<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>27,775.00</td>
<td>27,775.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>263,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>263,500.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>590,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>590,000.00</td>
</tr>
<tr>
<td>Indirect Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15,000.00</td>
<td></td>
<td>15,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>853,500.00</td>
<td>42,775.00</td>
<td></td>
<td>898,275.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -898,275.00
### A) APPLICANT INFORMATION - General Information

1. Project Title:
   Smart Fuel for Schools - A CNG Solution

2. Project Tweet: Please limit your responses to 140 characters.
   Our CNG Solution is a green initiative that will reduce schools' cost and diesel emissions while creating a 21st Century CNG curriculum.

   *This is an ultra-concise introduction to the project.*

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>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>125 K</td>
<td>141 1</td>
<td>146 2</td>
<td>145 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>136 4</td>
<td>154 5</td>
<td>143 6</td>
<td>153 7</td>
<td>141 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>154 9</td>
<td>153 10</td>
<td>162 11</td>
<td>185 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>123 K</td>
<td>127 1</td>
<td>139 2</td>
<td>145 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150 4</td>
<td>134 5</td>
<td>156 6</td>
<td>142 7</td>
<td>149 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>138 9</td>
<td>150 10</td>
<td>168 11</td>
<td>179 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>123 K</td>
<td>127 1</td>
<td>139 2</td>
<td>150 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>146 4</td>
<td>148 5</td>
<td>131 6</td>
<td>152 7</td>
<td>142 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>151 9</td>
<td>137 10</td>
<td>172 11</td>
<td>167 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>122 K</td>
<td>120 1</td>
<td>123 2</td>
<td>129 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>148 4</td>
<td>149 5</td>
<td>143 6</td>
<td>129 7</td>
<td>151 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>139 9</td>
<td>150 10</td>
<td>167 11</td>
<td>172 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>128 K</td>
<td>119 1</td>
<td>121 2</td>
<td>120 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>125 4</td>
<td>143 5</td>
<td>145 6</td>
<td>142 7</td>
<td>129 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>149 9</td>
<td>135 10</td>
<td>175 11</td>
<td>167 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>125 K</td>
<td>127 1</td>
<td>120 2</td>
<td>117 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>118 4</td>
<td>122 5</td>
<td>140 6</td>
<td>141 7</td>
<td>139 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

The 21st Century CNG Curriculum, which this grant will establish, can easily be replicated in technical career centers across Ohio. With CNG increasingly being used as a transportation fuel in not only the private sector but also in government and school district applications, there will be a tremendous demand for CNG trained technicians. The technical career centers throughout Ohio will be in a logical position to meet this need. Our CNG “blueprint” will then not only impact the listed students in this application, but will exponentially be increased as duplication occurs.

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

Dr. James Lahoski
North Central Ohio Educational Service Center
928 West Market Street, Suite A
419-447-2927
jlahoski@ncoesc.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

A significant financial problem currently exists whereby school district revenues have not increased to accommodate diesel and gasoline fuel cost and aging bus fleets. Essentially, money for education programs is being siphoned for excess transportation cost. Schools have had to adjust their budgets to allow for this increase at the cost of other important educational needs. The fluctuating prices of diesel fuel causes havoc with treasurers and their five-year forecast. In most cases, it is difficult to determine the cost of fuel for the next year let alone five years. Also, there is need for trained CNG technicians to maintain and service CNG vehicles.

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

Our partnership application will demonstrate that by changing the typical fuel sources for buses to CNG, expenditures will be reduced and those reductions will be sustained. The partners listed in this application have a unique and replicable business model to transition school bus fleets to CNG. Equally as important, the CNG Solution includes an integrated training component that will afford students in grades 11-12 the training, certification, and apprenticeship opportunities needed for personal career development in a relatively untapped CNG fuel market.

A) Our CNG project provides a solution to this problem by implementing these major activities: Purchase two CNG bus conversion kits for
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 process. - (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.*

This grant will enable the career technical center to train and certify students in CNG maintenance and service. The curriculum is based on scientific research that is rigorous, systematic and measurable for students to become proficient in the maintenance and service of CNG vehicles and other components.

