once the initial investment has been made in propane vehicles, refueling stations, and associated training, each district will continue to perform the routine fleet management functions as previously performed for diesel fleet vehicles. This will include similar maintenance and replacement planning practices for vehicles, station operation and maintenance, fuel purchasing, and other standard fleet management operational practices such as vehicle usage and cost tracking, mechanic and driver training, and associated administrative best practices. The following changes in organizational and instructional practices will occur as follows as a result of this grant: 1) STEM activities will become integrated and embedded into the curriculum for all students of consortium member districts. No fewer than 1 teacher/instructor in each consortium district will be participating in taking a minimum of 3 higher education courses which will assist them in integrating alternative fuels, environmental geology, and other oil/gas industry curriculum into their classroom. These teachers will be expected to train additional teachers in their respective districts. This is consistent with the "Train the Trainer" approach, all teachers in each participating district will be provided training regarding oil and gas industry, safety, alternative energy for vehicles usage, and career exploration who will then provide grade-specific instruction to K-12 students relative to these topics. 2) Students in consortium districts will have the opportunity to take career education courses through the Belmont-Harrison Career Center. These courses will focus on alternative fuels curriculum with the Agriculture/Diesel Mechanics, Auto Technology, and Small Engine Mechanics Programs. 3) Belmont College will provide dual enrollment and/or PSEO (post secondary enrollment options) opportunities for all Belmont County students relative to Alternative Fuels and the Oil/Gas Industry. 4) Belmont College will obtain approvals and consult with an expert to develop curriculum for the 1 year Certificate Program in alternative energy for vehicles, which will include training for college credit or applied to engineering programs civil and industrial electronics associate degree programs. 5) There will be an increased awareness regarding the importance of STEM related activities with our students, staff, Board and community if this grant is funded.

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.

Research shows that students taking dual enrollment courses in high school are much more prepared than other students. The office of Institutional Research at Oregon University showed that dual credit students have a higher college participation rate, earn a higher GPA and accumulate more college credits. A study at Iowa University shows dual enrollment students were 11% more likely to go to the second year, 12% more likely to enter college within seven months of graduation and those completing 20 or more credits the first year were 20% more likely to go onto the second year. Bluebird Propane Vision school buses and associated refueling infrastructure have been deployed by many districts across the country as well as by districts here in Ohio. In each case, these projects have been straightforward to implement, easily replicable, and generated significant and sustainable savings. The following provides brief accounts of several notable past successes in propane school bus deployment: Pike Delta York Local Schools, Delta OH: The Pike-Delta-York School District, located in Delta Ohio has a school bus fleet that consists of 17 buses. The school district has worked with Clean Fuels Ohio since 2009 to integrate 3 dedicated propane school buses into the fleet and construct an on-site propane refueling station. For the most recent 2012-2013 school year, Pike Delta York paid an average of $3.65/gal for diesel and $1.80/gal for propane, realizing a fuel savings of $23,047.95 with three propane buses from July 2012 through June 2013. For the 2013-2014 school year, Pike Delta York has secured a contract for $1.53/gal for propane fuel and expects to save even more. Mesa Public Schools, Phoenix AZ: Operating the largest school bus fleet in the state with 517 school buses, Mesa has been saving ‘green’ both on paper and in the environment since October 2011 when they incorporated their first 21 Blue Bird Micro Bird G5 Type A school buses fueled by propane autogas. Since then, Mesa has purchased 68 Blue Bird Propane-Powered Visions, the only Type C 77-passenger school bus to operate on this alternative fuel. These buses travel 15,506 route miles per school year and transport thousands of students each day. By the numbers results: $6,500 in fuel savings per bus, per year, with expected savings of $4.43 million over five years. 82% percent fuel savings per gallon when compared to diesel. Tippecanoe School Corporation, Lafayette IN: Tippecanoe School Corp. (TCS) is Indiana’s second-largest geographic school district, covering 465 square miles and serving nearly 13,000 school children across 20 individual schools. As diesel prices bump against the $4.00 mark, the cost for TSC school bus drivers to fill up with propane autogas is $1.94 per gallon. According to school administrators, these cost savings free up funding to be allocated toward other programs to enrich the community’s school children. These cost benefits are matched by the eco-benefits of propane autogas. Hall County School System, Hall County GA: The Hall County School District serves 25,780 students in 33 schools. Hall County school buses travel more than 3.5 million miles per year, transporting more than 20,000 students daily. In 2012, the school district purchased 20 Blue Bird Propane-Powered Vision school buses fueled by domestically produced propane autogas to reduce the community’s carbon footprint and lower the county’s costs for school bus fuel and maintenance. Compared to their $3.50 per gallon cost for diesel, Hall County pays less than $2.00 per gallon to fuel with propane autogas. The school district expects to save $36,000 in fuel costs for their 20 new propane buses in 2012 alone.

