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Adjusted Allocation: 0.00
Remaining: -1,228,000.00
Applicants respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. **Project Title:** A New World Educational Initiative: Breaking a 100-year-old paradigm to Prepare Our Students for the Future

2. **Executive summary:** Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

With the support of $1,288,000 in Straight A Funds over 12 months, Perry Local Schools (PLS) will increase student achievement, realize a cost savings in the five-year fiscal forecast, and utilize a greater share of resources in the classroom by partnering with Lakeland Community College and area businesses. The partnership will establish a hub on the PLS campus that will increase students' college and career readiness by changing the high school teaching and learning model to ensure it is student-driven, student-centered, and career track-connected. To accomplish this end, the hub will: increase use of project-based learning methods, institute use of blended learning (online and face-to-face) strategies, and allow for significant increases in PLS students who participate in internships and dual enrollment high school and college courses through the presentation of course and internship opportunities presented on the PLS campus in addition to off-campus.

**700.3 Total Students Impacted:**

4. **Lead applicant primary contact:** Provide the following information:

First Name, Last Name of contact for lead applicant: Amy Harker
Organizational name of lead applicant: Perry Local Schools
Unique Identifier (RNF/Fed Tax ID): 047902
Address of lead applicant: 4325 Manchester Ave, Perry, OH 44081
Phone Number of lead applicant: 440-259-9215
Email Address of lead applicant: harker@perry-lake.org

5. **Secondary applicant contact:** Provide the following information, if applicable:

First Name, Last Name of contact for secondary applicant: Jack K. Thompson Ed.D
Organizational name of secondary applicant: Perry Local Schools
Unique Identifier (RNF/Fed Tax ID): 047902
Address of secondary applicant: 4325 Manchester Ave, Perry, OH 44081
Phone number of secondary applicant: 440-259-9215
Email address of secondary applicant: thompsonj@perry-lake.org

6. **List all other participating entities by name:** Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RNF/Fed Tax ID), Address, Phone Number, Email Address, Contact for All Secondary Applicants in the box below.


7. **Partnership and consortia agreements and letters of support:** (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

**8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.**

Perry Local School District (PLS) serves about 1,900 students in three school buildings. About 28% of our students qualify for free and reduced lunch with 11% requiring Special Education services and 3% being English Language Learners (ELL). PLS continually seeks to educate and inspire students through innovation and engagement. In just the past two years, PLS has been awarded several highly competitive grants, including two 21st Century Community Learning Center (21 CCLCs) grants and a Carol M. White Physical Education Grant. The 21 CCLCs provide for after-school programming focused on supporting struggling learners. We have seen remarkable results, with more than 120 students participating per year in structured academic and social enrichment programming. PLS has also instituted a STEM program in the middle school (Introduction to Engineering program), which serves 120 students. The program facilitates self-directed learning through a problem-based learning environment. PLS is also using innovation to engage students through technologies such as AST2/inventorCLOUD, which offers inquiry- and problem-based learning in a unique, technology-driven learning environment for students. To further increase self-directed learning opportunities, PLS is partnering with Alliance for Working Together (AWT, a network of manufacturing companies) members and our Business Advisory Council to develop our internship program. AWT is key A New World Partner. The AWT consortium now includes 75+ manufacturing companies working to increase job skills and retain jobs in the community. AWT has partnered with Lakeland Community College to develop a new Associate of Applied Science degree in Manufacturing. Students will not only learn the skills necessary to succeed in a manufacturing career, but they will also build relationships with the AWT member companies to apply their knowledge in a practical setting. Lakeland Community College (LCC) is also partnering in this project. LCC is experienced in deploying the on-campus Learning Hub model as demonstrated through a similar deployment (Hollenstein University Center). Project partner Akron STEM (a University of Akron-led statewide coalition) will provide over $1 million in professional development funding for PLS teachers. Lubrizol, a global technology company, is also partnering with PLS to offer hands-on learning opportunities for students and assist in guiding learning activities that enhance students' college readiness by being a participating team that will be successful in the implementation and evaluation of A New World activities, including but not limited to timeline adherence, communicating with stakeholders and promoting the program, enabling students in the new learning opportunities.

