

Budget

North Central Ohio ESC (123257) - Seneca County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (213)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	300,000.00	0.00	300,000.00
Support Services		0.00	0.00	2,000.00	0.00	0.00	0.00	2,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	5,105,000.00	0.00	5,105,000.00
<b>Total</b>		0.00	0.00	2,000.00	0.00	5,405,000.00	0.00	5,407,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-5,407,000.00

Application

North Central Ohio ESC (123257) - Seneca County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (213)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Smart Fuel for Schools 2

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

This CNG Solution will deliver longterm, sustainable spending reductions for schools by utilizing significant fuel savings, thereby allowing increased economic efficiency and resources. This cost avoidance will be diverted to other areas of the respective educational program(s) that will directly increase efficiency and effectiveness with long-term sustainability that is replicable for other educational institutions. The CNG Solution is unique, replicable, and will generate significant fuel savings, build scalable infrastructure, and attract additional public and private revenue streams that will make the program sustainable and fund expansion. Grant resources will fund CNG buses, fueling stations, and vocational curriculum development that will support the maintenance and repairs for new CNG vehicles.

*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.*

5063 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:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1                       | <input checked="" type="checkbox"/> 2            |
| <input checked="" type="checkbox"/> 3                       | <input checked="" type="checkbox"/> 4            |
| <input checked="" type="checkbox"/> 5                       | <input checked="" type="checkbox"/> 6            |
| <input checked="" type="checkbox"/> 7                       | <input checked="" type="checkbox"/> 8            |
| <input checked="" type="checkbox"/> 9                       | <input checked="" type="checkbox"/> 10           |
| <input checked="" type="checkbox"/> 11                      | <input checked="" type="checkbox"/> 12           |

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant  
Dr. Jim Lahoski

Organizational name of lead applicant  
North Central Ohio Educational Service Center

Address of lead applicant  
928 West Market St - Suite A

Phone Number of lead applicant  
419-447-2927 x105

Email Address of lead applicant  
jlahoski@ncoesc.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

No

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 - 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

A significant financial problem currently exists whereby school district revenues have not increased to accommodate dramatically rising diesel and gasoline fuel costs. Essentially, money for education programs is being siphoned for excess transportation cost. Schools have had to adjust their budgets to allow for this increase at the cost of other important educational needs.

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

Our partnership application will demonstrate a compelling argument that by changing the typical fuel sources for buses to CNG, expenditures will be reduced and those reductions will be sustained. The partners listed in this application have a unique and replicable business model to transition school bus fleets to CNG. Equally as important, the CNG Solution includes an integrated training component that will afford students in grades 9-12 the training, certification, and apprenticeship opportunities needed for personal career development in a relatively untapped CNG fuel market. A. Our CNG project provides a solution to this problem by implementing these major activities: - Purchase CNG buses in accordance with each partner's Board-approved replacement schedule. - Install needed fueling infrastructure; fast-fill (1) and time-fill (1) stations. - Implement an accounting and maintenance program to track funds, fuel savings, and other budgetary reports and needs. - Implement a project-based CNG curriculum in the vocational school setting to meet this newly evolving CNG workforce demand, and partner with a local automotive dealer for hands-on apprenticeship programs. - Actively market and promote our CNG Solution and share knowledge of processes and procedures to allow efficient duplication of the project thus affording other districts significant savings of educational dollars across Ohio. B. Research-based data from our recently completed CNG-LGIF feasibility study provides an in-depth analysis of how we will not only achieve the Straight A Fund primary goals, but how we will exceed these goals. We will show the following: - How the "Smart Fuel for Schools (CNG) Solution" will be implemented to reduce fuel costs for schools and generate additional revenue from both public and private sector. - How a guaranteed and sustainable CNG model will be implemented at no cost for our partner districts and is one that can be replicated and expanded for future partner participation. - How the partnership will engage students in a specialized curriculum that will provide training and certification for the emergence of specialized CNG repair and maintenance of vehicles. - How sharing services with partners will reduce cost for preventive maintenance of their bus fleets. - How the savings realized from fuel and vehicle cost becomes immediately advantageous and shows sustained yearly cost savings well beyond the forecasted five years.

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.)

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.)

The partners will recognize significant sustainable savings with the proposed delivery model. Many of the buses are past their useful life. Based on each district's five-year forecast, the projected numbers of new buses needed are: Seneca East Local Schools (2), Tiffin City Schools (4), Seneca County DD (2) and Vanguard-Sentinel Career Center (2). The average cost of diesel fuel on April 11, 2014 was \$3.96. Based on the 2012 dollars spent, the partners would be able to, through cost avoidance, apply more than \$200,000 using CNG instead of diesel fuel. Depending on the variables such as cost of fuel, cost of buses, reduction in miles driven and other factors, the amount of expected savings is anticipated to be more than \$250,000 (annual). The savings will come to the schools in the form of capital cost avoidance of buying new school buses and fuel savings. For instance: - The price of a new diesel bus is estimated to be \$90,000. That cost is multiplied by the amount of buses each district will receive and then divided by 5 years to come up with annual savings over a five year period. For the district partners, ten (10) buses will initially be purchased. The total cost avoidance is \$900,000. Over the 5 year period, that amount comes out to \$180,000 savings per year. - Current fuel costs for diesel paid in the past school year are about \$3.50 for the schools. The cost of a Diesel Gallon Equivalent (DGE) of CNG per gallon is projected to be \$1.12, so partners will realize a savings of \$2.38 per gallon of fuel. By calculating the miles traveled for the respective districts, partners will save \$51,199 per year with the new natural gas powered buses. That is a savings of \$255,995 realized over the 5 year period and will continue to accumulate for the entire life of the buses. According to the U.S Energy Information Administration, the projected cost of diesel and natural gas should rise consistently parallel and partners can reasonably expect the spread of savings to stay consistent. - Based on current bus route information, when partners fully migrate their fleets to CNG, they will realize up to \$160,000 per year in additional fuel savings. - The current location of the Seneca East bus garage is 4 miles away from the

school campus. Prior to the construction of the district consolidating into one campus setting, the bus garage was located next to the high school. This is no longer the case, consequently the district drives unnecessary miles daily. The district has 14 morning and 14 after school daily routes and 1 mid-day route. In total these 29 routes each drive an extra 8 miles per day. This is 232 miles daily. After 178 days this is 41,296 miles of excess driving. The fuel cost saving would be at least \$28,907.20 for the first 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.)

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.)

