## Budget

Kenston Local (047191) - Geauga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (13)

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

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

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Adjusted Allocation 0.00

Remaining -1,000,000.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Creating a Collaborative Campus at Kenston

2. Executive summary: Please limit your responses to no more than three sentences.
This proposal describes a unique approach to fiscal reductions to afford the Kenston Local School District the opportunity to upgrade campus technology infrastructure. The installation of a wind turbine will create a sustainable cost savings and allow this innovative funding resource to be redirected to students and further enhance the way learning happens at Kenston. 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:
3096
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
Robert A. Lee, Ph.D.
Organizational name of lead applicant
Kenston Local Schools
Address of lead applicant
17419 Snyder Road; Chagrin Falls, OH 44023
Phone Number of lead applicant
440-543-9677
Email Address of lead applicant
bob.lee@kenstonapps.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 - Overall description of project and alignment with goals

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

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

The current state or problem to be solved; and

At the district level we are working towards smarter practice in all areas of operations. Standardizing communication procedures, how we collaborate across buildings, and where information is stored and accessed by multiple parties are all projects we wish to solve within the next 12-24 months. Several projects are already underway, with building teams within the district, like our Technology Committee, to address both immediate needs in each building, and aiding with the implementation work stemming from district initiatives. One of our overall goals is to move the entire district, students and staff, into an effective environment that mimics the private sector in collaborative work and effort, where the entire system works with the same tools, to minimize confusion and increase efficiency, drive an increase in domain knowledge district wide, and raise the overall effectiveness of every position in the entire district.

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

Leveraging our existing programs and successes, we want to benefit again from the synergy we have created between capital investment related savings and explicit curriculum enhancements for our students. Our proposal reflects our continued leadership, vision and commitment to fiscal prudence and renewable energy decision-making. This grant request will result in more than $432,000 of energy savings over the next five years which will be redirected to authentic technology integration and much needed infrastructure upgrades. More importantly, this investment in efficient energy production results in a permanent funding source for the District. Dedicating a larger share of district resources (through energy savings) to students and classrooms will allow for increased instructional access to internet resources and foster a connectedness throughout our campus environment. Our prior wind project and the associated success with the installation allowed us to forge a working partnership with Parker Hannifin. The donation by Parker Hannifin of a 600 kW turbine has been negotiated and is immediately available ($721,000 donation match) pending award of this grant. The typical extended process for securing a turbine and addressing all of the necessary zoning and environmental requirements will not be a barrier for implementation within the timelines of this grant for our district. Our experience, community connections, and established relationships with necessary business partners would allow us to expedite the installation of the turbine. The Straight A Grant would provide the necessary funds for the balance of the turbine, installation and maintenance costs. Realizing the cost savings from installing and operating a second wind turbine on our campus, this innovative project aims to connect the four school buildings in two ways. The first - improving the current hardwired network with attached and associated high speed wireless infrastructure, to provide seamless high speed connectivity regardless of one's location on campus. Second - connecting staff and students using a seamless cloud based suite of production tools, namely Google Apps for Education, which has already begun implementation. The overall goal is to connect staff and students around campus, while realizing cost savings benefits from the additional wind turbine being installed, thus allowing the district to collaborate seamlessly, redirect money, and increase student achievement.