**B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes**

9. **Which of the stated Straight A Fund goals does the proposal aim to achieve?** (Check all that apply)

- [ ] Student achievement
- [ ] Spending reductions in the five-year fiscal forecast
- [ ] Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

11. **Describe the innovative project.**

Problem statement: To meet the changing needs of an increasingly technology- and skills-driven job market, PLS must provide students with interest-based coursework to support career choices in fast
12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

New World will establish an innovative learning hub at the PLS campus that will allow students to focus their high school coursework on a self-selected career track. Options will include STEM (Science, technology, engineering, and math), BEEL (Business, Entrepreneurship, Leading, and Service), Fine Arts (Graphic, Visual, and Performing Arts), Career Technical (Entering Career or Technical field following high school), and Health and Human Services (Medical and Service Oriented Careers). As students choose their tracks, they will be developing Individual Career Plans (ICPs) to guide their learning. The Hub will support completion of ICs by offering both dual enrollment (high school/collage) opportunities and expanded elective choices in blended learning environments to improve student engagement and enhance college readiness. The IDE center is planned for the high school building. The Learning Hub, which is planned for the high school campus, will operate similar to the Learning Hub at Lakeland Community College. The IDE will be an extension of the Learning Hub, which is located on the campus that offers: 1) dual enrollment opportunities; 2) an increased number of elective course options, including many that utilize a blended learning approach; 3) internships opportunities to increase students' career-readiness; 4) professional development for PLS teachers related to blended learning and project-based learning strategies; and 5) a way for our dual-enrolled students to earn college credits while in high school.

The IDE, as a center similar to the Learning Hub, will be a hands-on student-driven environment where students will be able to complete a bachelor's or graduate degree from leading colleges and universities, all at the Holden University Center at Lakeland Community College. In this learning hub, PLS will offer a variety of high school courses in blended learning and project-based learning environments that will increase student interest and engagement while also providing blended learning opportunities and courses that can be tailored to the individual needs of students and their schedules. The IDE is planned to become a destination school for students who want to complete their degree while still in high school. Bachelor's degrees will be available as the program expands in subsequent years. The Hub will house a multi-collegiate level science lab and ten modern classrooms with technology such as interactive projectors, copy cameras, and flexible workspaces, which support and enhance the multidisciplinary nature of team collaboration. Real-world problems will be central to the curriculum, which will incorporate project-based learning (PBL), blended learning, and hands-on career training through internships and other direct learning opportunities. PLS teachers and Lakeland Community College staff will participate in PBL implementation training with Akron STEM hub. PBL is a learner-centered approach that empowers students to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem. Blended learning is a student-driven hybrid of online and face-to-face instructional techniques. It has proven effective in increasing student interest and engagement in core academic and STEM content. By applying blended learning and PBL, students will become autonomous learners while building peer collaboration skills. New internship opportunities will enable PLS students to gain practical experience and real-world job skills outside of the classroom. InventorCloud (a software program that offers inquiry- and problem-based learning in a unique, technology-rich environment for students) will run out of the IDEA center (Innovation, Design, Entrepreneurial and Arts Center) and will be the focal point for student engagement. The IDEA center is planned as a hands-on student-driven environment that will enable students to bring their ideas and products to life while gaining valuable practical knowledge and real-world job skills. Inventor Cloud's STEM-based courses appeal to a broad student base, providing students with critical thinking, creativity, and design skills. With access to cutting edge rapid prototyping equipment, such as 3D printers, students collaborate, communicate, and create virtual prototypes and real-world models. Through our partnerships, PLS hopes to develop opportunities for students to explore careers in the renewable energy sector. PLS sits on the south shore of Lake Erie which provides a constant wind current, an ideal location for wind turbines. A number of local businesses are exploring the deployment of wind turbines, which would enable PLS students to engage in the research and data analysis of wind energy initiatives. This may increase interest in energy-related careers as well as interest in pursuing careers in this fast growing field. We will also explore renewable energy options for the district itself that may reduce our carbon footprint while also reducing energy costs and increase investment in learning opportunities.

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

13. Financial Management - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecast for the project district, city, community school or STEM school member or review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Financial template is attached

14. What is the total cost for implementing the innovative project?

1,228,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RETT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.).