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.*

Based on the emerging need for CNG technicians, a curriculum has been developed based on scientific research and approved by the career and technology center. The curriculum will be delivered by trained and highly qualified instructors that will be certified in CNG maintenance and service. Students will become CNG certified upon successful completion of the program, which will enhance their workforce readiness in the CNG career field. State House Representative Bill Reineke's letter of interest to utilize his vehicle dealerships to employ trained CNG technicians is attached (See "Dealership Letter").

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

Significant research has been conducted showing that CNG is an emerging field in the United States with a significant growth potential in Ohio. The need for certified technicians will increase greatly as more vehicles are converted to CNG fuel. Attached is a letter from the CEO/Superintendent of the career and technology center outlining the proposed CNG training program. Enclosed is supporting literature for the emerging CNG curriculum that has been piloted and implemented in other career and technology centers outside of Ohio. (See "CNG Training").

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).*

The career and technology center will offer the CNG certification program to interested and qualified students. Measurable progress will be determined using data analysis to determine: interest, completion and certification of the program, as well as job placement upon graduation.

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

Baseline information on the student's performance and targeted goals will be developed. Performance will be measured and proficient cut scores will be established using a rigorous analysis of the data collected. Pertinent points of measurement will be divided into five areas of competencies totaling 610 hours of combined hands-on and classroom instruction. These data point areas include: Electrical/Electronic Systems, Engine Performance, CNG Diagnosis an Repair, CNG Maintenance, and CNG Conversion/Installation. Successful completion of each area must be obtained in order for students to receive their ASE F-1 Certification.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?  
As technology evolves, the program curriculum will be flexible and evolve with the changes. Instructors will maintain their certification and adjust course curriculum as required to remain a high quality competitive CNG program. Once measurable goals are established, the program assessors will track and measure student's progress and establish a frequency of measurement that will determine the need for curriculum and program adjustments. As research indicates, there is a need for CNG certified technicians and the need will continue to grow as CNG becomes a more viable option fuel source.

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
The partners will recognize significant sustainable savings with the proposed delivery model. Many of the buses are past their useful life. Based on each district’s five year forecast, the projected numbers of new buses needed are: Seneca East(2), and Mohawk(2). The average cost of diesel fuel on 11/19/15 was $2.52. Based on the 2014 dollars spent, the partners would be able to, through cost avoidance, apply more than $200,000 using CNG instead of diesel fuel. Depending on the variables such as cost of fuel, cost of buses, reduction in miles driven and other factors, the amount of expected savings is anticipated to be more than $250,000(annual). The savings will come to the schools in the form of capital cost avoidance of buying new school buses and fuel savings.

**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.*

A new diesel bus is estimated to be $90,000. For the district partners, 4 buses will initially be purchased. The total cost avoidance is $360,000. Over the 5 year period, that amount comes out to $72,000 savings per year. Current fuel costs for diesel paid in the past school year are about $2.50 for the schools. The cost of a Diesel Gallon Equivalent (DGE) of CNG per gallon is projected to be $1.70, so partners will realize a savings of $1.70 per gallon of fuel. By calculating the miles traveled for the respective districts, partners will save $36,570 per year with the new natural gas powered buses. That is a savings of $182,850 realized over the 5 year period and will continue to accumulate for the entire life of the buses. Government forecasts have shown a very stable CNG price for at the very least ten years. Diesel fuel fluctuates wildly from month to month let alone from year to year. But even at historic low crude oil prices, CNG is still one third the cost of diesel fuel.

See attached CNG Feasibility Study.

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

Compressed natural gas (CNG) is becoming universally accepted as a transportation fuel. With it’s ever increasing usage among private and public entities, the equipment and technology has become standardized allowing for ever decreasing price points for busing and fueling stations. So even with our initial analysis and assumptions of a CNG Solution prove off by any measure the continuing standardization of CNG will more than offset our deficiencies in our CNG project. By starting off with only two buses at each school, we are not locked into any certain type of CNG conversion kit. If need be, when more CNG buses are added and/or converted, we can easily modify our approach with newer/better technology at a lower price point. The key component is and will be the flat line price of CNG over the long haul vs. the instability and fluctuation of diesel fuel month to month, year to year.

### d. Implementing a shared services delivery model

**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, 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?**
i. List the desired outcomes.

