## Budget

### U.S.A.S. Fund 

#### Plus/Minus Sheet (opens new window)

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Instruction</td>
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</tr>
<tr>
<td>Support Services</td>
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<td>3,943.00</td>
<td>0.00</td>
<td>58,000.00</td>
<td>15,000.00</td>
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<td>0.00</td>
<td>101,057.00</td>
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<tr>
<td>Prof Development</td>
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</tr>
<tr>
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<td>Safety</td>
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<tr>
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<td>22,000.00</td>
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<tr>
<td>Total</td>
<td>24,114.00</td>
<td>3,943.00</td>
<td>145,000.00</td>
<td>58,000.00</td>
<td>277,000.00</td>
<td>0.00</td>
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<td>508,057.00</td>
</tr>
</tbody>
</table>

**Adjusted Allocation**: 0.00

**Remaining**: -508,057.00
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
The Cloverleaf Green Project

2. **Executive summary:** Please limit your responses to no more than three sentences.

The Cloverleaf Local School District will adopt an environmental friendly and sustainable teaching and operation philosophy that will partner the building operations and food service departments in a unique way that will positively impact our student body and the local community. This innovative endeavor will be self-sustainable and reduce district spending in the five year forecast on a 1:1 basis. In addition, the district will be able to utilize capital gains from the new revenue streams and realized departmental savings towards future educational endeavors.

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.

2489 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: Russell Kuse
- Organizational name of lead applicant: Cloverleaf Local School District
- Address of lead applicant: 8525 Friendsville Road
- Phone Number of lead applicant: 3307213503
- Email Address of lead applicant: russell.kuse@cloverleaflocal.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

- [ ] Yes
If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overview 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

Reduce, Reuse, Recycle; Carbon Footprint, Environmentally Friendly, Healthy Hunger Act of 2010; Farm to School Initiative. What do these buzz words have in common? Cloverleaf Local School District, that's what! How many public schools in Ohio separate and compost their own waste, grow their own produce in an onsite greenhouse to offset food costs and attend the local Amish farm auction weekly to bring back the freshest locally grown produce available? Fiscal awareness and ingenuity have become second nature to the Cloverleaf team. Instead of accepting that we can't offer our students the highest quality education available, through collective inventiveness we strive to find ways to make it happen. The Straight A Fund grant project gives us a chance to offer our students a unique experience-based learning opportunity that is both cutting edge and results oriented. Our project is designed to challenge our school district with finding new and innovative ways to process and remove waste that is generated by our students and faculty through the construction of an onsite composting facility. It promotes onsite horticulture in a year-round solar greenhouse, which will provide fresh produce for our school cafeterias and offers us the potential of purchasing bulk fruits and vegetables at the local Amish farm auction for pennies on the dollar. The Cloverleaf "Green" Initiative is an example of innovation and out of the box thinking. This program will achieve all of the initiatives outlined in this grant and significantly impact our student experience while offering us the ability to reduce our spending. Receiving funds from this grant will empower a learning culture that will strive to reduce the carbon footprint of our school district and will save the district and ultimately the tax payer money. This project promotes sustainability not only in practice but in theory with hands on learning and innovation.

