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Adjusted Allocation: 0.00

Remaining: -925,000.00
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Otsego Propane and All Day Kindergarten Program

2. **Executive summary:** Please limit your responses to no more than three sentences.
   Otsego Local District is seeking funding to implement propane powered school buses & associated refueling infrastructure to significantly reduce operating costs over a five year fiscal timeframe (currently propane is priced at more than 50% less than diesel per gallon) & support all-day, everyday kindergarten with the annual fuel & maintenance savings. Implementing propane as the fuel of choice for Otsego's buses will offer immediate fuel cost savings from the first day of implementation & continue through the lifetime of each vehicle as well as allow the district the ability to continue to purchase more cost effective propane powered vehicles over the longterm. Finally, in addition to offering significant operational cost savings, propane is a domestic fuel sourced as a byproduct from natural gas production & its use as a transportation fuel results in significantly lower bus emissions providing for a healthier environment in the passenger cabin for students as well as for the communities in which the vehicles travel.

   *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.*

   1643 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:**

<table>
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<th>Grade Level</th>
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<td>Pre-K Special Education</td>
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5. **Lead applicant primary contact:**
   - Provide the following information:
   
   First Name, last Name of contact for lead applicant
   Adam Koch

   Organizational name of lead applicant
   Otsego Local Schools

   Address of lead applicant
   18505 Tontogany Creek Rd

   Phone Number of lead applicant
   419-823-4381

   Email Address of lead applicant
   akoch@otsegoknights.org

6. **Are you submitting your application as a consortium?**
   - Select one checkbox below
   
   - [ ] Yes
   - [x] 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
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

1. Otsego's kindergarteners begin each school year with fundamental strong literacy skills but lose value through the first year of formal schooling contributing to 20% of students reading at or below grade level in first, second and third grades. 2. Student transportation with current diesel fueled bus fleet is a significant & increasing cost for school districts which reduces capital resources for classroom costs such as curricula materials, computers, software licensing, and teacher salaries.

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

Otsego will implement a full fleet propane bus initiative and use fuel and maintenance savings to fund all-day, everyday Kindergarten beginning in August 2014. Available capital/operational funds for buses & fuel purchases have decreased due to increasing fuel prices & increased maintenance due to age of fleet. 2B. Diesel School buses are significantly more costly to operate due to new emissions control devices & EPA regulations. 2C. Diesel fuel is increasingly costly due to high global demand & projected to increase further & confidence in market stability is low due to price spikes. Research: According to the US Energy Information Administration (EIA) crude oil & diesel have seen a steady increase in both wholesale & retail pricing. On the other hand, natural gas & propane projections show a slight downward trend. Propane futures also indicate a additional savings. Otsego would enter into a contract which would cap price per gallon on the high end & would allow for price savings as propane prices fluctuate whether upward or downward. This contract would provide the best price breaks for Otsego, matching low markets & protecting us from market spikes. The World Health Organization (WHO) & the Environmental Protection Agency (EPA) have acknowledged that diesel fuel is carcinogenic, impacting the health of our children now & into their future. According to these organizations, propane powered buses: reduce greenhouse gas emissions? produce 80% fewer smog-forming hydrocarbon emissions than diesel? do not expose children to harmful particulate matter which may escalate breathing related effects such as asthma? & are not subject to antiidling restrictions. This grant impacts our children's & community's health in positive ways immediately & longitudinally. Deploying propane buses & building propane refueling stations can solve the stated problems: 1. Propane School Buses are commercially available & offer significant net savings over the life of the vehicelfreeing up money for timelier vehicle replacements as well as reducing overall operational budgets. Otsego's Fleet includes 14 regular routes. The average age of the fleet is 11+ years and the average number of miles is 163,341. Retrofitting may be an option for future savings, but this fleet cannot support new engines since the bus carriages are past their useful lives. 2. Propane School Buses surpass all current EPA emissions standards without needing additional emission control devices, costly additive emission control fluids, or additional maintenance to meet these standards. In addition, due to the cleaner burning nature of the propane molecule, school districts will see maintenance & oil change intervals extended to offer additional savings. Maintenance savings are expected to exceed $35,000 annually. 3. Propane currently retails for less than 50% the cost of diesel & is projected to remain stable & low cost for the long term (domestic supply/derived from natural gas processing, US currently net propane.