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

Smart Fuel for Schools demonstrates a shared services delivery model along three dimensions: 1) Shared maintenance facility - Both school districts will use the Vanguard Sentinel vocational school lab for all maintenance/repairs of the four initially modified busses. As the initiative scales to additional busses across both districts, only one of the existing maintenance facilities will be upgraded to handle CNG busses, leaving the other district maintenance facility to service all remaining diesel busses across both districts. As the initiative is scaled across NCOESC's member districts, renovation and/or development of new facilities will be planned based on the combined needs of all member districts, rather than each individually. 2) Shared certified technicians - No staff technicians or supervisors will need to be trained and certified to work on CNG busses for the servicing of the initial four busses, which will be handled 100% by the Vanguard Sentinel faculty and students. As more busses are added to both districts, combined training will be implemented for technicians.

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.

1) Shared maintenance facility - Both school districts will use the Vanguard Sentinel vocational school lab for all maintenance/repairs of the four initially modified busses. The initiative scales to additional busses across both districts, only one of the existing maintenance facilities will be upgraded to handle CNG busses, leaving the other district maintenance facility to service all remaining diesel busses across both districts. As the initiative is scaled across NCOESC's member districts, renovation and/or development of new facilities will be planned based on the combined needs of all member districts, rather than each individually.

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.

These assumptions are decisions each district member would need to make to work within the NCOESC framework for transition to CNG busses. Based on initial discussions with district leaders, most are keen to the idea of sharing facilities, training and contracts.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

Example: consolidation of transportation services between two districts.

Shared facilities, training events and contracts.

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 busses or miles travelled.

Initially, we will monitor the avoidance of any new CNG maintenance facilities (aside from the initial Vanguard Sentinel lab). Over time, with the full conversion of both districts' fleets and the addition of other member districts, we will monitor the reduction of total maintenance facilities needed per member district participating in conversion.

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

Technicians and supervisors from both districts will be trained and one of the districts' facilities will be at least partially modified for CNG if the Vanguard Sentinel lab lacks the capacity to service the four initially modified busses.

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

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial...
12. What is the amount of this grant request?

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.

Total Project Cost: $898,275.00. This is a turnkey installation that will be implemented and completed by the beginning of the 2017-18 school year. A time fill CNG station will be built for Seneca East and Mohawk’s school bus fleets at the respective districts. These stations includes compression equipment, gas dryer, controls, pole dispensers, etc.. Material cost estimate: $450,000. The cost for two (2) bus conversions per district is $70,000. The total cost is $140,000. Supporting documentation describing fueling stations and bus conversions has been included in the attachments (see "CNG fueling stations and bus conversion cost"). Vanguard Sentinel will be provided with a new, two bay automotive lab to provide training to become ASE F1 Certified (CNG). The cost for certifying and training faculty is $2,000. Cost estimate for lab is $263,500. Project management: $42,775

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.

<table>
<thead>
<tr>
<th>Sustainability Year</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1</td>
<td>$11,033</td>
</tr>
<tr>
<td>b. 2</td>
<td>$11,033</td>
</tr>
<tr>
<td>c. 3</td>
<td>$11,033</td>
</tr>
<tr>
<td>d. 4</td>
<td>$11,033</td>
</tr>
<tr>
<td>e. 5</td>
<td>$11,033</td>
</tr>
</tbody>
</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.

For each partner, revenues have already been budgeted in their five (5) year forecast for maintenance, supplies and accessories for their transportation fleet. Therefore, there will not be any additional costs to the districts for maintaining and sustaining the project. Furthermore, there are no actual new or recurring costs to this project because it is inherently self sustaining. The best way to address this issue is by using the cost per gasoline gallon equivalent (GGE) or diesel gallon equivalent (DGE) pumped at the new fuel stations. There will be operation and maintenance costs for the station going forward throughout its lifetime with money set aside to handle any concerns as indicated in the next paragraph. Here is a projected breakdown for a DGE of fuel that the partner school districts will pay: Natural gas: $ .50, Electricity: $ .10, Maintenance/Repair: $ .20, Total: $ .80. The maintenance and repair of the station is being paid with every DGE of fuel pumped. This charge also covers life cycle replacement cost for the equipment. The equipment will need to be serviced/replaced at intervals dependant on the amount of use. By the charge being built into the unit of fuel purchased, enough money will be collected to cover these costs, regardless of how much CNG is delivered.