PLS is requesting a total project cost of $1,700,000.00. Grant award will be used to remodel rooms and spaces and upgrade the electric and technology available in an existing district building in order to transform that building into the Learning Hub. Funds will also support new curriculum materials and PBL teacher training to implement PBL and other related project-related expenses as shown below: Classroom items (collaboration stations and flexible stations): Total of $248,000; 20 instructor stations @ $2,000 = $20,000; 20 huddle boards for student collaboration @ $1,500 = $20,000; 200 chairs @ $50 = $10,000; 50 collaboration tables @ $50 = $2,500; 10 carpet/painting @ $1,500 = $22,500; 10 whiteboards @ $1,500 = $15,000; 15 window treatments @ $700 = $10,500; 1 moveable wall @ $20,000; additional furniture @ $15,000. Technology: Total of $271,000 (100 document projectors @ $400 = $40,000; connectivity/wireless @ $10,000; 10 projectors with computers @ $1,200 = $12,000; 5 copy cameras to capture writing on surfaces @ $5,000 = $25,000; 10 LCD displays @ $2,000; 20 building devices @ $500 = $25,000 (per classroom x 10 classrooms); 10 interactive whiteboards @ $2,000 = $20,000; additional technology for collaboration @ $15,000 per classroom x 10 classrooms = $150,000). Additional technologies for collaboration include computer, videos and other similar items to facilitate student collaboration (HighScience lab suitable for Anatomy/Physiology college level class @ $300,000 (contractual cost determined by qualified quotes and estimates) Other expenses: Urban Arts for IDEA center $150,000 (contractual cost determined by qualified quotes and estimates) @ $100,000 (contractual cost determined by qualified quotes and estimates) $20,000 (contractual cost determined by qualified quotes and estimates) $50,000 (5,000 per classroom x 10 classrooms). This represents the cost of software-based curriculum for students and includes ELL-focused curriculum Professional development @ $20,000 to ensure that PLS teachers are equipped with the skills and knowledge necessary to utilize both the blending learning and project-based learning educational models. This is a contractual cost determined by the number of training hours and is included in the overall budget.

Other expenses: Urban Arts for IDEA center $150,000 (contractual cost determined by qualified quotes and estimates) @ $100,000 (contractual cost determined by qualified quotes and estimates) $20,000 (contractual cost determined by qualified quotes and estimates) $50,000 (5,000 per classroom x 10 classrooms). This represents the cost of software-based curriculum for students and includes ELL-focused curriculum Professional development @ $20,000 to ensure that PLS teachers are equipped with the skills and knowledge necessary to utilize both the blending learning and project-based learning educational models. This is a contractual cost determined by the number of training hours and is included in the overall budget.

15. What new/recurrent costs of your innovative project will continue once the grant has expired?

0.00 * Specific amount of new/recurrent costs (annual cost after project is implemented)

16. Are there expected savings that may result from the implementation of the innovative project?

317,500.00 * Specific amount of expected savings (annual)

* Narrative explanation/support: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)
If $260,000 from salaries alone. Benefits savings will be $57,500 per year in fiscal years 2015 and 2016 and will increase to $83,500 per year in fiscal years 2017, 2018, 2019 and beyond. An additional $85,000 per year in savings will be realized through the reduced costs of PSEO. Under the current system, each time a PLS staff member enrolls in a dual enrollment course, the State of Ohio deducts the associated federal tax exclusion (which equals an annual expense of approximately $85,000). Under the new system, Lakeland Community College will be sharing this revenue with PLS, which will eliminate the annual dual enrollment-related expense. To illustrate: LCC will receive PSEO funding of $175 per credit hour (includes books) from the State of Ohio. LCC will also receive Student Shares of Instruction (SSI) funds from the State, based on the Ohio Board of Regents (OBR) formula. LCC will reimburse PLS faculty costs based on the current LCC adjunct faculty rate of $736 per instructional contact hour, which will cover PLS' current $85,000 annual PSEO expense. Total savings in fiscal years 2015 and 2016 will be $377,500 per year ($175,000 salary; $57,500 benefits; $85,000 purchased service/PSEO). This will increase to $428,500 in subsequent years ($260,000 salary; $85,000 purchased service/PSEO). In addition, to save 50% of their present PSEO costs, in 2018 and 2019 will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Once implemented, the A New World initiative will be self-sustaining. First, as indicated in the attached Financial Impact table, PLS will realize cost savings of $377,500 in fiscal years 2015 and 2016. This will increase to $428,500 in subsequent years. Revenue of $35,000 in fiscal year 2014 ($45,000 in fiscal year 2015, and $55,000 in subsequent years) will be realized by hosting Lakeland Community College’s dual enrollment classes for regular adult students (LCC will pay rent to PLS; the amount of which will be determined by the number of students utilizing the space). In 2018, when PLS opens the Learning Hub’s dual enrollment opportunities to students from surrounding school districts, additional revenue of $100,000 will be realized (increasing to $150,000 in fiscal year 2019). By the fifth year of implementation, the anticipated significant increase in open enrollment in Lakeland Community College classes offered on the PLS campus. We anticipate the increase will be due to heightened interest among the broader student population outside the PLS district. This is the revenue generated by the increase in students taking dual enrollment courses (as per PLS revenue sharing agreement with LCC). The project will also provide the district with an additional revenue stream as it is too soon to estimate dollar figures at this time.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation for the timeline of the successful project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affiliated entities.)