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 primary goals for student achievement are digital competency; authentic collaborative learning; and college and career readiness; all in alignment with Ohio Learning Standards. At the elementary level, we are redesigning our technology integration curriculum, which impacts all student K-5, to include modern emphasis not only on basic skills such as typing, but also data management, modern communication practices, and how to stay safe online. Our students will become comfortable working online, creating and collaborating differently, accessing cloud resources, email, and research resources such as library and online databases - all in an effort to build competency, transferable skills, and preparing them for higher grades. Digital citizenship will be emphasized to prepare the students for a modern workplace, where many interactions now take place wholly online. At the middle school level, we are designing and implementing a new course at 6-8 grade level to address digital skills that will prepare students for success in real life. The course will focus on core skills in interfacing with the internet, media, search strategies, skills needed for test taking on standardized tests, and creative skills in the areas of mathematics, language arts, science, social studies, fine arts, and other supporting areas of curriculum, all while managing the student's own digital footprint in an effort to control future interactions with potential employers or college recruitment systems. Furthermore, we will build on the skills from the elementary level, and continue to refine the basic skill-set such as typing and using tools like email and presentation software, while raising the rigor in the types of assignments and on engaging work modeled on real world application. A heavy emphasis on effective online practices will continue, with students using online and digital tools in their everyday practice of problem solving, critical thinking, and decision making. We will ask our students to produce and achieve at new levels - all possible due technology integration. Instead of typical assignments like pamphlets and posters, we are challenging our students to publish online, within mediums like websites, blogs, and other creative spaces open to a global audience. Additionally, at the middle and high school level, students, teachers and administrative staff will begin communicating primarily through electronic means, with effective and immediate feedback from teachers and staff regarding student work in the form of comments online, grades being reported through a student portal accessible by both students and parents, and general information shared through email and social media channels in an effort of moving away from a paper based operation, and towards a
paperless environment with the secondary benefit of reinforcing our prevalent green energy culture within our district. At the high school level, we are expecting staff and students to continue to the effort from the lower grades, and raising the rigor with students working primarily in a cloud environment for assignment work. Most, if not all research based activities, creative projects, and class assignments will become digitized, or take place in the cloud. Non-digital sources, like pieces of fine art, become digital media, posted to blogs and websites that serve as student portfolios - again, available to a global audience. Assessments too will become cloud based where classroom tests and quizzes such as a unit test, will mimic the testing environment we have seen on the Next Generation Assessments from the State of Ohio or the PARCC testing modalities. At the end of high school, we are expecting our students to operate at a technology fluency level that meets or exceeds the level needed for effective operation at the college level, with students effortlessly operating in a cloud based environment, ready to meet the modern world's requirements for success and achievement in real life.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Our Five Year Fiscal Forecast will demonstrate spending reductions in the area of energy cost savings as a result of the new wind turbine. We anticipate an initial savings of $86,525 in electric costs, with a 2% increase to that amount each year for inflation. This is a conservative estimate based on the wind turbine capacity and average annual wind speeds. These savings will allow for infrastructure upgrades to our wireless capabilities that will allow for additional savings through the use of Google Apps for Education & Cloud storage within that system. Our Five Year Fiscal Forecast will demonstrate additional purchased service savings of $87,000 per year at current market rates for cloud storage of data, and $6,200 per year for student email accounts at an estimate cost of $2 per student per year.

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

We are diverting facilities and operations savings to increase student learning opportunities around campus. We have developed an implementation plan at the district level, using ISTE's (International Society for Technology in Education) list of Essential Conditions for building a framework for teaching with technology, that considers the following pillars of change: Shared vision: A district plan for technology integration and expansion has been recently developed by stakeholders, including teachers, community and administrators. Empowered leaders: Our Technology Plan calls for end users- teachers and students to access technology at the point of instruction in an integrated and authentic manner. Skilled personnel: The Technology Plan incorporates professional development during designated professional development days and sustained through weekly collaboration periods and staffed open labs where staff and students can get help on a wide range of technology related issues. Technology coaches in each building are available for technical assistance and ongoing classroom support. Technical Support: A District leadership structure has been created which delineates responsibilities into two separate and dedicated technology positions; technical support in hardware systems and technology curriculum integration. Student technicians and building technology supplemental positions provide access to more immediate support. Curriculum Framework: Technology for instruction exists in all K-12 classrooms. The District Technology Plan includes vertical curriculum articulation for technology access skills as well as various technology options for the various grade levels. Assessment and Evaluation: The Technology Plan includes multiple evaluation mechanisms to monitor resources needed on an ongoing basis, where technology coaches serve in an identifying capacity, reporting back or implementing on the spot. Support policies: A constant review process of current Board approved policies that support our progress is already in place. Policies will undergo constant review in order to support initiatives around the district, so that all structures are in support of grant related actions. Specifically, the Technology plan includes a re-aligned vertical technology curriculum which impacts all K-12 students; an added course at the middle school, seeking to increase our students' digital skills which will impact over 600 students each year; a focus on creating, collaborating and problem-solving in a cloud environment; expanding the understanding and use of online research resources; and increasing fluency and accessibility as a communication tool. It is our goal that when students leave our campus, they operate at a technology fluency level that meets or exceeds the levels needed for effective operation at the college level and beyond, with students effortlessly operating in a cloud based environment, fully ready to meet the modern world's requirements for success and achievement in real life.