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.

* 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.

The goal of the Southeast Ohio Alternative Fuel Education Initiative is to result in significant operational cost savings over the immediate five year fiscal timeframe as well as offer substantial and sustainable school bus fleet operational cost savings over the long term allowing cost savings to be reinvested into the classroom to increase educational options for students based on the current needs in the job market. The evaluation process for this project is described below: 1) Evaluation of Initiatives associated with Propane Bus Implementation: Based on a straightforward comparison of the metrics, costs, and data points, savings from propane bus operations can be readily evaluated and documented. Through simple calculations, costs for operation of each type of bus can be compared in the following terms and will be reported to ODE in the format and timeframes required: per gallon fuel savings propane vs. diesel, fuel savings per vehicle, maintenance cost savings, total cost savings(monthly, quarterly, annually) ***External evaluation to be completed by Andrew Conley at Clean Fuels Ohio- (614) 884-7336 2) Evaluation of Initiatives associated with STEM Education Components: A meeting will be held monthly with a Steering Committee. The committee will contain at least one representative from each participating district and partner organization. Each district and partner organization representative will be responsible for bringing the monthly and quarterly reports. The data will be analyzed and discussed to determine overall program effectiveness by the committee. ***Internal evaluation to be completed by Angela Hannahs at Barnesville Schools- (740)425-3615 ext. 3006

* 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).

The data to be collected in connection with this evaluation will primarily be quantitative in nature (with the exception of the career education data), consistent with the needs of the outcome measures described above. In addition to monthly committee meetings, the program will be monitored by the program director, who is responsible for the overall evaluation and monitoring of the program. The system shall include periodic site visits to monitor program implementation through staff interviews, direct observations, reports from community employers, review of purchase orders, teacher trainings, standardized test scores and student records. The Program Director will work closely with lead district to ensure the financial budgeting is accurate and timely.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to
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.

As described throughout this application, the Southeast Ohio Alternative Fuel Education Initiative is straightforward, quantifiable, replicable, and sustainable. The project will result in substantial value and lasting impact in the following ways: * Immediate operational cost savings from propane vs. diesel fuel over the five year fiscal timeframe * Lifetime cost savings per bus with propane vs. diesel fuel. As previously stated, the cost savings per gallon of propane is likely to grow over time as diesel costs rise and propane costs remain stable or decrease based on additional supply from Ohio and other US natural gas shale reserves coming into production. Each propane school bus funded by the Straight A Fund is expected to return increasing annual fuel savings for its entire useful life. * Schools set up to transition remaining fleet to more cost-effective, cleaner burning propane fuel. As previously stated, Straight A Fund investments in propane refueling stations will not only set up schools for immediate savings from propane buses, but also offer schools access to propane fuel for any future replacement buses. This includes the potential to transition more of each district's existing diesel buses to cost saving propane powered models as well as replace buses initially funded by the Straight A Fund with propane models over the long term. * Schools have more price stability on propane vs. diesel fuel. As discussed, based on the lower, more stable prices of propane fuel, districts will be able to enter into longer fuel contracts if desired. Depending on the supplier, contracts of two years or more are easily obtained, allowing schools the benefit of constant, stable pricing for fiscal planning and forecasting. * Schools can form partnerships with public and private partners to retail propane, earning additional revenue while providing a public service. Fleets located in close proximity (5 miles or less) to each districts refueling station will be able to partner with districts to purchase propane fuel, allowing fleets such as local cities and townships the ability to purchase lower cost fuel without investing in a station, while affording districts higher fuel volumes to negotiate lower per gallon fuel prices as well as potentially generate additional revenue. * Immediate environmental benefits from propane vs. diesel fuel use. Propane is a cleaner burning fuel based on the molecular structure of propane vs. diesel. * Fleets serve as success stories and examples for other districts, provide real world data and examples of project costs, savings, benefits, and ability to replicate. * By partnering with Belmont-Harrison Career Center and Belmont College, area schools will prepare a pool of skilled applicants equipped with the necessary skills to obtain a job within the high wage, high demand energy sector emerging in our area.

