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Adjusted Allocation: 0.00

Remaining: -565,425.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Gallia Fleet Services

2. Project Summary: Please limit your responses to no more than three sentences.
The Gallia Fleet Services project will create a shared services central transportation center in Gallia County that is cost efficient.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.
This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

<table>
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<td>Year 5</td>
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</table>
4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project. The numbers could increase if another school district(s) were to enter into an agreement to utilize the shared services plan for centralized fleet services.

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

First and last name of contact for lead applicant
Dr. Denise Shockley

Organizational name of lead applicant
Gallia-Vinton Educational Service Center

Address of lead applicant
P.O. 178, 60 Ridge Avenue, Room 131, Wood Hall, Rio Grande, OH 45674

Phone Number of lead applicant
740-245-0593

Email Address of lead applicant
90_dshockley@seovec.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

The current Gallipolis City Schools garage was built in the 1950's and is constructed of cinder blocks. At a later point in time, school employees attempted to add two rooms on the sides of the garage. The garage and added rooms are prone to flooding, have little heat, no wall insulation, unsuitable lighting, failing chimney, closed drains due to EPA regulations, deplorable restroom, and large cracks between the blocks. The current garage is not central to the five school buildings in the district and will only accommodate one bus at a time. There is also inadequate electrical infrastructure to sufficiently charge buses during the winter months for diesel motors. District employees have to manually collect all debris, oil, gas, etc., due to lack of a collection system. A bus lift must be utilized outside since the garage roof is too low. The square footage of the property doesn't allow for the installation of a bulk fuel tank and there is no security fencing installed. Within the past year, a jeep was stolen and buses and maintenance vehicles were vandalized. A recent audit by the Ohio Department of Education Fiscal Services revealed inefficiencies in energy in the building and in utilization of the current mechanics. The audit found that 1.4 FTE was needed vs the 2.0 FTE on staff compared to districts of comparable size. Other school districts and governmental agencies have little or "no" facilities to provide maintenance to their fleet of vehicles. Some work on their vehicles in the agency parking lots or are forced to seek services at commercial garages resulting in excessive costs.
The Gallipolis City Schools Board of Education and administrative team have been in discussion for several months about the long-term solution for bus maintenance/garage issues. The group had toured a former trucking terminal that is central to the school district and local governmental agencies. Realizing their funds were limited, the group contacted the Gallia-Vinton ESC to pursue a consortium in obtaining funding and partners for the project. Quickly a consortium formed that included four school districts and three governmental agencies that already have a working relationship in other initiatives within Gallia County. Members of the consortium viewed a modern centralized transportation services concept as value to their respective organizations. One group, Gallia County EMS, had already utilized Gallipolis City Schools’ vehicle services as a cost savings. It was determined that the central garage would be known as the Gallia Fleet Services since buses, ambulances, law enforcement vehicles, street sweepers, vacuum trucks, fire trucks, and snow plows could be serviced. The funding will provide part purchase of the former terminal and renovation to meet the needs of the consortium members. The Gallipolis City Schools will make payments for 8 years to complete the purchase and will be owner of the facility. The district will also maintain the facility and provide much needed services to the other school districts and governmental agencies at a central location and with cost savings realized in parts and labor. Through better utilization of the mechanics, the Gallipolis City Schools can become 100% efficient in personnel. A 12,000 bulk tank located at the former terminal will allow the school district to purchase tanker loads of fuel at 9 cents a gallon cheaper resulting in over $1,000 savings per load. The other school districts and agencies can expect reduced cost parts and labor and can allocate funds to other district and agency needs.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.
Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

ii. What assumptions must be true for this outcome to be realized?
Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.
These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).
v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

Shared Service Model Outcome 1: All consortium districts and agencies will increase efficiency in fleet maintenance. Benchmark Baseline: Ohio Department of Education Fiscal Analysis, local data tracking, document reviews, T-1 reports, and year-end expenditure reports. Short Term: By 6/30/17, 100% of consortium districts and agencies will transition to centralized fleet maintenance services. Long Term: By 6/30/22, 100% of consortium districts and agencies will show evidence of at least a 20% reduction in parts and up to 50% in labor costs.