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.

Depending on the variables such as cost of fuel, cost of buses, reduction in miles driven and other factors, the amount of expected savings is anticipated to be more than $250,000 (annual). The savings will come to the schools in the form of capital cost avoidance of buying new school buses and fuel savings. For instance: The price of a new diesel bus is estimated to be $90,000. That cost is multiplied by the amount of buses each district will receive and then divided by 5 years to come up with annual savings over a five year period. For the district partners, four (4) buses will initially be purchased. The total cost avoidance is $360,000. Over the 5 year period, that amount comes out to $72,000 savings per year. Current fuel costs for diesel paid in the past school year are about $2.50 for the schools. The cost of a Diesel Gallon Equivalent (DGE) of CNG per gallon is projected to be $ .80, so partners will realize a savings of $1.70 per gallon of fuel. By calculating the miles traveled for the respective districts, partners will save $36,570 per year with the new natural gas powered buses. That is a savings of $182,850 realized over the 5 year period and will continue to accumulate for the entire life of the buses. According to the U.S Energy Information Administration, the projected cost of diesel and natural gas should rise consistently parallel and partners can reasonably expect the spread of savings to stay consistent. Based on current bus route information, when partners fully migrate their fleets to CNG, they will realize up to $180,000 per year in additional fuel savings.

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%.

19. Please explain the source of these reallocated funds.
   Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be
D) IMPLEMENTATION

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation Team

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 09/01/2016 - 12/31/2016
   b. Scope of activities - include all specific completion benchmarks.

   Implement procedures, strategies, roles of team members and guidelines. Develop schedule for weekly implementation team meetings. Review and finalize project assessment and evaluation strategies. Interview, select and secure contract with Project Manager. Approval and permits acquired and sent to Ohio officials for final acceptance of engineered project. Natural Gas company officials will be notified of award approval and approve the completion of the engineering. Receive award letter. A meeting of implementation team will be held within the first week of award notification to discuss implementation phase for the gas company. Notice will be sent to vendors to competitively bid on the respective infrastructure portions of the project.

22. Implementation (grant funded start-up activities)
   a. Date Range 1/1/2017 - 09/30/2017
   b. Scope of activities - include all specific completion benchmarks

   Interim Measurements: Bids for services and work will be received and awarded to preferred vendors for services, equipment and materials. All required equipment will be ordered. All permits and licenses will be secured. Construction begins on the fueling stations, and CNG laboratory at Vanguard Sentinel Career Center. CNG retrofitting for buses. Communication: Continue weekly implementation team meetings where unanticipated barriers within any scope of this project will be discussed with solutions selected. Informational meetings will be held about the safety, positive environmental effects, and the fuel efficiency of CNG vehicles to respective school boards and community stakeholders. Project milestones and deliverables: Completion of Vanguard Sentinel laboratory Completion and renovation of bus garages at Seneca East and Mohawk. Training for Vanguard Sentinel students. Completion of timefill CNG stations at Seneca East and Mohawk.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range 11/1/2017 - continuing monthly and annually
   b. Scope of activities - include all specific completion benchmarks

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

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

Please enter your response below:

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:

The Smart Fuel for Schools implementation team brings deep experience in K–12 school administration, shared services, curriculum development, fleet management, logistics and clean fuel program management together for this innovative project. Our seasoned public administrators and transportation coordinators will leverage the resources and experience from Clean Fuels Ohio to manage program risk in both construction and operational phases. Dr. James Lahoski - Supt/CEO NCOESC - 928 West Market St., Tiffin, OH - 419.447.2927 John Davoli - Director, NCORcog - 928 West Market St., Tiffin, OH - 419.447.2927 Hugh Quill - Pres., Public Performance Partners, 60 E. Broad, Columbus, OH -614.227.0177 Sam Spofforth, Ex. Dir., Clean Fuels Ohio, 530 W. Spring St., Columbus, OH 43215 Greg Edinger, Supt., Vanguard -Sentinel Career and Technology, 793 Old Attica Rd., Tiffin, OH, 419.448.1212 Lynette Cameron - Fiscal Officer, NCOESC, 928 West Market ST., Tiffin, OH, 419.447.2927