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.)

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

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

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

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)
12. What is the total cost for implementing the innovative project?

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

1,991,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Requested Grant: $1,000,000 Matching Donation: $721,000 (Parker Hannifin Wind Turbine) District Match: $270,000 Total Project Cost: $1,991,000.00 The grant budget requested will allow for the purchase of a wind turbine at a reduced amount of $100,000. The balance of the wind turbine equipment amounts to $721,000 donated from Parker Hannifin. Note, that the valuation of the wind turbine donation is $721,000 but due to previous Parker Hannifin depreciation their taxable donation is $400,000. Contractual construction costs of the wind turbine include installation and commissioning $95,000, utility interconnection $355,000, foundation $165,000, inspections and updates $100,000, engineering, project management and owner's rep $100,000, legal costs $5,000, refurbishing $75,000, tower extension $150,000, and maintenance agreement and warranty $125,000. The District will provide matching funds of $270,000 to complete the construction costs. Budget costs have been derived from actual expense budgets, quotes and previous project related quotes and expenditures with inflation escalators as appropriate.

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

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

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

Maintenance costs will be included in the maintenance agreement and warranty negotiated in the cost of the turbine. Annual evaluation costs for an external evaluator are estimated at $6,000 per year. The project will involve annual note repayments of $54,000 for the District share of the wind turbine construction costs.

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

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

Yes

No

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

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 Range 7/1/14 to 9/1/14

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

Wind Turbine: Is an expedited process as the turbine is immediately available, existing pre-vetting of the project with local regulatory agencies and due to the team's previous successful experience implementing the District's and other partners' existing wind and solar projects. Location feasibility and initial engineering have already been completed. Key benchmarks will include finalizing engineering, confirmation of turbine refurbishment, obtaining final permitting, and creation of bid documents. Curriculum: Plans for curriculum enhancements have already begun. A curriculum team with representatives from various grade levels, buildings, content areas in the district are working on aligning the K-8 computer technology courses in each grade level. Lead committee chairs will be assigned to facilitate the process. Some project components may move into the implementation phase in advance of the listed planning end date. In general, all components will be expedited through all processes at the quickest pace possible regardless of listed end dates. This will further increase flexibility and resource availability if an issue should arise in a particular area.

* Anticipated barriers to successful completion of the planning phase

As most of the planning work is already complete, in progress or in template form from previous projects, the only major pitfall for this phase is schedule slip. The schedule will be kept on track by no less than biweekly calls or in person meetings. This frequency may be increased...
as needed in key phases or if issues arise. Further, to increase efficiency, all related documents will be maintained and updated through an already proven on-line file system.