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.)

Otsego will immediately plan for implementation of all-day, everyday Kindergarten for the 2014-15 school year. One of the largest challenges for public schools is closing achievement gaps. All-day, everyday Kindergarten will support efforts to close that gap. J. Elicker in Fullday kindergarten: Exploring the research indicates that children who participate in allday, everyday kindergarden programs achieve at higher results in reading & math than their peers who attend halfday or halftime kindergarten programs (Elicker, 2000, pp. 810). Fromberg, Graue & Priest all identified similar findings in their research. References: Elicker, James. Fullday Kindergarten: Exploring the Research. From Inquiry to Practice. Phi Delta Kappa International, PO Box 789, Bloomington, IN 474020789, 2000. Fromberg, Doris Pronin. "Kindergarten education & early childhood teacher education in the United States: Status at the start of the 21st Century." Journal of Early Childhood Teacher Education 27.1 (2006): 6585. Graue, Elizabeth. "What'S Going On in the Children'S Garden? Kindergarten Today. Research in Review." Young Children 56.3 (2001): 6773. Priest, K. (2013). FullDay Kindergarten Versus HalfDay Kindergarten: Which Has More Advantages for Children With Disabilities? (Doctoral dissertation). K-RAL and STAR Early Lit longitudinal data show a decrease in literacy skills through the first year of formal schooling. Students are losing ground by attending parttime kindergarten. By literally doubling the time in a formal school setting will provide measureable gains to literacy and math skills. Additionally, Otsego asked all teachers in grades K-3 to meet the requirements of Third Grade Guarantee. Teachers used this school year to meet in after-school, professional learning communities. Teachers shared best practice and worked together to hone these skills. Student transportation with current diesel fueled bus fleet is a significant & increasing cost for school districts: Otsego's propane bus project will result in significant and sustainable annual savings. This annual savings will be derived
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)
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.

925,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

As described above and in the Financial Impact Tables, the total cost of implementing the Otsego Propane Bus Partnership project is $925,000. This cost includes propane buses and refueling stations. Additionally, it is expected that the total cost to implement a full time kindergarten program is $119,070. Explanation for each budget line item is provided below. Total Project Budget: School Bus Costs: $855,000 (9 bus replacements) School Bus costs are based on district bus specifications for standard and handicap equipped buses. These specifications were quoted to Cardinal Bus Sales and price quotes were generated to provide costs for the various 2014 Bluebird Propane Vision Buses included in this application (currently, Bluebird is the only retailer of factory manufactured propane powered school buses). These quotes were aggregated into the total cost reflected above. Station Construction Costs: $70,000 Station construction cost estimates were assembled by collecting data on the number of propane buses and total gallons consumed. These data points were provided to Ferrellgas, Amerigas, and Alliance Autogas and used as basic assumptions to provide individually tailored cost quotes for district fueling infrastructure. These quotes were aggregated into the total cost reflected. Personnel and Fringe Benefits for 2.5 FTE Kindergarten Teachers $119,070. Otsego currently provides everyday kindergarten to children within the district. Enrollment is usually quite low for the kindergarten year and bumps up by 25-30% in first grade. By offering all-day, everyday kindergarten, Otsego hopes to stabilize enrollment figures. To bring programs to fulltime, 2.5 FTE staff will be hired. The amount cited above includes salary and fringes. Because the fuel savings realized in year one are substantially higher than the annual cost to hire FTE, Otsego will use the savings to directly impact students and still realize a net savings. Total Project Cost: $925,000 This total project cost reflects the addition of all cost categories above.

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

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

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

The purchase of 9 buses as outlined in the budget narrative will provide significant savings in both future capital outlay & annual fuel & maintenance savings. Execution of this project will not require any recurring bus costs. Otsego will realize immediate savings & will maintain the fleet at reduced cost compared to current maintenance costs. We will also realize substantial annual fuel savings. Otsego will continue to purchase fuel, perform O&M on fueling station as necessary and as is currently conducted on our diesel fleet. To implement the all-day, everyday kindergarten program, there will be recurring costs as outlined in Section 14 and 15. These will include teacher salaries and fringe benefits. However, these costs are offset by the annual fuel & maintenance savings set forth in this grant application. Infrastructure to support two additional kindergarten classrooms is already in place.