Listed below is the process to measure and verify methods, process, time lines and data requirements: 1. The NCOESC commissioned an independent third party study completed by an engineering firm, Brewer Garrett. This study established a base line data to determine savings/success. 2. Cost associated with the operation and maintenance of the fueling station will be closely monitored on a monthly basis. 3. Cost associated with the operation and maintenance of the new CNG buses will be monitored on a monthly basis and expected to show a decrease with a cleaner fuel source. 4. The NCOESC will monitor the entire project on a monthly bases with quarterly reports provided to the collaborative. The NCOESC will also provide an annual written report to the collaborative at our annual meeting. 5. Short and long term progress will be measured monthly and annually. The results will be compared by a simple ANOVA to demonstrate any significant statistical differences between the conventional diesel fueled bus as opposed to the new CNG buses. This analysis will be used to determine the return on investment return for additional bus purchases. All data will be available on the NCOESC website and will be readily accessible for other interested school districts. The Implementation Team members will be available to aid other school districts with replication of similar CNG projects.

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 CNG Solution provides a blue print for replication to other districts/entities. With our program, required mechanical, electrical and architectural services will be completed. Project management, safety training, bid documents and engineer prints and drawing will be accessible for districts that will adopt this model. Additionally, the project is scaleable so the projected cost avoidance can be readily calculated for such entities. The Vanguard educational component for CNG certification for vocational students can also be replicated with special course outcomes related to the Ohio Content Standards. After a commitment is made by the interested district and their partners, staff and other key personnel will be made available to assist those districts in the planning and implementation of their projects. Additionally, a detailed PowerPoint and/or video will be prepared and made available that shows each step of the project and the actual time lines that were met during the planning and implementation phases of the project. Another advantage of using our CNG project as a model is that any unanticipated concerns which might occur will be shared with the districts along with remedies for the obstacles and other challenges that might occur. Further, as our project progresses, we will have quantifiable data that show actual savings plus real costs that occurred with the program for maintenance of fleets, repairs, fuel station issues and any other concerns.
By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