18. Implementation - Process to achieve project goals
* Date Range 8/1/14 to 9/30/15 (wind turbine-final completion)

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

Wind Turbine This phase will include bids posting and awards through actual construction and commissioning broken down into four main categories: equipment preparation, site and foundation work, electrical interconnection, installation and commissioning. Turbine Installation will occur in June/August during school recess. The already existing equipment and the prior experience of the team are significant advantages in this phase. Bid requirements, contracts and monitoring methods for construction will follow board established procedures and previously proven models. Advanced advertising and pre-bid meetings will be used to maximize bidder response. Although not mandated, the bid documents will encourage a single contractor for the construction work to facilitate trades coordination, efficiency and accountability. Contract integrated master schedules will drive and coordinate participants. Team meetings will be weekly during the key components of this phase. The Renaissance Group will directly monitor all field work and approvals for progress and quality. Curriculum implementation: All curriculum components of the grant can be addressed immediately. Course descriptions with pacing guidelines for the Middle School course will be ready for full implementation in August 2014. As part of a broader vision and related activities for technology expansion we will prepare our students for using technology as a tool for learning, course assessment and completion. The Superintendent, the Treasurer, The Renaissance Group, Cleveland State University, Platform School MC2, Sodexo, other awarded Contractors, and the Kenston Board of Education will be directly responsible and accountable for completion as appropriate for their related particular project components.

* Anticipated barriers to successful completion of the implementation phase.
The potential pitfalls could be a construction schedule slip, competitive bid response and contractor performance.

19. Summative Evaluation - Plans to analyze the results of the project
* Date Range 1-1-15 to 6-30-15

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

Evaluations will continue beyond the above dates, this date period will be used as a major benchmark evaluation for grant reporting and project forecasting purposes. All other grant reporting recommendations and requirements will be met. Wind Turbine: The summative evaluation for the construction phase will occur during the project's commissioning phase immediately following installation (summer 2015). The Renaissance Group in conjunction with a commissioning agent will primarily be responsible for the technical and quality confirmation of the project. Evaluation will continue through the entire life of the project through quarterly confirmation of power production and utility savings. Conservation practices planning: Existing student, faculty and maintenance teams already work closely together to maintain and expand our conservation practices, including recycling programs, monitoring electrical power and examining office procedures which rely excessively on hard copy documents. Planning for additional opportunities for the Kenston community to enhance our clean energy vision is an ongoing process. Student Councils, Environthon club, Science clubs, teacher volunteer committees, and Sodexo problem-solve ways to accomplish this in our daily behaviors and conservation choices. Anecdotal observations and savings as verified by the treasurer will provide evidence of implementation success.

* Anticipated barriers to successful completion of the summative evaluation phase.
none perceived

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:

Staff and student achievement, engagement, collaboration, real world relevance of pursuits and continued growth are core beliefs for our schools. The grant-driven initiatives will enhance our existing programs and continue our district on these paths in the following ways:

- Increase institutional, curricular and resource sharing through programs like the Auburn Career Center teacher partnership, curriculum development and collaboration through the Cleveland State partnership. Both educators and students will increase their use of technology. With that in mind, there are four specific goals in accordance with our District Technology Plan that we are focusing on as a district in terms of instructional, technological, and system wide change: 1. Access The number one priority among staff and students in terms of working with technology, and technology integration, is access. Access to technology. Access to the internet. Access to appropriate resources. Our goal is providing access for all stakeholders - including students, teachers, staff and administrators, as well as parents and community members: Access that is seamless, where students and teachers switch between technologies throughout the day without effort; Access that promotes use of both desktop, laptop, tablet, and mobile use; Access that allows insight, support, and achievement system wide; Access that allows us to grow. Access is key. Without access, there can be no creativity. Without access, we cannot achieve. 2. Training Training and support of students, teachers, and district staff is paramount to success. Our goal is to provide ongoing, sustainable, and effective training in all areas of technology integration and curriculum, including opportunities both in face-to-face settings and online, using asynchronous media. Our goal is one full-time technology coach per building, working with staff and students in a full-time capacity, with technology integration and coaching support as their prime directive. 3. Equity Equity in technology integration is key to long-term adoption, especially on a district level. Equity - where all parties are served equally, with equal opportunity to achieve, with equal voices at the table - will drive the district forward. Our goal is to provide, and balance equity among all stakeholders, and provide accordingly to every need. Our goal is to properly assess and manage technology resources, and disperse available resources according to where they will have the greatest impact on achievement. 4. Skills Recognizing that skills drive the adoption of knowledge, the power to create and function in society, and the adoption of more skills, it is
Important to build skills around the district. Our goal is to increase skills among all stakeholders in the following areas: Learning and Innovation Skills, including Critical Thinking, Communication, Collaboration, and Creativity; Life and Career Skills; Information, Media, and Technology Skills; Technology Skills in Core Subjects, including Language Arts, Mathematics, Social Sciences, Science, World Languages - at all levels. We are rapidly moving forward implementing these changes in the district. Managing the change at all levels will be crucial to our success; we have put in place the appropriate leadership team to accomplish this.