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.

144,068.00 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

Otsego’s propane bus project will result in significant and sustainable annual savings. This annual savings will be derived primarily from the cost savings differential in the per gallon price of propane compared to diesel. The projected annual savings: $144,068 for propane fueled fleet. The importance of this savings to a unique district like Otsego cannot be over stated. Otsego is one of the largest districts from a square mile perspective while a small district serving approximately 1600 students. Our buses travel greater distances than any other district in our region. The number of miles per buss per year is well over 100,000 miles. While other districts may struggle with bussin options, we must transport students. Less than 40 children are considered “walkers” in any given year. This is our best option to significantly reduce expenditures so that we can immediately put it into our classrooms to impact student learning. These annual savings projections are based on real world data based on current diesel bus usage (annual/daily mileage? annual/daily fuel use, MPG, diesel price per gallon, maintenance costs) vs. the metrics for propane vehicles that will take over these routes. Propane bus MPG is based on real world information supplied by both the bus manufacturer as well as from Pike Delta York Local Schools. Fuel costs are based on current market prices for diesel ($3.65/gal based on US DOE Midwest average price for diesel fuel) and propane ($1.40/gal based on quotes from regional propane suppliers) resulting in a $2.25 savings per gallon for propane powered buses. Since the primary savings for this project will stem from fuel cost savings, the cost projections above are likely a low reference projection. As demonstrated in this grant, a number of districts across the country are paying less than $2.00/gal for propane. For the most recent 2012-2013 school year, Pike Delta York Schools in Delta Ohio paid an average of $3.65/gal for diesel and $1.80/gal for propane, realizing a savings of $23,047.95 with only three propane buses from July 2012 through June 2013. For the 2013-2014 school year, Pike Delta York has secured a contract for $1.53/gal for propane fuel and expects to save even more since they will be realizing a savings of $2.12 per propane gallon compared to diesel. In addition to the more significant savings already realized by current propane school fleets, there is broad consensus among market analysts that diesel prices will continue to rise over the five year fiscal time frame, leading to additional savings realizations for each district.

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.

Our project equates to a recurring savings not expenditures. As stated above, this project is selfsustaining due to the dramatic savings associated with the project. Once upfront costs are accounted for, our savings will be realized through a new, less expensive propane fueled bus fleet. In addition, we will invest savings in new propane buses in the futuresaving more money for their long term operations. The annual savings equate to 2.5 teachers for the fullday, everyday kindergarten program. This fuel savings will provide enough funding to fully pay for the 2.5 teachers needed to bring our current kindergarten program from parttime to fulltime. Our infrastructure is in place to support these teachers. No additional funding would be necessary. The proposal is fully self sustaining. Finally, Otsego’s community has a history of rewarding positive results. Another benefit of this grant will be our community’s support for future levy requests due to the great value they perceive has been added by both the propane bus fleet project implementation & execution of allday, everyday kindergarten. This future support & goodwill is highly valued by the administration team & Board of Education & cannot be overstated as a selfsustaining outcome.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. 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
recognizing 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 1/2/2014 through 8/18/2014

* Anticipated barriers to successful completion of the planning phase

The timing of the project will be tight, but the proactive planning completed by the Superintendent, the Building Principal, the Curriculum Director, the Treasurer and the Transportation Director and the flexibility of our teachers provides a realistic overview of barriers that may present.

18. Implementation - Process to achieve project goals

* Date Range 8/1/2014 through 12/12/2014

* Anticipated barriers to successful completion of the implementation phase

Anticipated barriers are the very short run around time and clear and concise communication with parents and the community. Otsego has prepared communication plans, discussed options with teachers, and provided preliminary information to our community. We would roll out all plans and execute in a timely manner to ensure that teachers, rooms, curricular materials and children are ready, with all necessary supports on day one.