Process/Outcome - Modernized Central Transportation center servicing all 8 partners - Transportation Parts cost savings (20% savings goal for each of the 8 partners) - Transportation Labor cost savings (50% savings goal for each of the 8 partners) - Partner/collaboration development Metric/Performance Measure - Transportation center developed and launched - Transportation parts cost data for each of the 8 partner agencies (three-year moving average from baseline and across five years of project) - Transportation labor cost data for each of the 8 partner agencies (three-year moving average from baseline and across five years of project) - All 8 partners remain active and utilize Central Transportation Center throughout the project period

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

The current structure in place to service fleet vehicles in each school district and governmental agency is highly inefficient. With dilapidated or no facilities, inadequate equipment, lack of security, and underfunded budgets, the members of this consortium realize that a group effort could produce the results needed to achieve a modern centralized facility. All members of the consortium have a working relationship through other initiatives in Gallia County. There are common elements in the need for a fleet service center that can be addressed through the leadership of the Gallipolis City Schools and the Gallia-Vinton ESC. Since there are overlapping needs in all school districts and the governmental agencies, a modern centralized center can create a highly efficient fleet services center. The Gallia-Vinton ESC has an extensively history in grants management as evidenced through the operation of 22 after school sites, redesign of 9 school libraries, development of national field studies for history teachers, science professional development in 6 school districts, and service to 125 teachers in Teach Ohio. All consortium members have shared their financial picture of transportation expenditures, frustrations with excessive costs, vehicle inventory and replacement cycle, lack of trained mechanics, etc. It is the belief of the consortium members that efficiencies and cost savings can be realized by a group effort to create a modern centralized fleet services facility.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

In 2012, the Gallipolis City Schools started to provide oil changes to the Gallia County EMS. The relationship has worked well for both entities. The EMS reports that labor is one-half the cost of a dealership garage and the schedule time is within 2 days at the bus garage compared to 2 weeks at a dealership. The Ohio Department of Education Fiscal Services has performed an audit of the Gallipolis City Schools finances and reported inefficiencies in the transportation department. Other school districts and agencies have reported high cost for parts and labor, unsuitable facilities for fleet maintenance, and lack of trained mechanics. The Gallia-Vinton ESC has provided shared
services to local school districts for 18 years and has extensive grant management and compliance results. A review of literature supports a shared services approach. The shared services concept, as explained by Ulrich (2006), is still a relatively new concept in rural Ohio with the understanding that shared services is basically about optimizing resources and processes into a new organizational entity. The attractiveness of this concept lies in the need for cost reduction, improving service quality, process simplification, sharing best practices, knowledge transfer and greater alignment to business requirements (Redman et al., 2007). In other words, it is a structure that should increase the bottom line. Ramphal, (2011b) asserts that the quality of shared service centers depends on the quality of service level agreements, quality of the contact centers, quality of the communication between the shared service centers and the business units, quality of the shared service products offered, quality of the shared service employees and quality of the provision of services. Further it is discussed that to embed quality in a shared services center the following ingredients are required; a good culture of quality, a system of documents and procedures, support from the shared services employees, leadership and commitment from the shared services senior staff, customer focused, quality incorporating frequent data study and programs for continual quality improvement and high quality service processes.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

Indicators are useful to measure progress over time and to measure performance against a target. Upon award of grant, the Gallia-Vinton ESC and the Gallipolis City Schools will convene a consortium team (four school districts and 3 government agencies) to outline the steps and timeline for opening a central fleet services center. Details will include acquisition of property, renovation of facility, purchase of equipment and other related supplies, development of facility usage manual, and memorandum of understanding with respective districts and agencies. In addition, software to track data (ex; parts and labor costs) will be instituted with reporting periods identified to consortium members. At the end of the project period, it is expected that all consortium members will utilize the fleet services center for their fleet maintenance needs. A cost savings of 20% on parts and up to 50% in labor will be realized.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

In order to ensure the collection of accurate, reliable and timely data, the following strategy will provide the data desired for program outcomes: 1) Define the data by identifying the elements to be included as well as those to be excluded from the reporting system (coordinate the data collection efforts with other reporting requirements (e.g., state or federal) to minimize duplication of work, 2) Document the process by identifying how the data will be collected, 3) Document data sources by listing data as obtained from manual logs, check sheets, computer databases, surveys, or focus groups (important because of staff turnover and/or reassignment of duties), 4) Frequency of Data Collection by establishing how frequently data will be collected, entered into a central system, and reviewed, and 5) Data Manipulation by explaining how data has been manipulated to create the reported results (calculation or methodology used to determine a numerical relationship). The Voinovich Center evaluator will also provide direction in the collection of data for project evaluation. Milestones along the way to gauge progress toward the desired outcome will include: 1) number of vehicles serviced, 2) type of service requested, 3) turnaround time in service needs, 4) satisfaction of work performed, 5) cost savings in parts and services, 6) 100% efficiency of Gallipolis City Schools mechanics, and 7) T-1 reports (if applicable).