The "Smart Fuel for Schools (CNG) Solution" is an ideal prototype or model for shared services delivery of CNG for the vehicles operated by the Partners described in the grant application. Moreover, this model certainly demonstrates strong potential for expanding participation in CNG fueling operations to include businesses and governmental entities in Tiffin and Seneca County. With extensive research and input by Brewer-Garrett (a leader in energy conservation leader in Ohio) in the proposed CNG fuel station infrastructure and operations, and in each Partner's fuel savings analysis, increased efficiencies have already been realized by each partner. Partners, acting individually, would not have been able to afford this kind of professional assessment. Those same efficiencies will continue to be realized in the future when businesses and government entities see, with obvious data and specific examples, that our model is easily scalable for any public or private organization that experiences significant fuel costs. Past and present shared services have enabled this project to get to this point. Shared services with additional partners in the future, based on our model, will certainly make future CNG fueling projects more effective and efficient compared to what those projects might be if attempted by a single business, school, or government entity. All Partners have committed time and input into this shared services model. As lead partner, the NCOESC has numerous examples of successful shared service projects already implemented, certainly demonstrating its staffing and organizational capacity for successful implementation of this CNG fueling project. Here are just a few examples: (1) the NCOESC was the leader in recently creating a growing and successful Council of Governments (NCORcog) involving area school districts, the City of Tiffin, Seneca County Commissioners, Townships, and private businesses; (2) the NCOESC was the lead organization in earning a grant to plan a joint City/County Justice Center in Tiffin (Seneca County), the first of its kind in Ohio; and (3) the NCOESC has many years of expertise in marketing and managing shared services education programs in 8 Ohio counties, impacting students and staff in 33 school districts. As the lead partner in our Smart Fuel for Schools (CNG) Solution project, the NCOESC has certainly demonstrated that it has the skill and expertise to lead the implementation of this project, and to do it efficiently, that is, at a cost that no present or future Partner could afford to do on its own.

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)

[Enter Budget](#)

\* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

\* Upload the Financial Impact Table (by clicking the link below)

\* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

While the North Central Ohio Educational Service Center does not receive an ODE report card, it does serve 33 schools districts in an 8 county area. Through leading, monitoring and overseeing this project, NCOESC will be able to establish reserve funds (Sustainability Fund) to provide additional resources for member schools to continue to grow and enhance their bus fleet and cause further reductions in costs for the districts. Additionally, this process of leading, monitoring and overseeing the project will also afford NCOESC the ability to replicate similar projects in other counties, as well as, expand this program to private agencies to capitalize on revenues captured from their utilization of CNG. Seneca County Board of Developmental Disabilities serves a large geographic area by meeting the special needs of developmental disabled students for all of Seneca County. Due to this large area, SCDD will, through cost avoidance, be able to apply new revenue sources to service this population. Through their cost savings and as the development of the Sustainability Fund grows, this entity will be able to modernize their fleet to increase effectiveness, efficiency and cost reductions.

*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.

5,407,000.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

Total Project Cost: \$5,407,000. This is a turnkey installation that will be implemented and completed by the beginning of the 2015-16 school year. - Ten total natural gas powered school buses will be purchased. Two (2) for Seneca East, , four (4) for Tiffin City Schools, two (2) for Vanguard Sentinel and two (2) will be for Seneca County Board of Developmental Disabilities. The cost for each bus is estimated at \$148,000 each or \$1,480,000 total. - A fast-fill natural gas fueling station will be built in Tiffin, where land will be purchased and developed at the most convenient and available location to provide fueling for the Seneca County Board of DD, Tiffin City Schools and Vanguard Sentinel. The appraised value of land in the area is approximately \$100,000 for five acres. The Tiffin fueling station will be a medium to large, fast-fill public-ready CNG station. The materials for the work include compression equipment, gas dryer, regulators, controls, temperature compensation units, storage tanks, dispensers, etc. Material cost estimate: \$1,270,000. - A time-fill CNG station will be built for Seneca East's school bus fleet at a new bus service center located in the Seneca East Local School District. This station includes compression equipment, gas dryer, controls, pole dispensers, etc.. Material cost estimate: \$250,000. - Tiffin City Schools service garage must be upgraded to include a natural gas detection and ventilation system. Material cost estimate: \$50,000. - Seneca East has an outdated maintenance garage inconveniently located over four (4) miles away from campus. Seneca East will build a new maintenance garage on site that will include a natural gas detection and ventilation system. Total cost estimate is calculated to be approximately \$570,000. - Vanguard-Sentinel will be provided with a new, two bay automotive lab to provide training to become ASE F-1 Certified (CNG). The cost for certifying and training faculty is \$2,000. Cost estimate for lab is \$300,000. - Planning and initial preparation for the entire project include bidding specifications for new buses, preparing drawing and bid documents, surveying, purchasing land, obtaining permits, overall site analysis and assessing its environmental impact. Cost Estimate: \$475,000. - The construction of the station will be turn-key design build construction. Construction services include engineering (electrical, mechanical, plumbing, fire protection), architectural services, metering, project/construction management, safety training, commissioning, testing/startup, project closeout and miscellaneous expenses such as printing and parking costs. These services apply to the entire project including both fueling stations, an addition to the training center at Vanguard-Sentinel with a bus garage upgrade for Tiffin and new service garage for Seneca East. Design build construction estimate: \$910,000.

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.

For each partner, revenues have already been budgeted in their five (5) year forecast for maintenance, supplies and accessories for their transportation fleet. Therefore, there will not be any additional costs to the districts for maintaining and sustaining the project. Furthermore, there are no actual new or recurring costs to this project because it is inherently self-sustaining. The best way to address this issue is by using the cost per gasoline gallon equivalent (GGE) or diesel gallon equivalent (DGE) pumped at the new fuel stations. There will be operation and maintenance costs for the station going forward throughout its lifetime with money set-aside to handle any concerns as indicated in the next paragraph. Here is a projected breakdown for a DGE of fuel that the partner school districts will pay: - Natural gas: \$ .78 - Electricity: \$ .10 - Maintenance/Repair: \$ .40 - Sustainability Fund: \$ .20 - Administration and Operation: \$ .15 - Alternative Fuel Excise Tax Incentive: (\$ .50) Total: \$1.12 The maintenance and repair of the station is being paid with every DGE of fuel pumped. This charge also covers life cycle replacement cost for the equipment. The equipment will need to be serviced/replaced at intervals dependant on the amount of use. By the charge being built into the unit of fuel purchased, enough money will be collected to cover these costs, regardless of how much CNG is delivered. Along the same lines, a charge will be collected in the cost of fuel for monitoring the stations. The administration, fiscal responsibilities and operation of the station(s) will be the responsibility of NCOESC. This charge will be collected in the price of fuel that will offset the new costs incurred. Administration and operations include billing, station budget review and maintenance and project evaluation. NCOESC will also facilitate meetings with the consortia to determine changes in operation, charges collected and distribution of the sustainability fund.