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

* Date Range 8-1-2014 through 6-30-2014

* Anticipated barriers to successful completion of the summative evaluation phase

As with any project, progress monitoring and program evaluation are important to determine if benchmarks and goals were met. Our savings as outlined within this grant are clearly identified. We will use baseline data presented here to determine if benchmarks are met on a quarterly basis. Otsego will collect the data including: miles driven in each quarter, miles per gallon usage per bus and per fleet, actual maintenance operation costs. The team identified in Section 8 will be charged with data collection and review. Additionally, if data indicates that it is not on course to meet benchmark savings, mid course adjustments will be determined and implemented to meet goals. At the end of each year, data will be compiled and compared to baseline data. The report of savings will be presented to three groups. It will be presented to the District Leadership Team? The Otsego District Advisory Council? and to the Board of Education. Otsego will submit all reports and paperwork through normal operating procedures to the State of Ohio and the Department of Education. Otsego will submit appropriate reports through CCIP. Summative Evaluation Kindergarten Project Otsego currently has 84 students enrolled in kindergarten and 110 enrolled in first grade. Traditionally, 20% of Otsego's students begin formal education in first grade. In part, this is based on parent perceptions of parttime versus fulltime programming benefits. Our first summative evaluation will be the number of students enrolled in all day, everyday kindergarten compared to historical numbers. We will be able to review this singular data point in September 2014 and during October count week.
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:

This year, 19% of Otsego’s kindergartners in third graders are not on track in reading. However, as reported earlier, only 5.8% of kindergartners are reported “not on track.” To supplement all day programming, Otsego will focus on core reading instruction systematically K-12. Teacher based teams will focus on core reading instruction implementation of RTI to support whole group, differentiate, & remediation efforts. District teachers also identified reading as a main focus of their Student Learning Objectives. Plucker & Zapf state in their 2005 report: Students in full day kindergarten “outperformed their half day kindergarten peers through Grade 3 in the areas of reading, mathematics, handwriting, spelling, & English.” Student who attended fullday kindergarten "earned high grade point averages than the half day kindergarten peers in Grades 68." & Full day kindergarten students had high test scores in Grades 3, 5 & 7 than their halfday kindergarten counterparts.* Propane bus projects and associated refueling infrastructure have been deployed by many districts across the country as well as by districts here in Ohio. In each case, these projects have been straightforward to implement, easily replicable, and generated significant and sustainable savings. The following provides brief accounts of several notable past successes in propane school bus deployment: Pike Delta York Local Schools, Delta OH: The Pike Delta York School District, located in Delta Ohio has a school bus fleet that consists of 17 buses. The school district has worked with Clean Fuels Ohio since 2009 to integrate 3 dedicated propane school buses into the fleet and construct an onsite propane refueling station. For the most recent 20122013 school year, Pike Delta York paid an average of $3.65/gal for diesel and $1.80/gal for propane, realizing a savings of $23,047.95 with three propane buses from July 2012 through June 2013. For the 20132014 school year, Pike Delta York has secured a contract for $1.53/gal for propane and expects to save even more. Mesa Public Schools, Phoenix AZ: Operating the largest school bus fleet in the state with 517 school buses, Mesa has been saving ‘green’ both on paper and in the environment since October 2011 when they incorporated their first 21 Blue Bird Micro Bird G5 Type A school buses fueled by propane autogas. Since then, Mesa has purchased 68 Blue Bird Propane Powered Visions, the only Type C 77passenger school bus to operate on this alternative fuel. These buses travel 15,506 route miles per school year and transport thousands of students each day. By the numbers results: $6,500 in fuel savings per bus, per year, with expected savings of $4.43 million over five years. 82% percent fuel savings per gallon when compared to diesel. Tippecanoe School Corporation, Lafayette IN: Tippecanoe School Corp. (TSC) is Indiana’s second largest geographic school district, covering 465 square miles and serving nearly 13,000 school children across 20 individual schools. As diesel prices bump against the $4.00 mark, the cost for TSC school bus drivers to fill up with propane autogas is $1.94 per gallon. According to school administrators, these cost savings free up funding to be allocated toward other programs to enrich the community’s school children. These cost benefits are matched by the ecobenefits of propane auto gas.

