## Budget

Fayette Local (047068) - Fulton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (100)

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

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

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### Adjusted Allocation

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### A) APPLICANT INFORMATION - General Information

#### 1. Project Title:
Energizing Student Opportunities in Rural Schools

#### 2. Executive summary: Please limit your responses to no more than three sentences.
This proposal will accelerate student achievement by overcoming the rural opportunity gap by a) increasing access to dual enrollment; b) increasing student postsecondary aspiration and preparedness; c) increasing student safety to allow post-secondary and career explorations; d) preparing students for careers through work study programs connected to manufacturing; e) creating a STEM instructional model and f) partnering with a local college. Operational spending reduction will provide more resources in the classroom.

*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:
439

*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**
Erik Belcher

**Organizational name of lead applicant**
Fayette Local Schools

**Address of lead applicant**
400 E. Gamble Road Fayette, OH 43521

**Phone Number of lead applicant**
419.237.2573

**Email Address of lead applicant**
ebelcher@fayettesch.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
B) PROJECT DESCRIPTION

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

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

The current state or problem to be solved; and

"The total cost of producing each successful high school and college graduate has increased substantially over time instead of decreasing - creating what some argue is an inverted learning curve." Jim Shelton, Assistant Deputy Secretary of the Office of Innovation and Improvement at the U.S. Department of Education. The intent of this proposal is not to merely put more resources in the classroom, but rather place more resources in the classroom that directly impact the individual educational goals of each student. Students in a hands-on science program will remember the material better, feel a sense of accomplishment when the task is completed, and be able to transfer that experience easier to other learning situations (NCREL, 2014). "Seen only as a laundry list of theorems in a workbook, science can be a bore. But as a 'hands-on' adventure guided by a knowledgeable teacher, it can sweep children up in the excitement of discovery. Taught by the regular classroom teacher, it can illustrate the point that science is for everyone - not just scientists" (William J. Bennett (as U.S. Secretary of Education), 1986, p. 27). This project seeks to expose students to the science of energy, the science of discovery, at a very young age and build upon that exposure throughout their education through graduation. Connections with manufacturing will provide skilled students entering the workforce with much needed manufacturing jobs to northwest Ohio. Career based intervention and job coaching will be implemented. This proposal helps rural young people, often distanced from normal opportunities; develop mastery of Ohio core subjects, technology literacy and 21st century skills. Students will engage with energy professionals in the planning, implementation and evaluation of the energy dynamics presented.

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

Their school will become their classroom. Learning will move from textbook to creating, analyzing, evaluating, understanding and communicating knowledge and information in a global context. Younger students will learn basics about energy efficiency while also being empowered as part of a "Green Team" to teach fellow students about how they can cut energy costs by making positive decisions throughout the day. This helps expose younger students to potential career interest very early. Students will gain more knowledge of physical science, environmental science, math, physics and engineering professions. Energy audits will be conducted by high school students on a regular timetable in conjunction with mentors. American Society of Heating Refrigeration and Air Conditioning Engineers (ASHRAE) will mentor students. An Energy Education Team of High School and Middle School students will teach younger students about energy and the environment. Northwest State Community College engineering department will provide academic resources and exposure to higher education to students. Student will be able to access virtual programming to pursue college and career options. This program includes the installation of next generation lighting. Next generation LED lights can be as much as 90% more efficient than conventional incandescent, halogen, or fluorescent lighting sources. They had an unparalleled life span of 50 to 100,000 hours and last significantly longer than other conventional sources and can deliver years of continuous operation. There is minimal maintenance, no hazardous materials, and is a great source of color consistency (US Green building Council). This shift of energy savings from utility bills will support energy education programming. Rural students do not have access to colleges or universities take advantage of dual credit courses. High school staff often does not have the credentials to teach at the college level. Savings realized in this proposal will be utilized in a multifaceted approach. K-12 students are the recipients. Elementary students will have its hands on STEM. A classroom will be converted into a STEM laboratory allowing teachers to conduct differentiated, experiential lessons. Middle and high school students will have a real life lab in studying energy. Teachers will have access to graduate classes in their specialty to secure credentialing to teach college classes in the high school. The distance to the nearest college creates a unique disadvantage for our students and also creates a safety issue for parents who are reluctant to have their students travel.