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

A consortium committee with representatives from each district/agency will meet on a bi-monthly basis to review the progress of creating and implementing a centralized fleet services center. At each meeting the project manager and outside reviewer (Voinovich Center) will also examine the progress made toward both the short-term and long-term objectives. The director of transportation for the Gallipolis City Schools will provide data on revenue and expenditures for the operation of the center. The Gallia-Vinton ESC Superintendent (Dr. Shockey) and Gallipolis City Schools Superintendent (Roger Mace) will be highly involved in the property acquisition and renovation of the facility. In-flight adjustments will be made to keep the project on target to open and provide the services as stated in this proposal. It is imperative for the project to be a success as the services are greatly needed for all districts and agencies represented in the consortium. Every effort will be made to create a continuous stream of communication with all stakeholders and to educate the public of the shared services approach being utilized to save costs for taxpayers.

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget
13. Provide a brief narrative explanation of the overall budget. Responses should provide a 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.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

15. Please provide a narrative explanation of sustainability costs. Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

The annual sustainable costs related to the implementation of Gallia Fleet Services include full utilization of the .6 FTE mechanic (including fringes) from Gallipolis City Schools that was determined to be inefficient in a recent ODE Fiscal Services audit. The audit revealed the district needed 1.4 FTE vs. the 2.0 FTE employed. Other school districts in the consortium have no bus mechanics and need to outsource their mechanic work. Partnership members (governmental entities) will contract with Gallia Fleet Services to perform routine maintenance of their service vehicles as well. Software upgrade to the maintenance and fleet software is needed at a cost of $8,500 per year. Professional development training is included in the annual agreement. The repair of industrial equipment (body and transmission lifts, etc.) and the underground fuel tank is estimated at $24,700. A centralized parts and related supplies room will be completed stocked (including hand tools) and will include the supplies needed for the new fleet bay wash station. Funds for building maintenance (light fixture, tile, and door replacement) is included at a cost of $10,900 per year. The Gallipolis City Board of Education will may payment of $25,000 per year on the building purchase. Note that the Straight A grant is paying one-half toward the purchase ($200,000) with the Gallipolis City Board of Education making payments of $25,000 per year for 8 years. A computer will be provided by the Gallipolis City Schools at no cost to this grant proposal. Note that the sustainability totals (Section D on FIT Table) are cost neutral ($0 or less).

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program. Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

The project has annual expected savings in the amount of $61,958. This number is the gross savings prior to the sustainability costs required. (See the Combined budget of the FIT, attached). The savings is the direct result of utilizing the .6 FTE mechanic more efficiently since a recent audit by ODE Fiscal Services revealed 1.4 FTE vs. 2.0 FTE mechanics were needed as compared with a similar size district. This represents a cost savings of $17,875 in salary and $3,245 in fringes per year. By having a centralized garage, districts will no longer need to send work to dealerships/outside garages for costly repairs and parts. Work will be performed at Gallia Fleet Services for a savings of $17,250 per year. Bulk purchases of parts and related supplies (including hand tools) will save $17,588 a year. Finally, Gallipolis City can stop "throwing" funds ($6,000...
significant and important milestones in an appropriate time frame.

For Questions 21 - 23 please describe each phase of your project including its timeline, and scope of work. A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range
January 2015 - February 2016

b. Scope of activities - include all specific completion benchmarks.

Planning for this project began 12 months ago when the Gallipolis City Schools Board of Education began the process to identify a suitable facility to relocate the current bus garage. In examining costs of relocating the bus garage, the Board realized that other partners would need to be included in the project. The Ohio Department of Education Fiscal Services did a recent audit of the district finances and determined that the bus mechanics were inefficient with 2.0 FTE employees compared to districts of similar size. The FTE staffing suggested for the district was 1.4 FTE. This information spurred discussion on how to be more efficient and the conversation led to forming a consortium with school districts and governmental agencies to explore funding through a Straight A grant. The Gallipolis City Schools is a member district of the Gallia-Vinton ESC and the ESC has extensive history of grants management. Other potential stakeholders toured the former truck terminal in November 2015 and determined the location was ideal to create a modern centralized fleet services center (13,800 square feet). It was determined the items to be addressed in the budget would focus on renovation of facility, equipment needs, security issues, project manager qualifications, and property acquisition. A deep discussion revolved around developing a clear memorandum of understanding for all partners in the project. It is noted that the consortium members have high level of respect for each other as all have worked together on other county initiatives. Specific activities to be included in the planning phase before February 2016 include the Implementation Team to: 1) meet and direct the activities of the grant, 2) hire project manager, 3) identify data people from each member of the consortium/partnership, 4) create grant progress monitoring plan, 5) establish project communications plan, 6) draft project agreements and contract details, and 7) consult with experts as needed.