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:

Otsego Local School District is seeking to increase student achievement through the introduction of all day, every day kindergarten and to fund implementation of propane powered school buses & associated refueling infrastructure to significantly reduce operating costs over a five year fiscal time frame as well as for the long term for all future bus operations. Savings from propane bus project would be used to fully fund all day, everyday Kindergarten for the 2014-15 school year & beyond for an estimated 120 students annually. Problem statements: Otsego’s kindergartners begin each school year with fundamental strong literacy skills but lose value through the first year of formal schooling. 1. KRAL and STAR Early Literacy longitudinal data show a decrease in literacy skills through the first year of formal schooling. Students are losing ground by attending parttime kindergarten. 2. Doubling the time in formal school setting will provide measurable gains to literacy and math skills. Student transportation with current diesel fueled bus fleet is a significant & increasing cost for school districts: 1. Available capital/operational funds for buses & fuel purchases have decreased due to increasing fuel prices & increased maintenance due to age of fleet. 2. Diesel School buses are significantly more costly to operate due to new emissions control devices & EPA regulations. 3. Diesel fuel is increasingly costly due to high global demand & projected to increase further & confidence in market stability is low due to price spikes. Research: According to the US Energy Information Administration (EIA) crude oil & diesel have seen a steady increase in both wholesale & retail pricing. On the other hand, natural gas & propane projections show a slight downward trend. Propane futures also indicate a additional savings. Otsego would enter into a contract which would cap price per gallon on the high end & would allow for price savings as propane prices fluctuate whether upward or downward. This contract would provide the best price breaks for Otsego, matching low markets & protecting us from market spikes. The World Health Organization (WHO) & the Environmental Protection Agency (EPA) have acknowledged that diesel fuel is carcinogenic, impacting the health of our children now & into their future. According to these organizations, propane powered buses: reduce greenhouse gas emissions? produce 80% fewer smog-forming hydrocarbon emissions than diesel? do not expose children to harmful particulate matter which may escalate breathing related effects such as asthma? & are not subject to anti idling restrictions. This grant impacts our children’s & community’s health in positive ways immediately & longitudinally. Project Solution: Deploying propane buses & building propane refueling stations can solve the stated problems: 1. Propane School Buses are commercially available &
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.

Metrics for measuring the propane bus project effectiveness will include: miles per gallon and costs per gallon; number of miles driven annually and on a per day basis; number of routes; enrollment; average number of students transported daily; maintenance expenses; and number of gallons of propane. These metrics will be calculated by transportation personnel and reported directly to the Superintendent and Treasurer on a monthly basis. Ms. Rea will provide a template for reporting purposes and will provide training, if necessary, to transportation personnel for collecting and reporting data. A bi-monthly report will be completed using a template and sent to the Superintendent for inclusion in Board of Education meetings. Beginning in August 2014, and reported bi-monthly thereafter. Savings will be included in the Superintendent's electronic emails to maintain transparency with our public. To evaluate effectiveness of the Kindergarten project, Kindergarten Readiness Assessment data, Star Early Lit assessment data, math diagnostic data will be collected internally each year. We will utilize a data management system to continue data collection on each cohort including Star Early Lit, Star Reading, Ohio Reading and Math diagnostics, Reading Improvement and Monitoring Plan (including interventions used and effectiveness of said interventions) and standardized assessment which may include: Ohio Achievement Assessments (or alternative) and Iowa cognitive assessments (as part of gifted identification.) These metrics will provide a solid and comprehensive analysis of each child in each cohort to determine if the all day programming affected student achievement. Enrollment will be analyzed as well to determine if the program positively impacted enrollment in our district.

* 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).

Due to the short time from grant award to implementation, all planning has been completed. This allows Otsego to immediately begin implementation of the Kindergarten program in 2014-15. Otsego will collect enrollment rates to determine if an increase occurred. This will be completed in October Count week. Additionally, the BOE, Superintendent, Treasurer and Building Principal will work together to ensure implementation of all phases are realized immediately. Both short and long term goals will be evaluated bi-monthly at BOE meetings. The team will work with suppliers to ensure timely delivery of services and/or products and make necessary mid-course corrections as necessary.

* 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.

Plains are prepared, but, if for example, the identified bus vendor is unable to deliver buses or a refueling station, the Superintendent would seek alternative suppliers. Otsego has previously worked with the suppliers and have excellent working relationships.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