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.)

Our belief is that the school must fit the child, and not demand the student fit only what the district currently offers. In this way student achievement is not confined to standardized testing, but expands to hands on learning in an environment that is supportive and connected to real world application. The goal of this proposal is to build a platform that allows students choice in their college and/or career goals and aspirations. Giving 9-12 students choice in accessing college credit though dual enrolment while remaining full time students at the high school is only one option available. Career exploration may be accessed via online learning already available in the district. These classes are designed to allow students to explore careers through career tech classes. The next logical step providing work study opportunities to further explore career goals. The district is committed to providing students educational paths of their choosing. K-8 The STEM Lab will open opportunities to all learners and is especially productive for non verbal learners. This path allows students to experience hands on educational support of reading, mathematics and science. Teachers will have access to expanded learning and teaching options that will connect with at risk students and allow them to return to successful achievement at grade level.
### 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)

**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.
170,433.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

| Object code 100: | Salary of $8,500 includes stipends for staff who are engaged with the students in the preparation, implementation and evaluation of the grant initiative and substitutes to support professional development | Object code 200: | retirement and fringe benefit of $1,313 will support retirement, Medicare. Object code 400: | $37,400 will support educational programs designed to enhance student instruction, including energy audit materials and STEM Lab supplies Object code 500: $15,650 in supplies will support student engagement and curriculum items in the development of reading, math and science Object code 600: | $95,080 LED lighting. 12,500 will support capital expenditure to support STEM Lab |

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

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

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

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

No cost will be incurred in the sustaining and maintenance of this grant initiative. According to the Energy Information Administration (EIA) 30 to 40% of electricity used in schools is accounted for by lighting, consumption that could easily be reduced by 50% or more through upgrades involving cutting edge, energy efficient lighting technologies such as LEDs (American School and Hospital Facility, January/February 2014). Ongoing professional development costs will be embedded in the districts professional developments calendar. Curriculum supplies and materials are reusable. Longitudinal data will demonstrate savings from the district utility bills. Startup costs including professional development, stipends in support time invested in the program and the STEM Lab are one-time costs. A solar field already purchased at $50,000 is provided through alternative revenue and will be used to support the energy study of the students in the STEM Lab.

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

- Yes

- No

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

34,131.00 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.

Savings generated through this grant initiative will be $34,131 in the first year. The five year savings will be $170,655. District currently provides professional development built into the schedule involving two-hour delays and waiver days to maintain current and future capacities of this and other initiatives. Professional development in support of project implementation will be conducted utilizing the expertise of site coordinator, who is currently on staff as an instructor. Focus of professional development will target students at risk. Third grade reading and graduation dropout will be a primary focus. The grant proposal design was to use initial startup costs in developing a sustainable professional development that will ensure the program's success in subsequent years. Students will conduct the energy audits and make reports to the facility manager and Board of Education. Study will include measurement of the operation and performance of the school facilities heating and air-conditioning system, building automation controls, and lighting. The student led energy team will identify energy savings and make recommendations for energy savings. The first year of the study will be a baseline of energy use and will be compared to the next five years of the study. The energy savings will be easily identifiable using district utility bills. The project will aid in spending reductions by shifting administrative and operational dollars from utility bill over the educational budget. A study from the Energy Information Administration specifies 30 to 40% of electricity used in schools is accounted for by lighting. It also specifies that schools can reduce energy in gymnasiums and other high ceiling applications by as much as 80% relative to previous 250-400 Watt metal halide alternatives.