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

The Cloverleaf School District has been under fiscal emergency since January 2012. Despite 7 million dollars worth of cuts and concessions, the district continues to be under the fiscal emergency commission's umbrella. Being a district that is proactive with cost reduction and efficiency initiatives, the Cloverleaf team consistently explores new innovations that will allow the school district savings to the general fund and add to educational experience of our students. This project will teach our students the "Circle of Life" so to speak of recyclable materials and will begin in our facility at the waste centers located in our school cafeterias. We will hang signs above our trash bin stations that are aesthetically pleasing and didactic in nature in order to educate our students on the significant value their separation of materials have on their environment. The students will be asked to place melamine plates and serving containers on top in a bus tub while sorting their discards into three separate trash bins labeled, "compostables", "recyclables" and "trash". By shifting from the practice of using Styrofoam plates and serving containers and replacing them with melamine, the cafeteria will lead by example in this "Green" initiative. The compostables refuse will be moved daily to a separate compost facility. The compost facility will be comprised of a non-heated structure that will contain a vessel style composter. This type of composter is designed as a continuous feed composter that turns the mixture and will not release full composted material until it is ready. The materials that the composter produces will be utilized as growing medium for the 12,000 square foot greenhouse. The greenhouse will include in its design a solar array that will provide supplemental electricity to offset the cost of powering the fans, lights and aquaponic pools. Fruits, herbs and vegetables will be cultivated and added to the school food service menus. Extra produce that cannot be frozen will be sold to students and faculty by means of an in house farmers market with any additional surplus being donated to Feeding Medina County. Instructionally the compost facility and greenhouse offer our teachers and students an exclusive learning opportunity to develop horticultural and agricultural experiments and implement them. These two structures will be set up as learning classrooms and curriculum will be developed to offer real life experienced based learning. The Farm to School movement was designed to allow school food service operations the flexibility to purchase locally grown produce so that they, in turn could offer fresher products to their customers and support local farmers and farmer markets. Cloverleaf has received the Farm to School Grant through the ODE since the program began in 2012. A small 120 square foot green house to grow lettuce and herbs and a chicken coop that supplies fresh eggs and meat to the district are projects currently underway. Summertime is generally the middle of popular produce growth cycles in Ohio. Unfortunately staff and students are on break, so we do not get the advantage of being able to use some of the freshest produce available and miss out on cost savings. The lack of adequate transportation to support bulk purchases cause another dilemma in our willingness to purchase from local farms. The addition of a box truck and blast freezer will allow the food service department the tools necessary to purchase local produce during the summer, transport it back to the school kitchens and process it on site for use later in the school year.

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.)

Significant advancements in student achievement will be reached by involving each student personally and allowing them to have a "hands on" learning and discovery of the recycling process. From the early elementary grade levels the conceptual practice of the three "R"s (reduce, reuse, recycle) will be taught and the students will participate in the process by separating recyclable products from non-recyclables. They will also have the opportunity to visit our onsite solar greenhouse and composting facility to see science, math, art and social studies in action. By moving the practical classroom experience to these real-life situations, they will have the chance to utilize their math skills as they chart and...
Our goal is to save money for the district and have the capability to return the savings to the general fund so that it may use it to purchase other materials that would benefit our student's education and offer additional resources so that they may succeed.

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.)

With the annual savings of this project the district will have the opportunity to utilize the money to fund initiatives to increase resources needed for our classrooms. This would be at the discretion of the Board of Education and part of their annual review of the district initiatives.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Cost of purchasing produce through vendor $15,000 annually Cost of purchasing single use Styrofoam serving containers $12,000 annually Cost of purchasing produce through GFS and Sirra $30,000 annually Total Operating Gross Savings $90,330 annually</td>
</tr>
<tr>
<td>Utilities</td>
<td>Cost of purchasing produce through vendor $12,000 annually Cost of purchasing single use Styrofoam serving containers $12,000 annually Cost of purchasing produce through GFS and Sirra $30,000 annually Total Operating Gross Savings $90,330 annually Total Operating Expenses Savings= $90,330 annually Less Total Operating Costs -$41,057 annually Net Savings to district= $49,273 annually</td>
</tr>
<tr>
<td>Fuel and Maintenance</td>
<td>Cost of fuel and maintenance for box truck $3,000 annually</td>
</tr>
<tr>
<td>Trash Hauling</td>
<td>Trash hauling (2/3rd reduction in current expenditure) $12,870 annually</td>
</tr>
<tr>
<td>Custodial Labor</td>
<td>Cost of purchasing single use Styrofoam serving containers $12,000 annually Cost of purchasing produce through GFS and Sirra $30,000 annually Total Operating Gross Savings $90,330 annually Total operating costs after implementation. Environmental Specialist position (5.9 hours/ day 260/ year) $28,057 annually Greenhouse Supplies &amp; materials $3,000 annually Greenhouse Utilities $7,000 annually Fuel and maintenance for box truck $3,000 annually Total Operating Costs $41,057 annually Total Operating Expenses Savings= $90,330 annually Less Total Operating Costs -$41,057 annually Net Savings to district= $49,273 annually</td>
</tr>
<tr>
<td>General</td>
<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>12. What is the total cost for implementing the innovative project?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>508,057.00 State the total project cost.</td>
</tr>
</tbody>
</table>

* Provide a brief narrative explanation of the overall budget.