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.*

250,000.00 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

Depending on the variables such as cost of fuel, cost of buses, reduction in miles driven and other factors, the amount of expected savings is anticipated to be more than \$250,000 (annual). The savings will come to the schools in the form of cost avoidance of buying new school buses and fuel savings. For instance: - The price of a new diesel bus is estimated to be \$90,000. That cost is multiplied by the amount of buses each district will receive and then divided by 5 years to come up with annual savings over a five year period. For the district partners, ten (10) buses will initially be purchased. The total cost avoidance is \$900,000. Over the 5 year period, that amount comes out to \$180,000 savings per year. - Current fuel costs for diesel paid in the past school year are about \$3.50 for the schools. The cost of a Diesel Gallon Equivalent (DGE) of CNG per gallon is projected to be \$1.12, so partners will realize a savings of \$2.38 per gallon of fuel. By calculating the miles traveled for the respective districts, partners will save \$51,199 per year with the new natural gas powered buses. That is a savings of \$255,995 realized over the 5 year period and will continue to accumulate for the entire life of the buses. According to the U.S Energy Information Administration, the projected cost of diesel and natural gas should rise consistently parallel and partners should expect the savings to stay consistent - The current location of the Seneca East bus garage is 4 miles away from the school campus. Prior to the construction of the district consolidating into one campus setting, the bus garage was located next to the old high school. This is no longer the case, consequently the district drives unnecessary miles daily. The district has 14 morning and 14 after school daily routes and 1 mid-day route. These 29 routes each drive an extra 8 miles per day or 232 daily miles. Over 178 days this totals 41,296 of extra miles. The diesel fuel cost savings for these trips would be at least \$28,907.20 for the first year in addition to the savings for the CNG buses. - Based on current bus route information, when partners fully migrate their fleets to CNG, they will realize up to \$160,000 per year in additional fuel savings. - To help partner the fleet migration to natural gas powered buses, this project will create a sustainability fund. Here is a breakdown of costs the partners will pay for a DGE of fuel: Natural gas: \$ .78 Electricity: \$ .10 Maintenance/Repair: \$ .40 Sustainability Fund: \$ .20 Administration and Operation: \$ .15 Alternative Fuel Excise Tax Incentive: (\$ .50) Total: \$1.12 The breakdown for private entities using the public fueling station: Natural gas: \$ .78 Electricity: \$ .10 Maintenance/Repair: \$ .40 Sustainability Fund: \$ .80 Administration and Operation: \$ .21 Alternative Fuel Excise Tax Incentive: (\$ .50) Total: \$1.78 When a partner pumps fuel from the CNG station, they pay \$.20 to the sustainability fund. When a private fleet or the public pumps a GGE/DGE of fuel from the station, they pay \$.80 to the fund. The fund will increase as the station popularity grows, which in turn will accelerate the schools fleet transition. The sustainability fund has the potential to realize approximately \$600,000 per year as a public fueling station at peak capacity. Data received from the City of Dublin after they built a public station just 18 months ago demonstrates a strong potential for the "if you build it, they will come" occurrence. The argument against private fleets in the area converting their fleets today is the availability of CNG in Tiffin. This solves the proverbial chicken or egg phenomena and helps the entire community by providing the public and private fleets with an available relatively inexpensive fuel. The schools set to gain with a vehicle to purchase new school buses in the future and use that money in the classroom and in this scenario everyone wins.

15. Provide a brief explanation of how the project is self-sustaining.

*All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.*

*For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.*

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

This project will sustain itself for at least five (5) years because, by design, the collaborative will use a portion of the savings to establish a Sustainability Fund that will be used to expand the program in the future. By generating and setting aside revenues for this fund, the fund will incentivize our partner districts with a \$5,000 per bus grant to: 1) reduce costs for the future bus purchases, 2) provide subsidies to upgrade their diesel/gasoline fleets to new CNG buses, and, 3) expand the current infrastructure as well as add additional locations for fuel. Additionally, with an extensive marketing program by the NCOESC in-house marketing director, several other public agencies (City of Tiffin and Seneca County) are also seeking to migrate their fleets to CNG and are actively seeking a unique solution to curb energy costs and increase the revenue stream for their programs. NCOESC also has engaged three (3) private partners with very large fleets to participate in the CNG conversion project. The Sustainability Fund will benefit from the volume of vehicles from their fleets and will receive an increased amount of revenue from those private vendors as opposed to the public entities who will be surcharged at a lesser rate. All-in-all, these additional entities will grow the Sustainability Fund, aggregate the volume of CNG, and lower operating costs for everyone.

#### **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 08/01/2014-12/01/2014

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

- Receive award letter- A meeting of implementation team will be held within the first week of award notification to discuss implementation procedures, strategies, roles of team members and guidelines. - Develop schedule for weekly implementation team meetings. - Review and finalize project assessment and evaluation strategies. - Acquire respective building site(s). - Interview, select and secure contract with Project Manager. - Finalize engineering plans for fueling station will be completed using data generated from the completed LGIF-CNG study. - Approval and permits acquired and sent to Ohio officials for final acceptance of engineered project. - Natural Gas company officials will be notified of award acceptance and approve the completion of the engineering phase for the gas company. - Notice will be sent to vendors to competitively bid on the respective infrastructure portions of the project. - School transportation directors will collaborate and work with the implementation team to specify similar quotes for the purchase of 10 CNG buses.