22. Implementation (grant funded start-up activities)

a. Date Range
February 2016 - August 2016

b. Scope of activities - include all specific completion benchmarks

The Implementation Team will meet with the Project Director to define next steps throughout this important phase of the project. A specific timeline will be established that lists tasks to be completed, person(s) responsible, and date of tasks to be completed. These activities will occur between February 2016 and August 2016. The Gallipolis City Schools will select the legal team to acquire the property and make payment plans with the owner of the trucking terminal (February 2016). The public will be informed of the shared services project and kept updated bi-monthly through local media sources by the Gallia-Vinton ESC. Information will also be posted monthly on the school district and

60.0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%
23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Scope of activities - include all specific completion benchmarks

| A well planned central fleet services center will be sustained due to the careful planning in selecting the appropriate facility, providing modern renovations to match up-to-date equipment needs, providing a valuable service to consortium/partnership members, securing a cost savings in parts and labor for all entities, exhibiting respect to all customers, and sharing services not currently available to consortium/partnership members. While the Gallipolis City Schools will own the facility and provide two mechanics, the other consortium members realize they do not have the facilities or staff to perform fleet services on their own. A consortium/partnership arrangement will allow them to receive much needed services and at a cost savings. Communication is important to both the consortium members and the general public since tax dollars are being utilized. Visible signage will be placed on the building with phone number listed. All agencies will include a link and information on their website to the new fleet services center. Monthly articles will be provided to the local media regarding new developments and progress of the shared services. The Voinovich Center will evaluate the project planning, implementation, and outcomes. It is anticipated that the shared fleet services center will lead to other opportunities for the participating schools districts and agencies. Those opportunities could be in building maintenance, bulk purchasing, personnel sharing, bus route/field trip exchanges, joint facility ownership, technology ventures, and insurance consortiums. After one year of operation at the fleet services center, the consortium members will address the issue of inviting other school districts and agencies to join the shared services venture for fleet services. It is anticipated that the fleet washing bay will be attractive to the Ohio Department of Transportation garage located within close proximity to the proposed fleet services center. |

| 
| 
| E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Historically educational service centers (former county boards of education) had a mission to provide transportation services to local school districts. Over time this support service area was returned to the local district to handle. Current times and needs dictate that once again an educational service center is addressing an organizational need within a county. The Gallia-Vinton ESC expects that changes will be seen immediately in collaboration and shared services for not only a central fleet services center but for other need areas such as bulk purchasing, routing, bus pickups across district lines, joint field trips, and parts trading (as needed). The Gallipolis City Schools will experience a change in personnel efficiency, cost savings in parts and labor, and revenue to support utilities, insurance and replacement equipment. The other collaborative partners will realize reduced costs in parts and labor and a greater service to their respective fleet vehicles. No longer will school districts and other agencies be forced to work on vehicles in inclement weather conditions in their parking lots, be forced to pay excessive fees at a dealership, or have to wait 2 weeks or longer for a needed service. The educational service center will be a continual source for collaboration and shared services. As a result of the initial shared services project, the collaborative can develop a trust that will lead to other ways to share costs and reduce expenditures. It could possibly lead to maintenance of buildings, personnel issues, training costs, fleet purchases, and joint technology. The centralized services and cost savings has the potential to be modeled and then replicated through other parts of our region.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Marsha Lewis, Ph.D., Ohio University, Voinovich Center, Building 21, The Ridges, 1 Ohio University, Athens, OH, 45701 lewism5@ohio.edu (740) 893-1435