The total project budget encompasses many different components. The capital improvement and infrastructure upgrades to this proposal include: greenhouse construction, compost facility and related equipment, box truck, blast freezer, end user (reusable) containers, and first year operating and salary costs for the environmental specialist. The greenhouse will include in its design a solar array that will provide supplemental electricity to offset the cost of powering the fans, lights and aquaponic pools. The compost facility will be comprised of a non-heated structure that will contain a vessel style composter. This type of composter is designed as a continuous feed composter that turns the mixture and will not release fully composted material until it is ready. The end user containers include the melamine serving ware as well as totes for the food waste hauling. There will also be end user containers for paper waste in every classroom that will be large enough to hold 1-2 weeks of paper waste. The only portion of these costs we are requesting that are ongoing is the salary, supply and material, and utility costs. In order to build in the realized savings and not have a negative impact on the 5 year forecast we thought it would be best to include the startup year costs in the total implementation costs. Total Costs of Project: Industrial composter= $150,000.00 Building to house composter= $20,000.00 Greenhouse (includes solar array) = $50,000.00 End user containers= $25,000.00 Melamine serving plates and bowls= $20,000.00 Box Truck $22,000.00 Blast Freezer $15,000.00 Total Capital Improvements $508,057.00

<table>
<thead>
<tr>
<th>13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.</td>
</tr>
<tr>
<td>The district will incur costs associated with payroll for the environmental specialist, greenhouse supplies and materials, utilities and fuel and maintenance associated with the box truck totaling $40,924.00 annually.</td>
</tr>
<tr>
<td>No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Will there be any expected savings as a result of implementing the project?</th>
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</thead>
<tbody>
<tr>
<td>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 &quot;No&quot; 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.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

80,330.00 If yes, specify the amount of annual expected savings. If no, enter 0.
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.

Expected savings through cost reductions exceed anticipated operating costs after implementation (see question #12 figures). We estimate that the district will realize a total annual reduction in cost by $49,273.00 after we pay the necessary salary (environmental specialist), purchase additional yearly greenhouse supplies, greenhouse utilities, fuel and maintenance for the box truck. Sale of fresh produce from the greenhouse, fresh and dried spice blends and yearly spring compost sales will earn extra revenue for the district above and beyond the estimated savings listed. The value added educational advantage these learning classrooms offer our students read like a MasterCard commercial. Cost of building a compost facility, greenhouse and beginning a "green initiative": $508,057.00; cost to maintain these initiatives: $41,057.00. The effect it has on our student learning potential by offering them a real life "green" learning classroom: Priceless! And that doesn't even mention we will save $50,036.00 from the general fund in the process.

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

17. Planning - Activities prior to the grant implementation

* Date RangeJuly 2014-March 2015

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

Russell Kuse, Carrie Beegle and Bob Hevener will develop a green house/compost facility committee together with key teachers and classified staff. This "Green" committee will determine the needs of the district and develop curriculum that meets those needs. They will also write the RFP and ask for sealed bids. Requisitions will be put in place after the bid winner for the composter and green house have been determined. Once the green house and compost facility has been ordered, the ground breaking for both units will begin through working with the custodial/maintenance staff. Procedures for teaching the students how to place their "trash" and compostables in the bins will be determined. Bids for the blast chiller will be requested, received and a bid winner will be determined. The requisition will be placed and the blast chiller will be purchased and installed. A team of food service employees will be selected to visit the Amish Auction and bid on local produce offerings. They will in turn bring those items back to the district and begin processing them. Compost facility will be constructed and operational by October 2014. September - October - November Green house construction begins.
The biggest operational challenge of this entire process will be changing the habits of the students and staff. Since our current practice of trash removal is single sourcing all waste, we will need to have a comprehensive educational component explaining how and why things are changing. This plan will be developed through the collaboration of the Sustainability Task Force, administrative team, teachers, and operation personnel. The goal will be to empower all employees and students to be environmental advocates and embrace these new initiatives. For example, instead of throwing the remains of lunch in the garbage, students will be educated how to scrape leftover food into specific containers, sort recyclables from non-recyclables, and place the reusable melamine serving plates in a container for washing. We envision student run organizations like Key Club and Student Council to participate in the initial educational components of helping fellow students change their habits. Additionally, teachers will need to help monitor the separation of food wastes in designated containers and make sure paper waste is placed in the appropriate recycling hopper. In the event no bid proposals are received for the green house and composting facility, the district will reach out via the internet and trade magazines to locate potential bid prospects.