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

| Benchmarks & Evaluation (related to Goal #1- Student Achievement): *Belmont College will provide quarterly progress reports for all participating teachers *Belmont College and Clean Fuels Ohio will provide monthly progress reports on the completion of training programs for drivers, mechanics, etc. *Belmont College will provide monthly progress reports regarding the development of the 1 Year Certificate Program for Alternative Energy Vehicle Technician. *Belmont Career Center will provide quarterly progress reports regarding the integration of Alternative Fuels curriculum into existing career technical programs. *Each school district will review quarterly data to ensure participation rates in dual enrollment and/or PSEO programs are increasing while meeting district expectations. |

* Spending Reduction in the five-year fiscal forecast

| Benchmarks & Evaluation (related to Goal #2- Spending Reduction in 5 Year Forecast): The primary project evaluation method will consist of tracking the following data for both diesel and propane powered buses: Fuel price per gallon, fuel use per mile, miles traveled per vehicle, average vehicle miles per gallon, maintenance cost/savings per vehicle, cost per mile per vehicle, per gallon fuel savings propane vs. diesel, fuel savings per vehicle and total project cost/savings per vehicle (for applicable period, i.e. monthly, quarterly, annually) Based on a straightforward comparison of these metrics, costs, and data points, savings from propane bus operations can be readily benchmarked and documented. In addition to the cost savings benchmarks, districts will also be able to provide data to Clean Fuels Ohio and receive assistance in calculating vehicle specific emissions reductions for the propane buses through Clean Fuels Ohio's free Ohio Green Fleets program. This will include providing the usage data outlined above, as well as additional data points including 1) vehicle make, 2) vehicle model, 3) vehicle model year, 4) vehicle horsepower, and 5) vehicle hours of operation. By providing this information on both past/current diesel vehicles as well as new propane vehicles, districts will be able to receive emission quantification data from Clean Fuels Ohio summarizing realized reductions in particulate matter (PM2.5) emissions, nitrogen oxide (NOx) emissions, carbon monoxide (CO) emissions, hydrocarbon (HC) emissions, and carbon dioxide emissions (CO2). |

* Utilization of a greater share of resources in the classroom

| Benchmarks & Evaluation (related to Goal #3- Utilization of a Greater Share of Resources in the Classroom): The district will review financial records, historical data, and the five year financial forecast to compare previous years maintenance costs to maintenance costs after implementation of the grant. The total amount of the savings will be applied to additional resources in the classroom, specifically technology items to comply with future PARCC assessments. |
Implementation of a shared services delivery model

1) The lead applicant will compare consortium bid pricing for buses to stand-alone bus pricing for propane buses. 2) The lead applicant will compare shared professional development costs to stand-alone professional development costs at districts through district financial records. 3) Consortium districts will share the costs of providing new dual enrollment courses to students through Belmont College and/or a credentialed teacher in one of the member districts. Districts will compare costs for PSEO and dual enrollment courses to previous years’ costs. 4) Through financial data, each district will track overall training costs for training of mechanics and compare to previous years.

Other Anticipated Outcomes

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

As question 20 demonstrates, this type of propane school bus project has already been replicated across the country in school fleets including those in Indiana, Georgia, Arizona, Oklahoma, Oregon, and Ohio. In addition to Ohio’s Pike Delta York Schools listed above, Franklin Co. Board of Developmental Disabilities currently utilizes propane fuel for part of its bus fleet operations and Austintown Local Schools is in the initial stages of deploying 14 propane buses for school operations. As reviewers for the Straight A Fund will likely find, many more Ohio districts beyond these are interested in deploying propane buses to reduce their fuel costs as well as lower emissions for students and the community. Although the flurry of oil & gas activity in Southeastern Ohio makes this project ideal for our schools that sit in the heart of the Utica and Marcellus Shale activity, this project can easily be replicated in any school district throughout Ohio and/or the nation. Decreasing the nation’s dependency on foreign fuels is an initiative that impacts politics, the environment, the economy, and our national security. It is a project that can, and should, be replicated not only for the financial implications but for the educational impacts as well. Data will be extracted from each school at the end of the grant period to determine program success and cost savings.