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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,
Ohio University’s Voinovich School of Leadership and Public Affairs has experience in evaluating/conducting feasibility studies for many types of shared services initiatives. Recent projects include both the Ohio Shared Services Collaborative and the Southeast Ohio Shared Services Collaborative. These projects required Voinovich School evaluators to project, track, and report hard cost savings as well as implementation processes. The focus of this Gallia County initiative necessitates a rigorous quantitative design that tracks costs savings over the life of the project, while controlling for outside factors that impact transportation costs. In addition to the multi-year transportation cost analysis for all partner agencies, the Voinovich School will also examine implementation of the shared services components of this project. This will allow the partners and external parties to understand the implementation successes, challenges, and “lessons learned” in order to scale up or replicate if the project is successful. The quantitative component of the evaluation will deploy a pretest/posttest design utilizing the current three-year moving average parts and labor costs for each participating entity as baseline data, and calculating a moving three-year average parts and labor costs for each entity across the five years of the project. The three-year moving average helps control for one-time fluctuations in parts and labor costs for each of the eight project partners and provides a more accurate indication of sustained cost savings. Evaluators will also conduct a formative/process evaluation in order to track and report how the partners worked together to implement the shared services arrangements, what the challenges were, and what had to be changed during the course of the project. In order to track this process information, evaluators will conduct interviews, document reviews, and observations of partner meetings across the multiple years of the project. This shared services project is of particular interest because of the diverse nature of the agencies involved; implementation data will provide valuable information for replication if the project is successful.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc. to make others aware of what has been learned in this project.

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 this 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 noted here.

This project is ideal to be replicated in a rural community of Ohio. Many areas, especially small towns, have facilities that are no longer in use and could be repurposed for shared services. In Gallia County alone, a former grocery store is now a church, a former high school is the corporate headquarters for a rural electric cooperative, and another school building is a “Field of Hope” for recovering addicts. When the Gallipolis City Board of Education was searching for a suitable facility to move their bus garage to a centralized location within the district, the former trucking terminal was identified as having that potential. The school district examined their budget and realized it would take other partners to see the vision fulfilled. This is true for most districts in Ohio and particularly true in rural Ohio. If school districts in a local county can begin to form partnerships with adjoining districts and local governmental agencies, then a similar shared services concept can be replicated. It most likely will require some renovation to meet the needs of the group, but the long range possibility of having a modern facility to meet fleet service needs is a real possibility. The sharing of services can lead to more efficiency in staff, reduced costs in parts and labor, and a quicker response to service needs. Once the trust factor is established in the partnership, other opportunities can be explored for shared services and cost reductions. The Gallia-Vinton ESC has had three articles published in professional journals regarding grant activities in a Math Science Partnership between the University of Rio Grande and 4 local school districts. Likewise, the results of this project and the outside review could lead to publication at the state or national level. Other districts will find that the project results of this initiative will be beneficial should they elect to initiate a similar project. The Gallia-Vinton ESC and the Gallipolis City Schools stand ready to share “lessons learned” and to make suggestions to other potential collaborating partners desiring to establish a modern centralized fleet services center. In addition, the collaborating partners plan to scale up the project to invite other school districts and agencies into the shared services plan once the initial year of operation has been completed and data has been reviewed.

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

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

I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances. Dr. Denise Shockley, Superintendent, Gallia-Vinton Educational Service Center; November 30, 2015
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<tbody>
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<td>Roger</td>
<td>Mace</td>
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<td>Kent</td>
<td>Lewis</td>
<td>(740) 245-5334</td>
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<td>Gallia-Jackson-Vinton</td>
<td>062067</td>
<td>PO Box 157, Rio Grande, OH, 45674-0157</td>
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<tr>
<td>Denise</td>
<td>Shockley</td>
<td>(740) 245-0593</td>
<td><a href="mailto:90_dshockley@seovec.org">90_dshockley@seovec.org</a></td>
<td>Gallia-Vinton ESC</td>
<td>125682</td>
<td>PO Box 178, Rio Grande, OH, 45674-0178</td>
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## Partnerships