\* Anticipated barriers to successful completion of the planning phase

As with any large scale project there are potential barriers. Our team attempted to identify potential barriers and solution to the barriers. Barrier #1: Timely site acquisition - The consortium has currently researched two optimal sites to place the CNG station that would fulfill the needs of all partners. Discussions have been held with the current land owner of the preferred site. However, if the site should be sold before the grant has been awarded, the implementation team would have to select an alternative site for the station. Solution #1: - If an unforeseen obstacle should occur in the acquisition of the preferred land, the 2nd land site could be utilized and secured. Both sites would still be within the optimal area for all partners. Barrier #2: Pricing of land - Although the current land owner of the chosen site has agreed to a negotiated price point, if another potential buyer approaches the owner before our grant has been approved, the price point may be moved. Solution #2: - If the price to purchase the land is still within the budgeted amount and reasonable, the preferred site will still be purchased. However, if the price does not fit within the budget constraints, site two could be selected. Barrier #3: Construction permit and approvals - Due to large volume and time constraints for site inspections and permit requests, the project may experience a delay, thus setting the project dates behind schedule. Solution #3: - To expedite this process, well known and qualified contractors will be used that have prior experience in this area with building inspectors. The reputation of these firms with the building inspectors hold significant expertise with building codes, permits and processes for expedited approved for acquired settings.

18. Implementation - Process to achieve project goals

\* Date Range 12/02/2014-08/31/2015

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

Interim Measurements:- Quotes for services and work will be received and awarded to preferred vendors for services, equipment and materials. - All required equipment will be ordered. - All permits and licenses will be secured. - Construction begins on the fueling stations, bus garages and CNG laboratory at Vanguard-Sentinel Career Center. - Final bids received and awarded for CNG buses. - Apprenticeship training and center by car dealership prepared and retrofitted for CNG service work on buses and fleets. Communication: - Continue weekly implementation team meetings where unanticipated barriers within any scope of this project will be discussed with solutions selected. - Extensive marketing and educational campaign and advertising of public fueling station will begin to local community stakeholders, schools, parents and businesses. - Informational meetings will be held about the safety and the fuel efficiency of CNG vehicles to respective school boards and community stakeholders. Project milestones and deliverables: - Completion of Vanguard Sentinel laboratory - Completion and renovation of bus garages at Seneca East and Tiffin City - Completion of car dealership building renovations for CNG vehicles and on site training for Vanguard-Sentinel students - Completion of time-fill CNG station at Seneca East - Completion of fast-fill CNG station - Buses delivered and training for mechanics for CNG buses

\* Anticipated barriers to successful completion of the implementation phase.

Anticipated barriers and challenges in the implementation phase: Barrier #1: - Continued concern for response time for permits as indicated in planning phase. Solution #1: - Maintain extensive communication and diligence by the project manager with issuing authorities to ensure permits are issued in a timely fashion. Barrier #2: - Unified coordination of the bus procurement process among the participating districts. Solution #2: - A well thought-out bid process for an acceptable bus for all districts will be developed under the direction of the implementation team. For add-on's that a particular district might desire, the district will be responsible for any additional add-on costs. Barrier #3: - Establish an integrated and collaborative maintenance solution(s) and schedule(s) that are reasonable and achievable for the apprentices in the Vanguard-Sentinel program for hands-on learning for CNG. Solution #3: - The implementation team will establish guidelines for all partnering districts to assure students have relevant learning opportunities in the partnering districts and through the car dealership

apprenticeship program. Barrier #4: - Construction delays for a variety of reason which may include weather, personnel, schedules, etc.  
Solution #4: - A daily penalty will be added for any work not completed as established in the scope of work for the businesses.

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

\* Date Range 09/01/2015 - continuing monthly and annually

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

- Identify and develop an end of project review for the CNG program (Qualitative data). - Discuss and document areas that went as planned and should be replicated and/or refined for the expansion of additional CNG project sites (Quantitative data). - Assess the essential needs to determine future effectiveness and efficiency of the CNG project (Quantitative data). - Hold monthly partnership meetings (at a minimal) with project partners and implementation team (Qualitative data) - The implementation team will monitor usage, savings, required maintenance and management of the fueling stations by collecting relevant data and compiling that information on a monthly and annual basis for collaboration with all partners. (Quantitative Data) - Monitor inquiries from public and private entities with interest to become CNG consumers (Qualitative and Quantitative data) - Documenting and contracting with new CNG public and private consumers (Quantitative data) - Analyzing traffic flow and highest average daily traffic patterns to determine placement of future CNG stations (Quantitative data)

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

Anticipated barriers and challenges in the summative evaluation phase: Barrier # 1:- Accurate documentation of CNG used by each entity. Solution #1: - Using technology, develop an easy-to use management tool (data base) for the monitoring of raw data pertaining to the project. Also, we intend to use existing management tools for the monitoring and consumption from the fuel station(s). Barrier #2: - Traffic flow within the station area may become congested as most vehicles will be large. Solution #2: - Lot size and design will be developed to allow ample space for vehicles to maneuver and will be incorporated in the planning and implementation phase. - Scheduling partners for alternate dates and times for fill-up can alleviate potential congestion at the pumps. - Monitoring traffic flow and consumption on a weekly and monthly basis will help to determine if additional pumps or sites may be needed if the future. Barrier #3: - Shortage of trained individuals may exist for both the educational and maintenance component. Solution #3: - During the planning and implementation phase, this is addressed through a plan to insure that ample individuals will be trained and competent in the CNG process. - The apprenticeship and leadership program through Vanguard-Sentinel will provide good employment opportunities for trained CNG technicians

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:

Implementation of our CNG Solution will provide direct changes to both the instructional and organization practices of the partnering districts. With increased revenue created by the savings using CNG-fueled buses, a separate line-item will be created in districts' Operating Budget, showing the amount of those savings and specifying how those savings were expended in new and creative ways. This new found revenue source could provide additional buses, creative learning materials and equipment, building needs, innovative and research-based interactive learning programs, creative instructional approaches outside the norm of the district, and/or cutting-edge professional development opportunities for teachers and building administrators. Treasurers, in cooperation with the implementation team, will provide a detailed graphic and narrative summary showing costs savings that can now be used in other areas. After implementation of this program, organizational change will be observed. We obviously believe the cost saving results will have an extremely positive effect on the partnering districts' school leaders and school-community residents, so that attitudes toward future shared service projects and cooperative efforts among districts will improve and increase significantly. Additionally, this group may study the impact that the cost avoidance proposed in the CNG Solution have on the culture of the school and staff. These will be several key topics explored and discussed at the Consortium' s biennial meetings. Finally, there will be an increased amount of professional collaboration across district boundaries between the listed consortium members and partners. This would provide a catalyst for program growth and expansion for the educational program listed in this application along with other potential partners developed from the replication of the aspects of this grant.