As described throughout this application, the Otsego Local Propane Bus project is straightforward, quantifiable, replicable, and sustainable. The project will result in substantial value and lasting impact in the following ways: 1) Result: Immediate operational cost savings from propane vs. diesel fuel over the five year fiscal timeframe (see question 16 for details). 2) Result: Lifetime cost savings per bus with propane vs. diesel fuel. As previously stated, the cost savings per gallon of propane is likely to grow over time as diesel costs rise and propane costs remain stable or decrease based on additional supply from Ohio and other US natural gas shale reserves coming into production. Each propane school bus funded by the Straight A Fund is expected to return increasing annual fuel savings for its entire useful life. 3) Result: Schools set up transition remaining fleet to more cost effective, cleaner burning propane fuel. As previously stated, Straight A Fund investments in propane refueling stations will not only set up schools for immediate savings from propane buses, but also offer schools access to propane fuel for any future replacement buses. This includes the potential to transition more of each districts existing diesel buses to cost saving propane powered models as well as replace buses initially funded by the Straight A Fund with propane models over the long term. 4) Result: Schools have more price stability on propane vs. diesel fuel. As discussed, based on the lower, more stable prices of propane fuel, districts will be able to enter into longer fuel contracts if desired. Depending on the supplier, contracts of two years or more are easily obtained, allowing schools the benefit of constant, stable pricing for fiscal planning and forecasting. 5) Result: Schools can form partnerships with public and private partners to retail propane, earning additional revenue while providing a public service. Fleets located in close proximity (5 miles or less) to each districts refueling station will be able to partner with districts to purchase propane fuel, allowing fleets such as local cities and townships the ability to purchase lower cost fuel without investing in a station, while affording districts higher fuel volumes to negotiate lower per gallon fuel prices as well as potentially generate additional revenue. 6) Result: Immediate environmental benefits from propane vs. diesel fuel use. Propane is a cleaner burning fuel based on the molecular structure of propane vs. diesel. Based on information from the US DOE and US EPA, propane will reduce emissions relating both to human health and the environmental emission factors. These include reducing carcinogenic diesel particulate matter (PM2.5) emissions by nearly 100%, smog causing nitrogen oxide emissions by nearly 95%, and close to 80% reduction in greenhouse gas emissions.
24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

* Student Achievement
Our goal is to improve student achievement in reading & math systematically. Although our approach is more holistic than reported here, one means to that end is to provide all-day, everyday kindergarten to all children in our district. To fully monitor & evaluate the effect of this programming on our students we will: Use the Thinkgate IIS system to collect data beginning 2013-14 school year. Identify longitudinal data for each cohort & track in reading & math. Report findings annually to the District Leadership Team & to the Board of Education. Report findings each year in a State of the School report completed by our Superintendent with support of appropriate administrative team members. Most studies show significant gains for students from all day, everyday kindergarten programs through Grade 8. Otsego will continue to track these students into high school. Our long term goal is to provide significant contributions to research by systematically tracking our students through graduation & beyond. Otsego Local & our teachers, parents & children thank you for reviewing this application.

* Spending Reduction in the five-year fiscal forecast
Outlined in Propane Straight A Fun Savings Calculation document, uploaded and attached to this grant application.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes
Other potential outcomes include: Community trust and future support for levies; decrease in air pollution which impacts students’ and community health; increased safety for students; increased capacity for transportation department. Generally good will and celebration for a community.