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

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

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

Kenston aspires to provide every student with rigorous and explicit instruction and authentic experiences in the area of digital literacies and its impact on their future success, life-long habits, careers and decision-making as citizens. In order for our students to achieve at such levels, we need the infrastructure to support it. In order to implement and provide such an infrastructure, we need to divert funds from other projects, or find alternatives, such as adding a second wind turbine. We have already pursued and received a federal grant for the installation of our original utility scale wind turbine. The process involved extensive collaboration with the US Department of Energy, the Ohio Historical Society and the Ohio Department of Development. Local collaboration with the Historical Society, and The US Department of Fish and Wildlife and the Ohio Department of Natural Resource was also required. With a proven track record of implementing an innovative grant, we're seeking to do it again. This time, our goal is to not only continue to save energy on campus, but to realize savings and funding sorely needed technology infrastructure upgrades around campus. We already have had great success involving students in our campus projects, and many courses in multiple grade levels have taken advantage of real life learning opportunities as connected to our Green Energy initiatives. We are now ready for the next step - connecting our campus to a global audience through the use of the internet. To do that effectively, we need to upgrade our network infrastructure.

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.

Thomas G. Reed, Ph.D. (External Evaluator) Educational Service Center of Central Ohio 2080 Citygate Drive Columbus, OH 43219 614-542-4120 tom.reed@escco.org

* 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).

We will use data as a "best practice" of ongoing and vertical measure of student progress and growth. Easily accessible data will allow teacher teams to monitor interventions, extend learning, and closely monitor annual growth for students and utilize partnerships and their resources to implement innovative instructional models. Plan and implement evaluation: o Implementation - did we do what we set out to do? o Student achievement - are our students benefiting from the grant o Student growth - how do the impacted students grow compared to students outside the program? o Teacher growth - how has this grant impacted the way instruction is delivered and how teachers collaborate? o Financial - has the grant been sustainable? Do we meet our financial goals?

* 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.

**Curriculum Technology Implementation Benchmarks:**
1: Teacher Collaborative Teams identified (in progress) 1a: Team meeting dates/agendas established (8-14) 1b: Vertical articulation 2: Curriculum Review (8-14) 2a: Standards identified (In progress) 2b: Core guide/alignment (1-15) 3: Collaboration with shared partners (1-15) 3a: Cleveland State and MC2 STEM /site visit 4: Materials review/curriculum purchasing (3-15) 5: Teacher professional development vertical alignment (3-15) 6: Classroom implementation (8-14) 6a: Data driven progress monitoring (on going) 6b: Pre-post assessments (on going) 7: Integrated Technology (9-14) 7a: Digital learning (on going) 8: Evaluation/ assessments (9-14-on going) 8a: Online assessments (on going) Wind Turbine Benchmarks: 1: Planning and engineering finalization (12-14 to 2-15) 2: Permitting finalization (1-5 to 2-15) 3: Bid documents finalization and posting (2-15) 4: Bid awards (3-15 to 4-15) 5: Master construction schedule finalization (4-15) 6: Turbine refurbishment confirmation (1-15 to 5-15) 6a: Turbine foundation completion (6-15) 6b: Electrical interconnect completion (6-15) 7: Turbine installation (7-15) 8 Turbine Commissioning including finalization of regulatory inspections and utility interconnect agreements (8-15) 9: Data systems integration (6-15 to 9-15) 10: Validation of savings (Quarterly after commissioning) 11: Student, educator and partner engagement (ongoing through project) 12: Curriculum integration (ongoing through project)