#### **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.

From Maine to California, more than 140 school districts are using compressed natural gas vehicles (CNG) in their fleets every day. This number will increase as these districts build on their successes and new ones join the trend. Unfortunately, schools in Ohio have only minimally started to explore this option. In the NCOESC service area (eight counties), the discussions and study of the conversion of fleets of

vehicles to CNG, has been an ongoing, widely known topic that has been discussed in many forums in our community for over two years. Consequently, the NCOESC and NCORcog successfully sought a \$100,000 LGIF-CNG grant to study the cost benefit analysis of a CNG infrastructure, strategic placement of fueling stations in high volume traffic areas of Seneca County, fleet conversions and natural gas purchasing power. These entities commissioned Brewer-Garrett, a well established energy conservation leader in Ohio, to develop a plan for the benefits of CNG for the partners. In short, the study showed significant cost benefits for a CNG infrastructure and also included the pros and cons of different types of CNG fueling options. The study further concluded and recommended strategic placement of fueling stations for the specific entities listed in this application. It also showed that while the price difference for a CNG school bus is higher than its diesel counterpart, CNG school buses have a potential 100% pay back over their life cycle. Traditional diesel buses cannot make this claim. The study further demonstrated assumptions to convert between gasoline, diesel and CNG buses which included cost assessments, performance, emission benefits and vehicle safety. An analysis for each partner was completed that takes into account miles driven in the past, fuel economy in miles per gallon (MPG), routes traveled, and the difference in projected fuel costs. The assessment clearly showed that the larger the volume of throughput for the CNG station(s), the lower the rate the utility will provide for the partners. By assessing the fleets of all partners, a significant savings through conversion to CNG was shown. For instance, Tiffin City Schools has a fleet of 25 buses and in each instance significant savings were predicted for every bus. The same is true for Seneca East Local Schools and other partners. The completed study also assessed the Gasoline Gallon Equivalent (GGE) and showed the CNG amount to be 161, 010 GGE equivalent for the buses listed in this project. The study further showed data that include all potential public and private partners and opined that all entities interested in this project would use 1,208,848 GGE. From the completed CNG research study, we believe that our anticipated results will have an economically and scientifically proven basis for meeting the particular Straight A fund goals. The goal of "reduction in the five year forecast" is self-evident as is the "implementation of a shared services delivery model" which can be expanded to community agencies to increase revenue stream for the schools that are partnering in this project. By providing CNG buses, this grant will immediately impact the large ticket transportation items (such as buses and fuel), thereby increasing efficiency and effectiveness with long-term sustainability that may be replicated for other educational institutions/entities.

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

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

\* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The Implementation Team contract with Brewer-Garrett for an external evaluation with quantitative data presented to the team on a monthly basis. The specific contacts for the evaluation are David Smith and Paul Pacetti from Brewer-Garrett, 6800 Eastland Road, Middleburg Heights, OH 44130. Phone contact: 440-243-3535 Email contact: dsmith @brewer-garrett.com ppacetti@brewer-garrett.com

\* 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).

Listed below is the process to measure and verify methods, process, time lines and data requirements: 1. The NCOESC commissioned an independent third party study completed by an engineering firm, Brewer-Garrett. A portion of this study examined partner fleets including, age, make, model, average annual miles driven, MPG capacity, routes, feasibility of conversion and fueling station location. This study established a base line data to determine savings/success. 2. With baselines established, the NCOESC will electronically monitor fuel purchase and cost on a monthly bases through software included within the fueling station. This software will indicate gallons consumed, the cost of Diesel Gallon Equivalent (DGE), and the MPG achieved. These will be compared to the baseline established in the Brewer-Garrett report. 3. Cost associated with the operation and maintenance of the fueling station will be closely monitored on a monthly basis, through a preventive maintenance contract included within the cost of DGE sold. 4. Cost associated with the operation and maintenance of the new CNG buses will be monitored on a monthly basis and expected to show a decrease with a cleaner fuel source. These cost will be reported by Reineke Family Dealership who will act as the collaborative CNG certified mechanic. 5. The NCOESC will monitor the entire project on a monthly bases with quarterly reports provided to the collaborative. The NCOESC will also provide an annual written report to the collaborative at our annual meeting. 6. Short and long term progress will be measured monthly and annually. The analysis will include segmentation for each individual partner and each CNG vehicle. The results will be compared by a simple ANOVA to demonstrate any significant statistical differences between the conventional diesel fueled bus as opposed to the new CNG buses. This analysis will be used to determine the return on investment return for additional bus purch

\* 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.

The project will modify or change the project plan if measured progress is insufficient to meet project objectives by the following: 1. Using the partnership for consultation, data driven results will dictate the provisions for any modification and/or change. 2. Brewer-Garrett, Public Performance Partners and Reineke Family Dealerships will provide consultation service to the Implementation Team where final and formal decisions will be discuss for any significant changes or modification. 3. Through the work of Implementation Team member, John Davoli, marketing strategies will be discussed with the Implementation Team that will enable the CNG concept available to other public/private partnerships to promote use of and to increase the demand for the CNG station.

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 CNG project will have a substantial value and lasting impact with our partner schools. With the up-front, start up costs being supplied by the grant there will be no costs to our partner schools. Furthermore, a sustainability fund will be accumulating with the savings of CNG over diesel. This fund will grow as the station popularity grows, which in turn will accelerate the school's fleet transition. The sustainability fund has the potential to realize approximately \$600,000 per year as a public fueling station at peak capacity. The attached \$100,000 CNG feasibility

study specifically relies on quantifiable measures for determining project outcomes and how the project will lead to successful attainment of the project goals. The data already collected from this study demonstrates positive long-term outcomes and significant cost savings. This CNG project with valid and reliable data will serve as a prototype for replication for other school districts and communities. Other specific areas of lasting impact include: - Long term cost savings and cost avoidance - Improving long-term financial planning for districts due to a more stable fueling source - no spike in fuel cost such as occurs with diesel fuel - CNG is a domestically produced product and the supply doesn't rely on foreign sources that may be influenced by foreign conflict(s) - CNG is environmentally friendly - far less emissions, less negative impact on the environment - CNG is a great tool for economic development - CNG will create, grow and retain businesses which in turn will increase the tax base for community, but not increase taxes This project will sustain itself well after the term of the grant ends because, by design, the collaborative will use a portion of the savings to establish a Sustainability Fund that will be used to expand the program in the future. By generating and setting aside revenues for this fund, the fund will incentivize our partner districts with a \$5,000 per bus grant to: 1) reduce costs for the future bus purchases, 2) provide subsidies to upgrade their diesel/gasoline fleets to new CNG buses, and, 3) expand the current infrastructure as well as add additional locations for fuel. Additionally, with an extensive marketing program by the NCOESC in-house marketing director, several other public agencies (City of Tiffin, Seneca County and other local school districts) are also seeking to migrate their fleets to CNG and are actively seeking a unique solution to curb energy costs and increase the revenue stream for their programs. NCOESC also has engaged three (3) private partners with very large fleets to participate in the CNG conversion project. The Sustainability Fund will benefit from the volume of vehicles from their fleets and will receive an increased amount of revenue from those private vendors as opposed to the public entities who will be surcharged at a lesser rate.