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

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).
  
August 2014 - Post job opening for Environmental Specialist position with an anticipated start date of September 1, 2014. December, 2014- Begin to grow lettuce in greenhouse for use at the end of the school year and during summer school. Full production will be realized when all climate control issues in the greenhouse have been corrected. March 2015-June 2015- Full implementation and realization of savings with recycling, composting and greenhouse production.

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

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).
  
The types of summative data gathered include the following and for the composting component by August, 2014 (start of school). The greenhouse growth yield measurements will begin as soon as the climate in the greenhouse sustains growth that is measureable (anticipated first yield March 2015). Measure greenhouse growth Yield Monthly and Annually Quarterly Waste Audit All data will be monitored on a monthly basis and reviewed quarterly. This can be accounted for in the following ways. Monthly expenditure reports by account type Monthly reports from Food Service Monthly reports from Buildings and Grounds These reports will assist us in benchmarking our savings to determine if the grant goals are being met. Qualitative results that we can anticipate would include increased meal participation due to the enhanced appearance and taste of our produce. Through student contributions in the green house due to scientific experiments and lesson plans, customer satisfaction and personal pride from realizing end results will give our students a sense of ownership in preparation of the food they consume.

**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:

With all of the innovative ideas that are incorporated in this grant we expect many changes in our instructional and organizational work practices. There will be learning curves with the administrative team, teaching staff, educational support staff, custodial, maintenance and food service concerning these new initiatives. We will work with all of the departmental directors and building principals to address any concerns before implementation. There will also be, point of contacts, in each building that are part of the above mentioned Sustainability Task Force that can serve as a sounding board for daily concerns. For the custodial staff, new work habits will be formed around how waste from the buildings is collected and removed. There will need to be coordination between the head custodians and the Environmental Specialist to ensure the waste is promptly removed and added to the composter on a daily basis. These practices will maintain a clean and healthy compost area and also reduce the bee and wasp issues around the building dumpsters. These changes will also carry into the Food Service operation and running the new greenhouse. The Environmental Specialist will need to collaborate with the cafeteria managers to forecast what produce needs to be grown during certain food cycles. They will also need to take an active role in working with the teachers to coordinate student volunteering in the greenhouse and compost facility. The biggest operational challenge of this entire process as we stated earlier will be changing the habits of the students and staff. Since our current practice of trash removal is single sourcing all waste, we will need to have a comprehensive educational component explaining how and why things are changing. This plan will be developed through the collaboration of the Sustainability Task Force, administrative team, teachers, and operation personnel. The goal will be to empower all employees and students to be environmental advocates and embrace these new initiatives. For example, instead of throwing the remains of lunch in the garbage, students will be educated how to scrape leftover food into specific containers, sort recyclables from non-recyclables, sort paper waste into designated containers and make sure paper waste is placed in the appropriate recycling hopper. In the event no bid proposals are received for the green house and composting facility, the district will reach out via the internet and trade magazines to locate potential bid prospects.
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 rationale for reduction in the five year forecast is a combination of reduced expenses through onsite composting as well as onsite food production in a climate controlled green house. For example, by composting we are able to reduce the billable amount of purchase services for refuse hauling. Furthermore, the ability to grow fresh produce on site allows the district to save the amount of money we would normally spend purchasing it through a vendor. Additional savings will be realized through the purchase of bulk produce from local farm auctions and processed immediately for later consumption. Many higher education facilities have shown successful implementation of onsite produce production and composting. We plan to model their past successes in the K-12 setting.

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.