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...
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 3/25/2014-9/9/2015

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

- March 25, 2014 - Email sent to all stakeholders to initiate discussion of benefits for students and outline the three basic goals of the grant proposal. March 27, 2014 - All stakeholders convene to review grant timeline, initialize purchased services, and establish dates for planning, implementation and rollout March 31, 2014 - All stakeholders including Superintendent, Treasurer, Grant Manager and NWSCC met to further discuss the grant initiative. April 8, 2014 - Met with all stakeholders to refine proposal and to define barriers to implementation April 15, 2014 - Final draft of grant sent to stakeholders for final review and approval April 17, 2014 - Deadline to prepare initial draft of all purchased service invoices, review student and parent information roll out, and finalize professional development timeline. July 2014 - Straight A Grant Fund Award Announcement- Stakeholders notified of award July 2014- Local news media including radio, newspaper and television press release July 2014 - Meeting with school facility manager and installer to address program goals, intentions, timeline and review program implementation August 8, 2014 - Staff orientation of the grant initiative and deliverables will be conducted. Tools and educational materials available through the project and are familiarized with the professional services available to them and teachers. August 28, 2014 - Training by Ohio Energy Project August 25, 2014- Energy Coach meets with staff to review data collection, curriculum, Green Team project, review process, and share program contact info. September 9, 2014 - Energy audit training for teachers led by Energy Coach

* Anticipated barriers to successful completion of the planning phase

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

18. Implementation - Process to achieve project goals
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.
Students participating in this innovative project will become real world problem solvers. Hands-on education is ideal for students at risk. This opportunity will provide a solid foundation for students to build upon their knowledge of the science of energy. Students whose career path indicates that graduation is not a priority will benefit from this program. Advanced students will also benefit from this program as students work together to solve real world issues and present solutions based upon real science. The opportunity they have through this program will provide a strong connection with teacher and student. Gain a stronger foundation for the science of energy. The opportunity to work with industry leaders also provides a strong link and motivation for continued learning. Brick and mortar classes combined with virtual learning opportunities will provide students with multiple avenues of education. Students will also gain skills to presentations of their findings at the Board of Education as well as writing articles for local newspapers, presenting their findings in radio interviews, and developing an educational video designed to promote science and math in the elementary school. Teachers will have access to a STEM lab that will provide all grade levels with the opportunity to supplement their teaching of the science of energy. They will have the unique opportunity to implement the use of their facility as a learning lab for their students giving them the real world application of what they have learned in their class. By connecting the core academic standards in a hands-on laboratory setting teachers will be able to better motivates students by giving them the real world applications in a hands-on environment. STEM Lab projects and programming provide opportunities for students to be exposed to real-world projects providing relevant, rigorous teaching from outstanding role models where respect and other character-based, business ethics are emphasized in an atmosphere of research labs. Teachers will also have access to graduate credit in their specialty allowing them to teach college courses in the high school setting. This unique approach connects student, high school and college in an environment that promotes student success at the highest level while at the same time developing a transitional strategy that promotes student success. Our school districts will benefit from students engaged in real life learning situations. This project will add the level of connection to all students, especially those students at risk. It carries the extra benefit of teaching children how to be successful and allows them to demonstrate that success through multiple avenues in which they can express their understanding, acquired experience and unique abilities gained from this grant initiative. The energy audit developed by students in cooperation with the facility manager will build strong student/staff relationships that will provide the solid core for students to be connected. This connection is critical for students at risk. Students also have the unique opportunity to establish a relationship with Northwest State Community College to potentially develop dual enrollment opportunities for students. The district has a signed articulation agreement for students to enroll at NWSCC to take enrollment classes. NWSCC is ideally suited and engineering program designed for the study of the new energy sources and connections to better utilizing current energy sources. The five-year fiscal forecast indicates a savings of $228,000. District will realize the impact of this upon the classroom as funding normally driven towards energy costs will now be available for students at risk of dropout. These funds will now be addressing the critical issues of college career transition that students find a path to success. Dual credit through Northwest State Community College taught by district teachers will create a new avenue of success.

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.

Gene Rupp 400 E. Gamble Road Fayette, OH 43521 419.237.2573 grupp@fayettesch.org Evaluation is internal.

* 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).