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

\* Spending Reduction in the five-year fiscal forecast

- Substantial fuel savings over gasoline and diesel - Sustainable, long term savings - Reduced maintenance costs - The stability of cost of CNG The benchmark for the second goal-reductions in the five-year and beyond forecasts-will be the "price-difference-savings" created when converting from diesel fuel to CNG. These savings will be clearly and easily measured by comparing the current higher costs from diesel fuel usage to future and less expensive CNG costs. The savings will be monitored and summarized each month, year and then totaled with per month and year comparisons for the grant life of five years. Formative assessment(s) will be conducted on the same cycle - monthly, yearly and cumulatively. This will provide detailed analyses for modifications, adjustments and changes on an as-needed basis.

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

\* Implementation of a shared services delivery model

Shared service monitoring will be a relatively simple process. 1. Monitor the growth of public-private partnership program. - By the end of the five (5) year period, the Implementation Team would like to double the number of schools using CNG. - By the end of the five (5) year period the Implementation Team anticipates initiating the replication of this program to two (2) other larger city schools district with the eight (8) county are - specifically, Fremont City Schools and Marion City Schools. 2. Monitor the addition of other "outside of partnership" vehicles that are using the CNG fill station(s). - Through extensive marketing, the volume of "outside vehicles" will increase proportionally. 3. Track the saving per entity that exist whihc will be done monthly and yearly to provide a minimal of 12 benchmark dates each year. - We expect the saving to be greater than the dollar amount described in the application and will gauge our benchmark to that number though monthly and year assessments.

\* Other Anticipated Outcomes

- Abundant supply of CNG in the USA, decreases dependency on foreign oil - A reduction of both our pollutant load and our carbon emissions. - Provides an economic development tool for the region - This grant will allow a new training site for CNG in Ohio. Right now, it is believed that Ohio has only one site for the CNG training. -One key benchmark for student achievement will be the new curriculum that integrates CNG into Vanguard's current Auto Tech program. Graduation rates, testing scores, percentage of students receiving ASE F-1 Certification (CNG), and successful job placements will be monitored and summarized at the end of each year of the five-year project and then totaled at the end of five years. This formative assessment at the end of each year, and biennially if needed, will allow detailed analyses and adjustments, including at mid-year points and at mid-project points. These improvements are anticipated because of the increasing level of satisfaction with school and a more positive approach to academic challenges due to the anticipated, high level of practical application in the Auto Tech curriculum and instruction.

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.*

\* Explain your response

The CNG Solution provides a blue print for replication to other districts/entities. With our program, required mechanical, electrical and architectural services will be completed. Project management, safety training, bid documents and engineer prints and drawing will be accessible for districts that will adopt this model. Additionally, the project is scalable so the projected cost avoidance can be readily calculated for such entities. The Vanguard educational component for CNG certification for vocational students can also be replicated with special course outcomes related to the Ohio Content Standards. After a commitment is made by the interested district and their partners, staff and other key personnel will be made available to assist those districts in the planning and implementation of their projects. Additionally, a detailed PowerPoint and/or video will be prepared and made available that shows each step of the project and the actual time lines that were met during the planning and implementation phases of the project. Another advantage of using our CNG project as a model is that any unanticipated concerns which might occur will be shared with the districts along with remedies for the obstacles and other challenges that might occur. Further, as our project progresses, we will have quantifiable data that show actual savings plus real costs that occurred with the program for maintenance of fleets, repairs, fuel station issues and any other concerns.

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).

Approval of Program Assurances (Signed documents are attached): - Dr. Jim Lahoski, Superintendent/CEO, North Central Ohio Educational Service Center- Dr.Laura Kagy, Superintendent, Seneca East Local Schools - Dr. Vicki Wheatley, Superintendent, Tiffin City Schools - Greg Edinger, Superintendent, Vanguard-Sentinel Career Center - Lewis Hurst, Superintendent, Seneca County Board of DD Attached please find a copy of the signed Consortium Agreement

Consortium

North Central Ohio ESC (123257) - Seneca County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dr. Vicki	Wheatley	4194472515	vicki_wheatley@tiffincityschoools.org	Tiffin City	044891	244 S Monroe St, Tiffin, OH, 44883-2906	
Lewis	Hurst	4194477521	lhurst@senecadd.org	Seneca County Board of DD	066241	780E County Road 20, Tiffin, OH, 44883-9351	
Dr. Laura	Kagy	4194267041	lkagy@setigers.com	Seneca East Local	049684	13343 E US Highway 224, Attica, OH, 44807-9301	
Greg	Edinger	4193322626	gedinger@vsctc.org	Vanguard-Sentinel Career & Technology Centers	051458	1306 Cedar St, Fremont, OH, 43420-1127	

## Partnerships

North Central Ohio ESC (123257) - Seneca County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
David	Smith	330-603-9366	dsmith@brewer-garrett.com	Brewer Garrett		6800 Eastland Rd, , Middleburg Heights, Ohio, 44130	
Leonard	Clouse	419-448-1365	lenny@clouseconstruction.com	Clouse Construction		4382 W Twp Rd 90, , New Riegel, Ohio, 44853	
William	Reineke, Jr	419-447-9752	william.reineke@@tiffinford.com	Reineke Family Dealerships		2020 W St Rt 18, PO Box 460, Tiffin, Ohio, 44883	
Hugh	Quill	614-227-0177	hugh@publicperformancepartners.org	Public Performance Partners		60 East Broad Street, Floor 3, Columbus, Ohio, 43215	