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

We agree and will abide by these program assurances. - Dr. James Lahoski and the Implementation Team The "Straight A Fund Grant Assurances" document is signed and dated by Dr. James Lahoski and Treasurer Tina Peyton. (See attachments)
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg</td>
<td>Edinger</td>
<td>419-332-2626</td>
<td><a href="mailto:fedinger@vsctc.org">fedinger@vsctc.org</a></td>
<td>Vanguard-Sentinel Career &amp; Technology Centers</td>
<td>051458</td>
<td>1306 Cedar St, Fremont, OH, 43420-1127</td>
<td></td>
</tr>
<tr>
<td>Dr. Laura</td>
<td>Kagy</td>
<td>419-426-7041</td>
<td><a href="mailto:lkagy@se-tigers.com">lkagy@se-tigers.com</a></td>
<td>Seneca East Local</td>
<td>049684</td>
<td>13343 E US Highway 224, Attica, OH, 44807-9301</td>
<td></td>
</tr>
<tr>
<td>Dr. James</td>
<td>Lahoski</td>
<td>419-447-2927</td>
<td><a href="mailto:jlahoski@ncoesc.org">jlahoski@ncoesc.org</a></td>
<td>North Central Ohio ESC</td>
<td>123257</td>
<td>928 W Market St Ste A, Tiffin, OH, 44883-2529</td>
<td></td>
</tr>
<tr>
<td>Ken</td>
<td>Ratliff</td>
<td>419-927-2414</td>
<td><a href="mailto:ken.ratliff@mohawklocal.org">ken.ratliff@mohawklocal.org</a></td>
<td>Mohawk Local</td>
<td>050740</td>
<td>295 State Highway 231, Sycamore, OH, 44882-9434</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Telephone Number</td>
<td>Email Address</td>
<td>Organization Name</td>
<td>IRN</td>
<td>Address</td>
<td>Delete Contact</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
<td>---------------</td>
<td>-------------------------</td>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Sam</td>
<td>Spofforth</td>
<td>614-884-7336</td>
<td><a href="mailto:sam@cleanfuelsohio.org">sam@cleanfuelsohio.org</a></td>
<td>Clean Fuels Ohio</td>
<td></td>
<td>530 West Spring Street, Suite 250, Columbus, Ohio, 43215</td>
<td></td>
</tr>
<tr>
<td>Hugh</td>
<td>Quill</td>
<td>614-277-0177</td>
<td><a href="mailto:hugh@publicperformancepartners.org">hugh@publicperformancepartners.org</a></td>
<td>Public Performance Partners</td>
<td></td>
<td>60 East Broad Street, Floor 3, Columbus, Ohio, 43215</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE on Project</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-------</td>
<td>------------------</td>
<td>----------------</td>
<td>--------------------------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Greg</td>
<td>Edinger</td>
<td>Superintendent, Vanguard-Sentinel Career and Technology</td>
<td>Documenting programs that show sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs. Provide district report to the executive committee on a weekly basis.</td>
<td>Superintendent Vanguard-Sentinel Career &amp; Technology Centers, Fremont/Tiffin, OH (Current). Principal/Director, EHOVE Career Center, Milan, OH (2000-2008). Principal/Director, Assistant Director, Adult Business Coordinator, Evaluate, supervise 5 administrators, 4 noncertified staff members and 3 counseling staff members and provide mentoring and guidance to 100 high school staff members. Plan and conduct biweekly high school staff meetings. Responsible for curriculum course development and course offerings in both academic and career and technical areas. Develop the master schedule that ensures equitable distribution of workloads and extra assignments. Oversee the planning and organizing of all high school events and extracurricular activities on campus. Such as 8th grade career fair, muffins for mom and dad, after hours, Saturday youth, sophomore recruitment, open house. Collaborate with postsecondary institutions and associate school personnel to ensure communication and to also identify,</td>
<td>Proven and effective leader. Has taken part on many Boards and committees. Knowledgeable in School Financing and Budgets.</td>
<td>Superintendents Cohort, 2007; M. Ed Administration, 2005; BS in Business Education, 2000; Associates of Applied Business, 1992</td>
<td>10</td>
</tr>
</tbody>
</table>
implement, and evaluate current practices and explore additional opportunities. Plan and organize professional development for staff inservice days and encourages staff to develop innovative teaching techniques and materials and take advantage of professional development opportunities at the local, state and national level. Assist in the marketing planning process. Participate in parent conferences and IEP meetings when needed. Promote the effective use of available technology and implementing instructional strategies that use 21st Century educational tools. Facilitate student recruitment and retention activities. Oversee student enrollment and withdrawal procedures. Assist in the development and implementation of CCIP performance goals. Monitor articulation agreements for all career tech programs.

<p>| Transportation Coordinators | Each Partner District | Transportation Team Members | Executive Team will consult with the Transportation Team made up of each partner’s school district: Tom Gershutz, Transportation Coordinator, Vanguard-Sentinel Tammy Feasel, Transportation Coordinator, Seneca East Harry Traxler, Transportation Coordinator, Mohawk All will | Experienced bus driver with supervisory duties. Ability to communicate technical information and data to mechanic, bus drivers and district administrators. Ability to collect and assemble mileage and fuel usage data. | Experienced bus driver. Developing efficient bus routes. | CDL Certification | 10 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
<th>Education/Experience</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Laura Kagy</td>
<td>Superintendent, Seneca East Local Schools</td>
<td>Documenting programs that show sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs. Provide district report to the executive committee on a weekly basis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leverage Resources and Strategic Collaborations. Work closely with district leaders and community partners to encourage parental involvement and strong community alliances. Effective Communicator with excellent planning, organization, and negotiation skills as well as the ability to attain results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>District administrator for 2,400 kindergarten through high school students and 312 classified and certified staff members. Direct all aspects of district operations, including instructional leadership, grant writing and management, program development and implementation, staff selection and evaluation, local and state assessment administration, curriculum adoption, and data analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work collaborative with Treasurer pertaining to district budget and fiscal issues. Procure and administer federal grants totaling $1.4 million annually this fiscal year. Achieved measurable success as measured by our district report card. Excellent rating for the 2011-2012 school year and Excellent with Distinction rating for the 2010-2011 school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proven and effective leader. Has taken part on many Boards and committees. Knowledgeable in School Financing and Budgets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proven and effective leader. Has taken part on many Boards and committees. Knowledgeable in School Financing and Budgets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ed. D. Educational Leadership, 2010; M. Ed., Curriculum and Instruction, 1994; B.S. Elementary Education, 1993</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Education/Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenneth Ratliff</td>
<td>Superintendent, Mohawk Local Schools</td>
<td>MA Leadership Studies, 2009; MA Teaching, 1991; BS in Mathematics, 1989</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. James Lahoski</td>
<td>Superintendent/CEO, North Central Ohio</td>
<td>Doctor of Philosophy, May 1995; Superintendent Certification 1988; Master of Education Administration, 1988; Bachelor of Arts Education, 1974</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Kenneth Ratliff**
- Documenting programs that show sustainability of the immediate capital cost avoidance and ongoing reduction in fuel costs.
- Provides district report to the executive committee on a weekly basis.
- Proven and effective leader. Has taken part on many Boards and committees. Knowledgeable in School Financing and Budgets.