Benchmarks are aligned to the goals of student achievement, spending reductions and utilization of a greater share of resources in the classroom. Initial benchmarks directly relate to immediate goals during the grant period. Data points to be tracked are centered on student data, teacher data and district data. Each data category is specifically aligned in an interactive pattern that allows developing a benchmarking timetable with quality, consistency. Short-term student measures progress seamlessly into long-term measures. Student success measures will indicate the impact of program objectives in relationship to Ohio Achievement Assessment scores in reading, math and science. Response to Intervention (RTI), blended learning, gifted learning outcomes, work study engagement and college and/or career exploration data will also be collected and evaluated. Data will also present percent of students who continued their education beyond high school in preparation for advanced skills required in today's employment market. ACT scores are a standardized, normed indicator of a school's academic preparation of its students. ACT scores will be analyzed in June and December on an annual basis beginning with the comparison of a baseline June 2014. Annual increase of 15% in ACT score will be the benchmark indicating success. College classes taught by high school students will be evaluated with survey results available at the conclusion of each semester. A longitudinal study through 2020, evaluated annually, will track the number of students pursuing extending their educational training beyond high school in preparation for college and/or career. Work study data will also be collected analyzing the effectiveness of placing students in a professional setting in preparation for a career. Dropout rates for students at risk will be analyzed in connection with programs initiatives and evaluated yearly for updates and improvements.

* 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.

Modifications to project will be the result of collaboration with all stakeholders. Great care has been taken in the planning stage of this proposal to minimize any future modifications. Energy specialists have been consulted and proposals have been received. If any changes need to occur they will be referenced in the framework of the grant deliverables and approved by all stakeholders.

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.

This project will engage students in real-world science of energy education through their performance of an educational energy audit of their...
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.

* Student Achievement

Benchmarks are aligned to the goals of student achievement, spending reductions and utilization of a greater share of resources in the classroom. Initial benchmarks directly relate to immediate goals during the grant period. Data points to be tracked are centered on student data, teacher data and district data. Each data category is specifically aligned in an interactive pattern that allows developing a benchmarking timetable with quality, consistency. Short-term student measures progress seamlessly into long-term measures. Student success measures will indicate the impact of program objectives in relationship to Ohio Achievement Assessment scores in reading, math and science. Response to Intervention (RTI), blended learning, gifted learning outcomes, work study engagement and college and/or career exploration data will also be collected and evaluated. Data will also present percent of students who continued their education beyond high school in preparation for advanced skills required in today's employment market. ACT scores are a standardized, normed indicator of a school's academic preparation of its students. ACT scores will be analyzed in June and December on an annual basis beginning with the comparison of a baseline June 2014. Annual increase of 15% in ACT score will be the benchmark indicating success. College classes taught by high school students will be evaluated with survey results available at the conclusion of each semester. A longitudinal study through 2020, evaluated yearly, will track the number of students pursuing extending their educational training beyond high school in preparation for college and/or career. Work study data will also be collected analyzing the effectiveness of placing students in a professional setting in preparation for a career. Dropout rates for students at risk will be analyzed in connection with programs initiatives and evaluated yearly for updates and improvements.

* Spending Reduction in the five-year fiscal forecast

Treasurer will coordinate with facility manager in analyzing utility savings based upon the projections in this grant proposal. Student energy audit teams will provide relevant data monthly to facility manager and track data longitudinally. Energy audit data indicates a $228,000 savings in the five-year fiscal forecast. Yearly reporting will be presented to the Board of Education.

* Utilization of a greater share of resources in the classroom

All data will be designed to measure the goals on student achievement, reduced spending and a greater share of resources in the classroom. Baseline data will be analyzed as compared to the ongoing data collected in this proposal. Benchmark comparative data points will include baseline data, program data on student achievement, sustainability data based upon reduction in spending and utilization of greater resources in the classroom. The number of classes taught at the college level by high school teachers certified to teach at the college level will be recorded. The number of students successfully taking a college course will also be recorded. Dropout rates for students at risk will be reduced through intensive hands-on education opportunities designed to teach students engaged in their learning. The work study program data will be collected and will contain data on the number of students engaged in career transitional opportunities and their success. The numbers of businesses associated with the work study program will double each year giving students adequate choices to meet their personal goals.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

This grant proposal opens the doors to the connection of Fayette Local Schools to the manufacturing community. Discussions with the Superintendent of Four County Career center and Northwest Stet Community College, along with manufacturing leaders in the area, indicate that there is a shortage of highly qualified employees to fill the current job market. This proposal seeks to fill that gap and provide opportunities for students to assume highly skilled positions in local manufacturing.