Carrie Beegle, Director of Food Services and Russell Kuse, Director of Buildings and Grounds will be the internal evaluators of these programs. Carrie can be reached at 330-721-3614 or carrie.beegle@cloverleaflocal.org. Russell can be reached at 330-721-3511 or Russell.kuse@cloverleaflocal.org. A journal logging detailed information will be maintained and kept in an electronic file in an effort to pass this learning experience on to other school districts that wish to duplicate our efforts.

* 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).

Monthly expenditures of produce purchasing will be tracked and compared to prior year expenditures on a quarterly basis. Carrie Beegle, and the treasurer's office will be directly responsible for the analysis of date from the monthly spreadsheets for the green house and produce. Russell Kuse will also meet with the treasurer's office to review the reductions in supply and materials and refuse hauling.

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

Through quarterly updates to the Board of Education any adjustments needed to ensure the sustainability of the program will be discussed and implemented.

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.

Through the adoption of an environmental friendly and sustainable teaching and operation philosophy, Cloverleaf Local Schools will positively impact our student body and local community by instilling a pride of caring for the environment. This will also include a focus on good nutrition that can be obtained by consuming fresh local fruits and vegetables. Students will learn the value of sustainability that in turn will have a positive impact on our community.

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**

This program will positively affect our student body and their learning potential in immeasurable ways. Significant advancements in student achievement will be reached by involving each student personally and allowing them to have a "hands on" learning and discovery of the recycling process. From the early elementary grade levels the conceptual practice of the three "R's" (reduce, reuse, recycle) will be taught and the students will participate in the process by separating recyclable products from non-recyclables. They will also have the opportunity to visit our onsite solar greenhouse and composting facility to see science, math, art and social studies in action. By moving the practical classroom experience to these real-life situations, they will have the chance to utilize their math skills as they chart and graph plant growth and keep track of how many pounds of "trash" it takes to produce one yard of usable compost. Science classes will be able to perform experiments that include soil/compost testing, growth patterns and substrate conditioning. Social studies students will have a firsthand opportunity to try their hand at growing and sampling alien produce/fruit/flowers from their lessons that normally would only be found at a specialty grocer.

**Spending Reduction in the five-year fiscal forecast**

As stated previously and displayed in the financial impact table the cost reductions would be achieved through a multi-step process that includes a reduction in waste hauling, on-site composting of food waste, custodial labor savings in daily trash removal, on-site growing of produce to support the food service department, purchasing locally grown produce in bulk and transitioning to reusable plastic ware in lieu of single use Styrofoam. The cost reduction portion of the grant would aim to reduce the trash hauling, large trash bag purchasing and custodial labor used to remove daily trash by 2/3rd. The trash hauling savings could be significantly higher considering that 90%-95% of our waste is recyclable. The produce that is purchased through vendors as well as the single use Styrofoam would be eliminated 100%. This would be achieved by growing our own produce in an onsite greenhouse, purchasing fresh locally grown produce in bulk and moving to a reusable melamine plastic serving plate which would reduce the Styrofoam purchasing by 100%.

**Utilization of a greater share of resources in the classroom**

Our goal is to save money for the district and have the capability to return the savings to the general fund so that it may use it to purchase materials that would benefit our student's education and offer additional resources so that they may succeed.

**Implementation of a shared services delivery model**

With the annual savings of this project the district will have the opportunity to utilize the money to fund initiatives to increase resources needed for our classrooms. This would be at the discretion of the Board of Education and part of their annual review of the district initiatives.

**Other Anticipated Outcomes**

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

- [ ] Yes
- [ ] No

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

**Explain your response**

Many colleges already have similar green initiatives in place, however few include student curriculum as a part of their program. We plan to keep an electronic log of this experience primarily so that other schools may emulate our program without having to experience the setbacks that we may encounter. The log will include journal entries of committee planning meetings, RFP's, implementation time lines, challenges and all aspects of this process in an effort to develop a user friendly application module that other schools can replicate. It is our hope that the word will get out through word of mouth and also local and trade journal and social media which will allow other school districts to hear of our work and contact us with their questions. We will be able to show other interested school districts that this project is possible, sustainable and profitable.

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).