23. Describe the substantial value and lasting impact which the project hopes to achieve.

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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 have a long lasting impact on the Kenston School District including, but not limited to a long-term financial benefit. This grant proposal will save the district over $85,000 per year. The wind turbine alone will reduce the overall operating cost for the District, not just in the five year forecast but for many years to follow. The project will allow us to further develop a unique learning experience and district "green energy" identity for all Kenston students, while enhancing the instructional niche we have created in the Kenston School District as we prepare our students for a technology rich world. The addition of a digital learning required course will provide us with concrete evidence of student understanding while creating and sustaining a culture of technology use extending beyond our walls connecting to the world beyond. In a pure financial sense, success of this will be measured as greater levels of our operational budgets can be redirected to our core mission; maximizing the learning opportunities for our students.

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

We believe that school buildings and infrastructure can be more than houses of education, but actual education tools themselves. We believe that well thought-out investments in these infrastructures can offer direct savings for taxpayers, as well as tools to further facilitate greater learning objectives in more authentic ways than textbooks and traditional classroom instruction. We believe that problem based learning with real world data and issues is far more effective with longer term retention and applicability to a changing world than specific process or application learning alone. We believe that beyond direct savings, considerations of energy use act as direct examples of real-world issues that all of our students will face regardless of their career paths; whether it be as consumers, policy makers or energy professionals. Through the project components, students will be exposed to rigorous content and unlimited opportunities to develop critical and creative thinking skills through real-world experiences and data access. Ensuring that course outlines and lesson design aligns with Ohio and National Learning Standards and explicitly teach 21st Century Skills for postsecondary/career readiness for our students will be the foundation of curriculum enhancements in the renewable energy content. Virtually available pre-vetted curriculum development will increase key concept inclusion and educator efficiency and incorporation, as well as replication across districts. The proposed infrastructure will increase access and interaction with non district educational resources, research projects and related professionals further increasing correlation with educational activities and actual career paths. Research has shown increased use of virtual testing, online assessment and full virtual courses trending across the country from K to post-grad. Our web-resources and virtual course initiatives will further prepare our students for this changing educational landscape.

* Spending Reduction in the five-year fiscal forecast

Financial savings will be specifically realized through energy savings generated by the additional wind turbine. This savings will continue well beyond the grant required five year forecast with certainty being added through the incorporation of pre-negotiated extended five year warranty and service plans and pre-negotiated service extension options to twenty years. The District will also have options for operational insurance further solidifying bankable savings.

* Utilization of a greater share of resources in the classroom

Re-directing facility-based savings to learning enhancement will effectively meet this requirement and spirit of the Straight A Grant. Energy savings: Cost savings will be monitored through our energy consumption records and billing statements through the treasurer's office. Curriculum Planning and Implementation of technology resources: Quarterly updates and progress assessment of the curriculum, including online learning courses will be led by the Assistant Superintendent and communicated to the project team. The project team will assess progress and make quarterly adjustments using professional development and communication with all stakeholders. Quantifiable progress will be verified based on benchmark derived baselines, targeted progress goals and common core achievement. This same strategy will be utilized for each of the curriculum components.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

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

* Explain your response

All districts can incorporate authentic real world learning to increase student interest, achievement and career readiness. Most, if not all,
districts can replicate shared resources strategies with trade and higher learning institutions. Most districts should be able to replicate an internal “auditing” process to examine operational and facilities cost savings which can be captured for use in student-academic programs. 100% of Ohio’s districts could replicate and benefit from energy conservation and efficiency retrofit projects. At a minimum, lighting and controls projects are internationally proven concepts with relatively short paybacks, even by commercial standards. About 40% of Ohio’s districts could implement economically viable wind energy programs per PUCO wind resource maps. Although these programs clearly require higher initial capital investments, community engagement and overall effort; building on proven successful models like Kenston’s existing project and State coordination, aggregation and purchasing power could lower these barriers.

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

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

I Accept. Robert A. Lee, Ph.D., Superintendent Kenston Local Schools April 15, 2014
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