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 Accept- Matthew A. King, Treasurer- Barnesville Exempted Village School District, 4/18/2014

I Accept- Randy J. Lucas, Superintendent- Barnesville Exempted Village School District, 4/18/2014
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<tr>
<td>John</td>
<td>Haswell</td>
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<td>740-699-3802</td>
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<td>East Central Ohio ESC</td>
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<td>834 E High Ave, New Philadelphia, OH, 44663-3052</td>
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<tr>
<td>Andrew</td>
<td>Conley</td>
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<td><a href="mailto:Andrew@cleanfuelsohio.org">Andrew@cleanfuelsohio.org</a></td>
<td>Clean Fuels Ohio</td>
<td></td>
<td>530 W, Spring Street, Suite 250, Columbus, Ohio, 43215</td>
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<tr>
<td>Matt</td>
<td>King</td>
<td>Treasurer</td>
<td>As Treasurer of the lead applicant district, Mr. King will assume the ultimate responsibility of assuring that all financial goals and objectives of this grant are met effectively and on time. He commits to providing staff with the necessary resources and time to be successful in this endeavor. He also commits to communicating grant activities to all stakeholders including Boards of Education and the local media.</td>
<td>Mr. King has been a treasurer for over 9 years with Barnesville Schools. He previously spent 5 years working for the Ohio Auditor of State as an assistant auditor. He currently serves as Vice-President of the Southeast Chapter of the Ohio Association of School Business Officials (OASBO). Additionally, he serves as Treasurer at-Large for Ohio Mid-Eastern Region Education Service Agency (OME-RESA). He was recognized by the Ohio School Boards Association’s Southeast Region as an Outstanding Treasurer and has received numerous awards from the Ohio Auditor of State for exemplary financial reporting in accordance with Generally Accepted Accounting Principles (GAAP).</td>
<td>Mr. King has extensive experience writing, facilitating, and/or administering grants throughout his career as an educator. Some of these grants include: -21st Century Community Learning Centers (CCLC) Grant- $850,000 -21st Century Technology Grant - $250,000 -Local Government Innovation Fund (LGIF) Shared Services Grant- $100,000 - TANF After School Grant - $125,000 -School Literacy Consultant Grant - $232,000 - Diesel Retro-fit Grant for Buses - $150,000</td>
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<tr>
<td>Randy</td>
<td>Lucas</td>
<td>Superintendent</td>
<td>As Superintendent of the lead applicant district, Mr. Lucas will assume the ultimate responsibility of assuring that the goals and objectives of this grant are met effectively and on time. He commits to providing staff with the necessary resources and time to be successful in this endeavor. He also commits to communicating grant activities to all stakeholders including Boards of Education and the local media.</td>
<td>Superintendent Lucas has been an educator for over 19 years with 9 of those years as Superintendent of Barnesville Schools. He currently serves as President of the Buckeye Association of School Administrators (BASA). Additionally, he serves as Belmont County's Representative Member for Ohio Mid-Eastern Region Education Service Agency (OME-RESA) Information Technology Center's (ITC's) Board of Directors. Mr. Lucas also serves as a member of the Coalition of Rural Appalachian School Administrator's (BASA's) and the Ohio Department of Education's (ODE's) Local Report Card Committee and Finance Committee, and he was previously elected and served as Region VII's Representative on BASA's Executive Committee from 2008-2011. He was identified by the District Administration Leadership Institute as an outstanding school district leader and was presented with BASA's Exemplary Leadership Award for Region VII in 2011.</td>
<td>Mr. Lucas has extensive experience writing, facilitating, and/or administering grants throughout his career as an educator. Some of these grants include: -21st Century Community Learning Centers (CCLC) Grant- $850,000 -21st Century Technology Grant - $250,000 -Local Government Innovation Fund (LGIF) Shared Services Grant- $100,000 - TANF After School Grant - $125,000 -School Literacy Consultant Grant - $232,000 - Diesel Retro-fit Grant for Buses - $150,000</td>
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