Robert E. Hevener  Carrie Beegle  Russ Kuse
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
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No consortium contacts added yet. Please add a new consortium contact using the form below.
### Partnerships

<table>
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<tr>
<th>First Name</th>
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<tr>
<td>Sandy</td>
<td>Calvert</td>
<td>3304214816</td>
<td><a href="mailto:info@feedingmedinacounty.org">info@feedingmedinacounty.org</a></td>
<td>Feeding Medina County</td>
<td></td>
<td>901 Lafayette Road, Medina, Ohio, 44526</td>
<td></td>
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### Implementation Team

<table>
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<tr>
<th>First Name</th>
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<th>Responsibilities</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Russell</td>
<td>Kuse</td>
<td>Director of Buildings and Grounds</td>
<td>Mr. Kuse will serve as an onsite coordinator. He will direct the work of the environmental specialist and oversee the composting facility.</td>
<td>Russell Kuse is a highly enthusiastic and dedicated professional with the proven ability to cut costs and increase productivity. He has competencies in managing large multi-department operations and multiple skilled trades divisions. He strives to continually collaborate with local agencies to create new ways to share services and save taxpayers money.</td>
<td>His knowledge as a private business owner's representation on multi-million dollar construction projects as well as his years of service on Kent State University's sustainability task force will ensure the end result of this project is in the best interest of the district.</td>
<td></td>
</tr>
<tr>
<td>Carrie</td>
<td>Beegle</td>
<td>Director of Food Service, Cloverleaf Local Schools</td>
<td>Mrs. Beegle is directly responsible for all aspects of Cloverleaf Local Food Service operations, and will oversee the selection and purchase of the melamine platters. Green house management, facilitation, coordinating weekly trips to the Homerville Amish auction and staff training will also be her focus. In addition, she will coordinate with classrooms and teachers on specific experimental procedures and planting schedules.</td>
<td>Since coming to our district three years ago, Mrs. Beegle has brought a value added service that was not expected. She has taken an enterprise fund with a negative balance of $300,000.00 to a profit in the short time she has worked here. With the district in fiscal emergency and the present state of school funding in Ohio, she realized early on that in order to meet our student's needs, she must find alternate funding sources. Her passion and creativity have led her to be the recipient of many grant opportunities which include: Fuel up To Play 60 Grant $10,700; Team Nutrition Chefs Move to Schools Grant (2 consecutive years) $3000; Ohio 2013 National School Lunch &amp; School Breakfast Expansion Grant $3900; ODE Technology Grant $3500; ODE Farm to School Grant for 2013 and 2014 school year $9000 and Ohio Farm Bureau Grant $4800. The opportunities that she has brought to our students because of her enthusiasm and dedication are incredible. She does not limit herself and challenges her staff to think &quot;outside of the lunch room&quot;. She works hard to make an ordinary service oriented profession into something extraordinary. Mrs. Beegle is also a consultant for the Ohio Department of Education and assisted with the 6-cent certification training and auditing process for the school nutrition program. She continues to be a chef trainer for the Team Nutrition Menus that Move project and offers her Tot Chef cooking school program twice a year to elementary students and their families in an effort to teach them how to work together to prepare nutritious meals.</td>
<td>Carrie Beegle knows the importance and difference that fresh produce makes on her serving lines. Growing up on a farm showed her early in life that there is a difference in how and where our food comes from and she learned how to grow food in a greenhouse. She has worked in food service for 25 years, with the last 16 being dedicated to school food nutrition. Mrs. Beegle is a trendsetter who strives to stay ahead of local, state and federal regulation mandates in order to lessen the impact that it has on her staff and the students they serve. Her experience as a restaurant Souse Chef and Pastry Chef for a Four Seasons Hotel offer her a different perspective on school food. Carrie Beegle's expertise and reputation often find her mentoring other school districts to help them with their challenges. Through her leadership, the food service department has been featured on the front page of the Medina Gazette twice, The Akron Beacon Journal, The Post Newspapers did feature articles on them three times, and Vivian Goodman visited twice and featured the Tot Chef program and the school food service program on her &quot;Quick Bites&quot; segment for WKSU, a local radio station. In addition, Mrs. Beegle has been featured in &quot;Food Service Director&quot; and CSI Food Pro trade magazines. Carrie Beegle knows food and even more important, knows how to turn a profit while planning delicious and nutritious meals.</td>
<td></td>
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