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

- Yes
- No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.
This project can be replicated in districts of all sizes. Districts must commit to a strong, cooperative relationship to fully replicate the concept in this proposal. Initial meetings of all stakeholders are necessary to lay the groundwork for successful implementation. This would typically take 6 to 12 weeks. A suggested approach would be for stakeholders to develop general framework and then seek input in their departments. This grassroots, ground up approach will support buy in. Planning is critical. This grant proposal will develop a handbook that districts they use to facilitate the planning process. Stakeholders include school administration, teachers, and institutions of higher education, businesses, and most importantly students. The fiscal reward is replicable and districts can utilize this savings to place a greater share of their resources in the classroom. This unique approach is especially beneficial to smaller districts that may not have student opportunities in close proximity. Student will receive opportunities to select multiple options that fit their educational goals. This concept is easily replicated and will expand student choice in the district. It also establishes connections not often associated with core educational delivery. Through the introduction of college credit delivered at the high school and business involvement in curriculum development students will realize their success can be seen and experienced in a multi-model educational approach. This grant initiative will provide a step-by-step guide in developing multiple student learning opportunity programs including work study, college credit courses taught at the high school by high school teachers, programs designed for at risk students, students at risk of dropping out of school, and students engaged in scientific inquiry realizing a hands-on education in a STEM laboratory.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

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

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances Erik Belcher Fayette Local Schools 400 E. Gamble Fayette, OH 43521 ebelcher@fayettesch.org 419-237-2573
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
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<tbody>
<tr>
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### Partnerships

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<tbody>
<tr>
<td>Thomas</td>
<td>Stuckey</td>
<td>419.267.1310</td>
<td><a href="mailto:tstuckey@northweststate.edu">tstuckey@northweststate.edu</a></td>
<td>Northwest State Community Coll</td>
<td>063313</td>
<td>22600 State Route 34, Archbold, OH, 43502-9517</td>
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# Implementation Team

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<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
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<th>Qualifications</th>
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<tr>
<td>Kelly</td>
<td>Bentley</td>
<td>Treasurer, Fayette Local Schools</td>
<td>Mrs. Bentley will oversee all grant fiscal functions.</td>
<td>Mrs. Bentley is a licensed school treasurer in Ohio and has a Masters of Business and Organizational Leadership.</td>
<td>Fayette Local Schools Treasurer, Kelly Bentley, has 24 years of business experience including Manager of Farmers and Merchants State Bank, and school-based financial operations experience. She has managed multi million dollar programs and served on the Economic Development Council. Treasurer has met with all stakeholders in preparation for the Straight A Fund grant application. She has managed $3.4 million in competitive grants.</td>
<td></td>
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<tr>
<td>Gene</td>
<td>Rupp</td>
<td>Director of Student Services</td>
<td>Mr. Rupp will oversee all grant deliverables, assure timeline compliance stated in the grant, and finalize all data reported in the grant proposal. He will also maintain communication with all stakeholders; report all barriers encountered to the Superintendent and Treasurer and find solutions that remain within the framework of the deliverables in this proposal.</td>
<td>Mr. Rupp holds an Ed.S. from the University of Toledo in Educational Administration. He has worked with The Ohio State University, Bowling Green University and the Defiance College in evaluations of grants. His 13 years have experienced evaluations of 50+ federal and state grants.</td>
<td>Gene Rupp, Program Manager, has 13 years’ experience administering grants and successfully implemented all initiatives and deliverables. He administered all budgets and operations for 19 individual 21st Century Community Learning Centers with a budget of $12.7 million. Programs employed 357 teachers who provided instruction for over 3700 K-12 students. Student programming utilized hands-on, real world approaches with proven academic success. The Local Government Innovation Fund (LGIF) was awarded that allows the district, in partnership with 21 other districts, to investigate further opportunities to create more efficient and effective service delivery. Project is expected to facilitate efficiency, collaboration, or shared administrative services. Government Innovation Fund proposal indicates a potential $300,000 per year savings through shared administrative services.</td>
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