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
As described throughout this application, the Otsego Local Propane Bus project is straightforward, quantifiable, replicable, and sustainable. The project will result in substantial value and lasting impact in the following ways: 1) Result: Immediate operational cost savings from propane vs. diesel fuel over the five year fiscal timeframe (see question 16 for details). 2) Result: Lifetime cost savings per bus with propane vs. diesel fuel. As previously stated, the cost savings per gallon of propane is likely to grow over time as diesel costs rise and propane costs remain stable or decrease based on additional supply from Ohio and other US natural gas shale reserves coming into production. Each propane school bus funded by the Straight A Fund is expected to return increasing annual fuel savings for its entire useful life. 3) Result: Schools set up to transition remaining fleet to more costeffective, cleaner burning propane fuel. As previously stated, Straight A Fund investments in propane refueling stations will not only set up schools for immediate savings from propane buses, but also offer schools access to propane fuel for any future replacement buses. This includes the potential to transition more of each district’s existing diesel buses to cost saving propane powered models as well as replace buses initially funded by the Straight A Fund with propane models over the long term. 4) Result: Schools have more price stability on propane vs. diesel fuel. As discussed, based on the lower, more stable prices of propane fuel, districts will be able to enter into longer fuel contracts if desired. Depending on the supplier, contracts of two years or more are easily obtained, allowing schools the benefit of constant, stable pricing for fiscal planning and forecasting. 5) Result: Schools can form partnerships with public and private partners to retail propane, earning additional revenue while providing a public service. Fleets located in close proximity (5 miles or less) to each districts refueling station will be able to partner with districts to purchase propane fuel, allowing fleets such as local cities and townships the ability to purchase lower cost fuel without investing in a station, while affording districts higher fuel volumes to negotiate lower per gallon fuel prices as well as potentially generate additional revenue. 6) Result: Immediate environmental benefits from propane vs. diesel fuel use. Propane is a cleaner burning fuel based on the molecular structure of propane vs. diesel. Based on information from the US DOE and US EPA, propane will reduce emissions relating both to human health and the environmental emission...
factors. These include reducing carcinogenic diesel particulate matter (PM2.5) emissions by nearly 100%, smog causing nitrogen oxide (NOx) emissions by 60%, carbon monoxide (CO) emissions by 90%, and carbon dioxide (CO2) emissions by 19%. The combination of these reductions will provide a healthier climate for students and the community, proven to decrease incidents of asthma and cardiopulmonary diseases as well as decrease carbon emissions leading to climate change. 7) Result: Schools benefit Ohio's local economy, environment, and energy security based on the results above. 8) Result: Schools will qualify to become Ohio Green Fleets through Clean Fuels Ohio's free program, earning positive recognition for their leadership in fleet economic and environmental performance. 9) Result: Fleets serve as success stories and examples for other districts, provide real world data and examples of project costs, savings, benefits, and replicability. 10) Result: Otsego will provide all day, every kindergarten to all incoming students beginning in August 2014. 11) Result: Otsego's students will be provide time, resources and opportunity to improve learning outcomes. Data will show that students, when doubling their time during kindergarten, will improve learning for years to come for each and every cohort.

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

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

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurance outlined in the Straight A Assurances. Adam Koch Superintendent Otsego Local Schools akoch@otsegoknights.org 419-823-4381
## Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
<table>
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<tr>
<th><strong>First Name</strong></th>
<th><strong>Last Name</strong></th>
<th><strong>Title</strong></th>
<th><strong>Responsibilities</strong></th>
<th><strong>Qualifications</strong></th>
<th><strong>Prior Relevant Experience</strong></th>
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<tr>
<td><strong>Dawn</strong></td>
<td><strong>Jacobs</strong></td>
<td>Treasurer</td>
<td>Ms. Jacobs will provide grant lead with detailed monthly report of grant or contract expenditures and encumbrances. She will provide information about any special terms, conditions, or limitations that apply to the grant or contracts. She will consult on specific questions about the propriety of a given expenditure, on budget monitoring techniques, and on other such matters and monitor grant-related transactions to assure consistency with sponsor and district policies. Ms. Jacobs will also provide required fiscal report to sponsoring agencies and meet with auditors and compliance agents as needed. She will set up all accounts and communicate with persons identified. She will provide assistance with contracts and all aspects of Board of Education confirmation.</td>
<td>Ms. Jacobs comes to Otsego after serving as Treasurer/CFO for the Bucyrus City School District, a position she has held since October, 2009. Dawn has used her skills in educational finance and grant administration to help develop and administer foundation, entitlement and competitive funding for Bucyrus City Schools. She has been working in educational finance since 1993 fostering lasting professional partnerships with Anthony Wayne Local Schools, Lucas County Educational Service Center and Mangen &amp; Associates. Ms. Jacobs obtained her Bachelors and Masters degrees in Business Administration from Heidelberg College and attended Wright State University studying Ohio School Law and Ohio School Finance. She is a member of numerous school business organizations. Additionally, Ms. Jacobs has developed a &quot;grant tracker&quot; tool that she uses to track grant revenue, expenditures and encumbrances. This tool provides consistent and clear communication with all persons in the organization who have a lead role in grants. It provides up-to-date information which supports project management and fosters fiscal responsibility.</td>
<td>Ms. Jacobs currently serves as the Treasurer for Otsego Local Straight A Innovation Grant. She has completed all tasks outlined in the previous section since the award in December 2013. Additionally, she performed these same duties in previous positions including with Bucyrus Local Schools and Lucas County Educational Service Center.</td>
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<tr>
<td><strong>Lori</strong></td>
<td><strong>Rea</strong></td>
<td>Curriculum Director</td>
<td>Mrs. Rea will provide evaluation oversight, including establishing benchmark, metrics, and reporting services.</td>
<td>Lori Rea, Otsego Local’s Curriculum Director provides a strong background in teaching &amp; learning. Prior to entering education, she directed multi-million dollar projects in the United States &amp; Canada as a lead Project Manager in an engineering firm. She oversaw School Improvement Grants, served on RttT &amp; the DLT and supported teacher training/data collection.</td>
<td>Mrs. Rea previously established clear progress monitoring and program evaluation guidelines for various programming at Toledo Public Schools. She has an innate ability to make individuals feel comfortable with the process of sharing ideas and developing consensus and is able to meet personnel at their level of expertise bringing them to a new level as a contributing member of the group. We believe that her focus on group consensus and buy-in by members is key to this collaboration.</td>
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<tr>
<td><strong>Betsey</strong></td>
<td><strong>Murry</strong></td>
<td>Elementary</td>
<td>Oversight of implementation</td>
<td>Betsey Murry, Principal comes to our See previous section.</td>
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Ms. Murry will also assign classrooms in the new elementary school. She has developed a comprehensive schedule in anticipation of program implementation. She will serve as the facilitator for the elementary school to:
The new program availability to parents & the community at large? develop & provide new teacher training as needed? provide resources & curricular materials for new classrooms? act as a liaison for parents, teachers, & district administrative team?
work with teachers to collect data systematically? & provide input for progress monitoring & program evaluation.