Implementation Team

North Central Ohio ESC (123257) - Seneca County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Dr James	Lahoski	Superintendent/CEO - North Central Ohio Educational Service Center	- Chair the Implementation Team- Manage the grant in an effective and efficient manner - Ensure the sustainability of the operation as detailed in the project proposal - Review status report of additional new CNG fuel customers and provide report to Implementation Team - Report to the Implimentation Team any inquiries for replication of the CNG Project	- Member of the Steering Committee for Long-range Planning of the City of Bellevue - 2004 Campaign Chair for the Bellevue United Selective Fund - Past President - Bellevue Development Corporation (BDC) - First Vice-President - Bellevue Development Corporation (BDC) - Trustee - Bellevue Development Corporation (BDC) - Executive Board Member - Sandusky County Development Corporation - Board Member - Bellevue Downtown Revitalization Committee - Board Member - Bellevue Hospital Corporation Committee - Board Member - Northwestern Ohio Educational Research Council - Board member - Northwest Ohio Educational Technology Foundation (NWOET) - Former Board Member - Flat Rock Homes for Special Needs Children - Former Board Member - Bellevue Area Counseling Center - Member of the Bellevue Tax Incentive Review Committee Co-authored a \$2.3 million dollar grant funded for four years through the Ohio Department of Education and US Department of Education for providing state-wide support for schools that are academically struggling - Co-authored a (PCSP) \$425,000 grant to open a community school for potential high school drop outs and acceleration/recovery of academic credits- Hold responsibility for serving more than 54 schools in a thirteen county region for psychological, occupational therapy, physical therapy, special	- Worked as a Class A maintenance position for Tecumseh Corrugated Box Company for 7 summers while attending high school and Columbus- Was directly involved with physically moving two (2) 42 ton Foster Wheeler gas fired boilers from Pittsfield, Massachusetts to Akron Ohio which included converting the boiler from natural gas to oil with the dismantling and reassembling all facets of the equipment	

				<p>education, early childhood, educational consultants, talented and gifted programs, planning and coordination of programs - American Red Cross, Sandusky County - "Everyday Day Hero Award" - 2011 - United States Coast Guard - "Meritorious Public Service Award" - 2011 - Distinguished Service Award - North Central Ohio Educational Service Center - August 2012 - Ohio recipient of the Martha Holden Jennings "Outstanding Superintendent Performance Award" - April, 2001 - Named as a "Distinguished Fellow" for Ashland University for a three year term - February, 2006 and April 2009 for two three (3) year terms</p>		
Dr. Vicki	Wheatley	Superintendent - Tiffin City Schools	<p>- Documenting programs that show sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs - Provide district report to the executive committee on a weekly basis</p>	<p>2014-Present Superintendent 2012-2013 Assistant Superintendent 1998-2012 HS Principal/Assistant Principal 1997-1998 Assistant Director/Instructor 1992-1997 Teacher EDUCATION DOCTOR OF EDUCATION 2012 MASTER IN EDUCATIONAL ADMINISTRATION 1995 BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION 1992 LICENSURE - SUPERINTENDENT - SECONDARY PRINCIPAL - MIDDLE SCHOOL PRINCIPAL - ELEMENTARY PRINCIPAL - ELEMENTARY TEACHING</p>	<p>- Proven and effective leader- Has taken part on many Boards and committees - Knowledgeable in School Financing and Budgets</p>	
Lewis	Hurst	Superintendent - Seneca County Board of DD	<p>- Documenting programs that show sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs - Provide district report to the executive committee on a weekly basis</p>	<p>- Awarded Five year level of accreditation by Ohio Department of Developmental Disabilities - Manage, plan and forecast county board of DD budgets - Established excellent relationships with families and communities - Manage, plan and forecast county board of DD budgets - Maximized electronic systems to</p>	<p>-Proven and effective leader - Has taken part on many Boards and committees- Knowledgeable in School Financing and Budgets</p>	

				<p>improve county board operational efficiencies -          Manage and support 160 employee's - Recruit and ensure training for county board employees -          Develop Policy and procedures for the county board - Successfully passed the last two county board levies - Developed best practices in self advocacy - Supported leadership and established a future direction in Early Interventions Services, School Educational Services, Adult Services and Residential Services for 540 individuals and families with developmental disabilities -          Worked towards maximizing both state and federal funding- Worked with county board to develop plans of corrections to remedy areas of deficiencies -          Acquired knowledge of the various service delivery models across Ohio</p>		
Dr. Laura	Kagy	Superintendent - Seneca East Local Schools	<p>- Documenting programs that show sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs -          Provide district report to the executive committee on a weekly basis</p>	<p>- Leverage Resources I Strategic Collaborations -          Work closely with district leaders and community partners to encourage parental involvement and strong community alliances. - Effective Communicator with excellent planning, organization, and negotiation skills as well as the ability to attain results. - District administrator for 2,400 kindergarten through high school students and 312 classified and certified staff members. Direct all aspects of district operations, including instructional leadership, grant writing and management, program development and implementation, staff selection and evaluation, local and state assessment administration, curriculum adoption, and data analysis. - Work collaborative with Treasurer pertaining to district budget and fiscal</p>	<p>- Proven and effective leader-          Has taken part on many Boards and committees -          Knowledgeable in School Financing and Budgets</p>	

				<p>issues. - Procure and administer federal grants totaling \$1.4 million annually this fiscal year. - Achieved measurable success as measured by our district report card. Excellent rating for the 2011- 2012 school year and Excellent with Distinction rating for the 2010-2011 school year. - Created a computer lab for access to modified materials for at-risk students, implemented new research based curriculum in all special education classrooms, and facilitated the implementation of Progress Book for IEPs. - Provide instructional and administration leadership for the 21Century program . The overarching goal of the program is to assist economically disadvantaged students as they work to close the achievement gap between this targeted population and the student body as a whole. - Mentor and coached novice and veteran teachers and administrators to help boost their confidence and competencies.</p>		
John	Davoli	Director - North Central Ohio Regional Council of Governments	- Promote the project to private and public entities - Report to the Executive Team any inquiries for replication of the CNG Project	<p>City of Fostoria Mayor 2000-2011-Maintaining a high degree of public services in a tough economy. - Infrastructure repairs and improvements achieved through long term planning and actively pursuing grants. - Promoting Fostoria throughout the region as a great place to raise a family and grow a business. Small business owner 1991-2001 - Maintenance of all equipment and ordering of supplies. - Advertising and hiring of employees. - Scheduling and working the jobs and handling payroll and paperwork  Elementary School Teacher 1986-1991 - Long term substitute teacher. - Full time 3rd and 5th grade teacher in mid-city LA. - Special Ed</p>	- Solid educational and government background- Small business owner - Has taken part on many Boards and committees	