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<tr>
<td>Eugene</td>
<td>Greene</td>
<td>(740) 446-1789</td>
<td><a href="mailto:citymanager@gallipoliscity.com">citymanager@gallipoliscity.com</a></td>
<td>City of Gallipolis</td>
<td></td>
<td>333 Third Avenue, P.O. Box 339, Gallipolis, OH, 45631</td>
<td></td>
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<tr>
<td>Joe</td>
<td>Browning</td>
<td>(740) 446-4617</td>
<td><a href="mailto:jbrowning@gallianet.net">jbrowning@gallianet.net</a></td>
<td>Gallia County Sheriff</td>
<td></td>
<td>18 Locust Street, , Gallipolis, OH, 45631</td>
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<tr>
<td>Larry</td>
<td>Boyer</td>
<td>(740) 446-3216</td>
<td><a href="mailto:lboyer914@suddenlink.net">lboyer914@suddenlink.net</a></td>
<td>Gallia County EMS</td>
<td></td>
<td>1255 State Route 160, , Gallipolis, OH, 45631</td>
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<tr>
<td>Troy</td>
<td>Johnson</td>
<td>Director of Transportation</td>
<td>Serve as primary point of contact with consortium; facilitate project design; modify and communicate progress; draft specifications for software and equipment orders; provide professional development to school districts and agencies on facility usage and guidelines; develop newsletter in collaboration with project manager.</td>
<td>Troy Johnson has previously implemented a MCESAP grant by the Federal Motor Carrier Safety Administration. He has been active in planning, implementing, and evaluating in all phases of the safety plans for the Gallipolis City Schools. Troy is a local business owner of River City Property Development LLC and a highly sought after safety speaker through AVOD Solutions LLC.</td>
<td>Troy Johnson has over 20 years’ experience in motor carrier enforcement for the State of Ohio Highway Patrol. He has 6 years of experience as Director of Transportation and Safety for the Gallipolis City Schools. Troy serves as the Director of Transportation for the Local Emergency Planning Commission (LEPC), Vice Chairperson for the Southeast Ohio Safety Council, and South Region Director for the Ohio Association of Pupil Transportation.</td>
<td>Ohio Highway Patrol Academy; Police Science Degree Hocking College; Northwestern University Institute of Police Staff and Command.</td>
<td>20</td>
</tr>
<tr>
<td>Lily</td>
<td>Blevins</td>
<td>GVESC Treasurer</td>
<td>Lead fiscal for project; collaboration with Gallipolis City Schools treasurer; facilitates project cash requests.</td>
<td>Lily Blevins has extensive grant experience with both state and federal grants. She has been involved in school construction projects in Scioto County.</td>
<td>Lily Blevins has served as a treasurer for over 35 years. She is highly respected and has an exceptional record for quality work and clean audits.</td>
<td>Associate degree in Accounting</td>
<td>5</td>
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<tr>
<td>Denise</td>
<td>Shockley</td>
<td>GVESC Superintendent</td>
<td>Lead grant manager to ensure compliance with all aspect of the project planning, implementation, and evaluation; serve as superintendent of organization that is fiscal agent; coordinate with Gallipolis City Schools Superintendent for facility acquisition and contract bids/awards; manage budget and coordinate grant activities.</td>
<td>Dr. Shockley has prior experience in collaborative partnerships with other school districts, ESCs, and governmental agencies. She is currently the administrator for 22 off-site after school programs operated on local school district campuses in three counties.</td>
<td>Dr. Shockley has 39 years’ experience working as a teacher, career-technical supervisor, assistant director of adult education, and superintendent. For the past 13 years as superintendent, she has been responsible for grants management at the Gallia-Vinton ESC. Dr. Shockley has extensive experience in program development and implementation, grant compliance, and fiscal management at both the state and federal level. She initiated a unique partnership with the University of Rio Grande that resulted in the Gallia-Vinton ESC being</td>
<td>B.S., M.S. and Ph.D. The Ohio State University; Licensed as teacher, supervisor, principal, educational researcher, and superintendent.</td>
<td>15</td>
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co-located on the university campus. Dr. Shockley is a published author in professional journals for research results in local school district science professional development programs.

| Roger Mace | Gallipolis City Superintendent | Coordinate with Gallia-Vinton ESC Superintendent for facility acquisition and contract bids/awards; provide access to all equipment, transportation staff, and fiscal records; serve on implementation team; serve as point of contact for area superintendents. | Mr. Mace has worked in a variety of teaching and administrative positions in 4 school districts and has extensive contacts with other schools districts and governmental agencies. He has an experienced Board of Education that welcomes collaborative partnerships. Mr. Mace holds staff to high standards for project completion and implementation. He is well versed in property acquisition and facility renovation costs. | Mr. Mace was able to get a 26.5 bond issue passed in the Bloom-Carroll School District to construct a new middle school. Later at Gallipolis City, he finished a renovation and addition at the middle school. Currently, he is involved in removing asbestos and renovating a former medical office building into a central office. |
| B.A. and M.Ed. Ohio University; Licensed as teacher, principal and superintendent. | | | 10 |