Betsey previously served Toledo Public Schools as Director of Compensatory Programs including Title I, AVID, RttT & SIG. She served on the DLT & the RttT teams. She supervised all of the federal & state grants? has extensive experience with CCIP planning & funding tools? directed professional development activities? data based decisions as part of collaborative teams to move TPS school to Excellent rating? & provides resources & supports to teachers to improve educational achievement for all. She will serve as the facilitator for the elementary school to:

- communicate the new program availability to parents & the community at large?
- develop & provide new teacher training as needed?
- provide resources & curricular materials for new classrooms?
- act as a liaison for parents, teachers, & district administrative team?
- work with teachers to collect data systematically?
- provide input for progress monitoring & program evaluation.

Adam Koch has earned an MBA, concentrating on Management Innovation & Change & is Otsego’s Superintendent. Mr. Koch served as a School Treasurer previously & his experience in business has made him an excellent lead for the Straight A Grant submission. Mr. Koch is continuously seeking new ways to save money that don’t impact our classrooms. He has researched propane bus projects & initiated purchase of 5 new propane fueled buses as outlined below. He was the lead in the new bus route software that has already saved our district $75,000 by reducing the number of miles driven. However, Mr. Koch’s passion lies with offering Otsego’s students the best possible education. He understands that a full time kindergarten program is a proven & effective means to help students achieve earlier & reduce interventions & remediation. Similarly, he is an effective collaborator & embraced the OIP. He previously served on Otsego’s RttT & now leads our DLT. Mr. Koch will provide leadership on all components of the proposed project ensuring collaboration & communication. He will also lead community & parent communication plans & will serve on the progress monitoring & evaluation teams. He & Mrs. Rea will develop a data dashboard for use to monitor progress & evaluate annually. He will be the liaison between district

Otsego Local Schools is a Race to the Top district. He is familiar with the requirements of grant submissions and project work flow. Additionally, Otsego was the grant lead on a consortium that was awarded a Straight A Innovative Grant in round 1. We have worked through implementation of that project as well including new processes for purchase order work flow and expanded communication plans.
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<th>Name</th>
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<td>Rick Haskins</td>
<td>Maintenance and Transportation</td>
<td>Responsible for implementation of bus roll out and oversight for refueling station construction.</td>
<td>Mr. Haskins has 25 yrs experience in O&amp;M and Transportation Management. This experience allows Otsego to operate our current fleet in the most cost effective methods. He will lead training drivers &amp; maintenance personnel. Training occurred in February '14 with the district's purchase of the 5 buses. When the remaining fleet is acquired, all district transportation personnel will have completed all training on buses &amp; refueling stations. Additionally, Mr. Haskins will provide scheduled data updates on the new buses, miles driven, mpg, &amp; maintenance expenditures.</td>
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