				teacher, mixed grades. Bachelor of Arts From University of Toledo 1985 Graduated cum-laude - Other graduate courses taken in education and countless government training and classes taken over the last 15 years.		
Transportation Coordinators	Each Partner District	Transportation Team Members	Executive Team will consult with the Transportation Team made up of each partner's school district: Tom Gerschutz, Transportation Coordinator, Vanguard-Sentinel Ron Davidson, Transportation Coordinator, Seneca Co Board of DD Randy Conger, Transportation Coordinator, Tiffin City Schools Tammy Feasel, Transportation Coordinator, Seneca East All will collect and report mileage and fuel usage data for review	- Experienced bus driver with supervisory duties - Ability to communicate technical information and data to mechanic, bus drivers and district administrators - Ability to collect and assemble mileage and fuel usage data	- Experienced bus driver - Developing efficient bus routes	
Bill	Reineke, Jr	Owner/CEO - Tiffin Ford Lincoln	Tiffin Ford Lincoln, part of the Reineke Family Dealership, with its state of the art service department, will become a certified CNG maintenance facility. Using the newly certified students from Vanguard-Sentinel, they will then be able to perform maintenance and related repairs to any CNG vehicle. They plan to replicate this certification in all eight (8) of their locations.	- Over 50 years in the automotive business with eight (8) locations across Ohio	- Prior experience in Hybrid and other energy saving vehicles	
Lynette	Cameron	Fiscal Officer - North Central Ohio Educational Service Center	- Monitor and manage the fueling stations by assessing current operations, billing, and usage; - Assist in the assembly and dissemination of fuel savings and cost avoidance - Segregate specific budgetary line items to track sustainability and cost avoidance revenues - Record the amount of fuel pumped by each entity monthly with the "price-difference-savings" and report to the Executive Team	Seneca County Auditor December 1994 to Present Position: Fiscal Manager Responsibilities: Supervise fiscal department, prepare annual financial report, assists County offices in fiscal matters and inventory, customer service to taxpayers. First Bank of Ohio-Tiffin May 1990 to December 1994 Position: Loan Clerk Responsibilities: Prepared loan documents, teller services, customer service. Government Finance Officers Association Certificate of Achievement for	-Wealth of experience in Government and Education financing and budgets.- Has taken part on many Boards and Committees - Is currently the Fiscal Officer of North Central Ohio Regional Council of Governments (NCORcog)	

				Excellence in Financial Reporting for Comprehensive Annual Financial Reports for the calendar years ended 1994 thru 2008.		
Executive Team Members	All Superintendents, Davoli, Cameron	Responsibilities	Duties of All Executive Team Members: Provide input to chair of exec team with regard to the overall scope, direction and other matters pertaining to the project through direct individual communication and through weekly exec team meetings - Attend weekly partnership meetings to discuss operations, successes, and additional areas of opportunity; - Review all budgetary and fiscal reports as provided by the Fiscal Officer - Evaluate proposals on further expansion of the CNG Solution - Evaluate the economic impact of this project - Analyze the status report of the fueling stations - Review the effects on partner districts' transportation budgets - Audit financial statements of the various funds including the sustainability fund and the operational/maintenance fund - Review and discuss any inquiries for replication of the CNG Project	Included with each individual member	Included with each individual member	
Leonard	Clouse	Project Manager - Clouse Construction	- To provide oversight for the project and liaison to perspective vendors and serve as project manager for the construction projects	- President and CEO of Clouse Construction - Local vendor with good community relationships - Experience (38 years) in industrial, commercial, institutional and custom residential and agricultural projects	- Project manager for multiple large, commercial and custom building projects (i.e. Tiffin University Athletic Complex, Ag Production Facility, DaVita Dialysis Center, North Central Ohio ESC Office Complex)	
Greg	Edinger	Superintendent	- Documenting programs that show sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs - Provide district report to the executive committee on a weekly basis	Superintendent - Vanguard-Sentinel Career & Technology Centers, Fremont/Tiffin, OH (Current) Principal/Director, EHOVE Career Center, Milan, OH (2000-2008) Principal/Director, Assistant Director, Adult	-Proven and effective leader - Has taken part on many Boards and committees -Knowledgeable in School Financing and Budgets	

Business Coordinator, - Evaluate, supervise 5 administrators, 4 non-certified staff members and 3 counseling staff members and provide mentoring and guidance to 100 high school staff members. - Plan and conduct bi-weekly high school staff meetings. - Responsible for curriculum course development and course offerings in both academic and career and technical areas. - Develop the master schedule that ensures equitable distribution of workloads and extra assignments. - Oversee the planning and organizing of all high school events and extracurricular activities on campus. Such as 8th grade career fair, muffins for mom and dad, after hours, Saturday youth, sophomore recruitment, open house. - Collaborate with post-secondary institutions and associate school personnel to ensure communication and to also identify, implement, and evaluate current practices and explore additional opportunities. Plan and organize professional development for staff in-service days and encourages staff to develop innovative teaching techniques and materials and take to take advantage of professional development opportunities at the local, state and national level. - Assist in the marketing planning process. - Participate in parent conferences and IEP meetings when needed. - Promote the effective use of available technology and implementing instructional strategies that use 21st Century educational tools. - Facilitate student recruitment and retention activities. Oversee student enrollment and withdrawal procedures. - Assist in the development and

				implementation of CCIP performance goals. - Monitor articulation agreements for all career tech program		
Dave	Smith	Business Development Manager - Brewer Garrett	- Effective management and guidance of the overall project	- Mechanical engineering firm with expertise in energy saving programs, design-build, and construction management - Brewer Garrett is the leading Energy Service Company in Ohio and is one of nine (9) approved commissioning agents for K-12 new construction	- Consultant for the completed LGIF-CNG Study- Extensive knowledge and expertise in the energy related fields	
Hugh	Quill	President/CEO - Public Performance Partners	- To procure subject matter experts in the area of Compressed Natural Gas	- His agency has the expertise to bring together subject matter experts to promote shared services among school districts, counties, cities, townships, private businesses and institutions of higher learning to plan and execute cost-saving strategies - As Department of Administrative Services Director, Hugh was responsible for the administration and oversight of numerous statewide functions including purchasing, public construction, real estate and facilities, printing, mail, fleet, information technology, personnel, payroll, benefits, collective bargaining, training, testing, equal opportunity and an array of other services that are most efficiently and effectively managed at the enterprise level.	- Under his leadership the state of Ohio received national recognition for efforts related to increasing the use of alternative fuels in state vehicles from the National Association of State Chief Administrators and the NAFA Fleet Management Association	