**Dr. James Lahoski**
- Chair the Implementation Team: Manage the grant in an effective and efficient manner. Ensure the sustainability of the operation as detailed in the project proposal. Report to the Implementation Team.
- Member of the Steering Committee for Long-range Planning of the City of Bellevue 2004.
- Campaign Chair for the Bellevue United Selective Fund. Past President Bellevue Development Corporation (BDC). First Vice President Bellevue Development Corporation (BDC). Trustee Bellevue.
- Worked as a Class A maintenance position for Tecumseh Corrugated Box Company for 7 summers while attending high school and college. Was directly involved with physically moving two (2) 42 ton Foster Wheeler gas...
inquiries for replication of the CNG Project  
Development Corporation (BDC). Executive Board Member Sandusky County Development Corporation. Board Member Bellevue Downtown Revitalization Committee. Board Member Bellevue Hospital Corporation. Committee Board Member Northwestern Ohio Educational Research Council. Board Member Northwest Ohio Educational Technology Foundation (NWOET). Former Board Member Flat Rock Homes for Special Needs Children. Former Board Member Bellevue Area Counseling Center. Member of the Bellevue Tax Incentive Review Committee. Coauthored a $2.3 million dollar grant funded for four years through the Ohio Department of Education and US Department of Education for providing statewide support for schools that are academically struggling. Coauthored a (PCSP) $425,000 grant to open a community school for potential high school drop outs and acceleration/recovery of academic credits. Hold responsibility for serving more than 54 schools in a thirteen county region for psychological, occupational therapy, physical therapy, special education, early childhood, 

fired boilers from Pittsfield, Massachusetts to Akron Ohio, which included converting the boiler from natural gas to oil with the dismantling and reassembling all facets of the equipment.
| Executive Team Members | All Superintendents, Davoli, Cameron | Responsibilities | Duties of All Executive Team Members: Provide input to chair of exec team with regard to the overall scope, direction and other matters pertaining to the project through direct individual communication and through exec team meetings. Review all budgetary and fiscal reports as provided by the Fiscal Officer. Evaluate proposals on further expansion of the CNG Solution. Evaluate the economic impact of this project. Analyze the status report of the fueling stations. Review the effects on partner districts’ | Included with each individual member. | Included with each individual member. | Included with each individual member. | 5 |
| Hugh Quill | President/CEO of Public Performance Partners | To procure subject matter experts in the area of Compressed Natural Gas. | His agency has the expertise to bring together subject matter experts to plan and execute cost-saving strategies. As Department of Administrative Services Director, Hugh was responsible for the administration and oversight of numerous statewide functions including purchasing, public construction, real estate and facilities, printing, mail, fleet, information technology, personnel, payroll, benefits, collective bargaining, training, testing, equal opportunity and an array of other services that are most efficiently and effectively managed at the enterprise level. | Under his leadership, the state of Ohio received national recognition for efforts related to increasing the use of alternative fuels in state vehicles from the National Association of State Chief Administrators and the NAFA Fleet Management Association. | BA, Communications, 1979 | 5 |