* Narrative Timeline Dates

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<td>Project partners were involved in planning for the A New World initiative through both in-person and virtual meetings. All project partners assisted in defining the need for the project, identifying best practices and proven models and program design. Possible barriers to implementation essentially surround ensuring that remodeling activities are carried out on-time such as to not delay course offerings. To mitigate this potential challenge, the project team has engaged in extensive planning and engaged potential contractors in the planning of renovation activities. This, coupled with experienced mentors and fully mitigated construction challenge. Future collaborative planning activities will include the following (the Grant Director will be responsible for ensuring that all project activities are carried out on-time, as specified and within the outlined budget): 1) finalizing the equipment/technology list and obtaining quotes; 2) reviewing quotes and making final decisions regarding technology and other capital outlay acquisitions; 3) issuing purchase orders for technologies and equipment; 4) finalizing timelines and action strategies for deploying technologies; 5) strengthening a New World for students, parents and other stakeholders (via email blast, mailed letter, website update and press releases); and 6) scheduling professional development and training sessions for teachers; 7) planning for curricular and instructional changes necessary for the PBL and blended learning environments; 8) finalize integration of project partners; 9) conduct baseline assessments (e.g., financial, student achievement, etc.) and administer baseline evaluation surveys.</td>
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| Implementation Activities include: 1) carry out renovations and upgrades to facility; 2) installation of technologies and equipment; 3) carry out training activities with technologies (all project partners involved in training); 4) carry out professional development (in collaboration with Akron STEM); 5) begin student enrollment; 6) begin offering dual enrollment classes (in collaboration with LCC); 7) begin offering internship opportunities (in collaboration with AWT); and 8) conduct renewable energy feasibility study |

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<td>If conduct follow-up assessments and administer follow-up, post-implementation surveys 1) summarize quarterly performance feedback reports into annual year-end report; 2) synthesize information into “lessons learned” document to facilitate replication of the A New World project approach in other school districts across the State of Ohio; 4) evaluation activities (e.g., start-of-school year baseline assessment, start-year surveys, ongoing expenditure monitoring and summary, end-year surveys, annual summative evaluation report, etc.) will be repeated in subsequent years.</td>
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E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

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

Blended learning and project-based learning (PBL) are both key, evidence-based elements of our proposed project approach. Research shows the students in PBL curricula report being more satisfied with their learning and confident in their understanding than those in traditional curricula. (Alabnum and Mitchell, 1993; Hemel, 1994; Vernon and Blake, 1993). To foster flexible thinking, problems need to be complex, ill-structured, and open-ended. In order to support intrinsic motivation, they must also be realistic and resonate with the students’ experiences (Hemel-Silver, 2004, p. 244). This statement also applies to a project-based learning (PBL) situation. To be the “key” to activating intrinsic motivation, which can in turn cause students to stay engaged in problem-solving tasks, students become confident in their ability to tackle different problems, eager to figure out things on their own, flexible in exploring mathematical ideas and tying alternative paths, and willing to persevere (National Council of Teachers of Mathematics, 2000). Research also supports dual enrollment as a successful strategy for engaging students and improving college- and career-readiness. As an example, a six-year longitudinal study (Duffy, 2009) showed that dual enrollment students are more highly motivated and academically proficient than college-only students. The students’ retention of educational degree is increased. In this study, one observed that students who practice what they’re learning in a hands-on environment can retain three and half times as much as opposed to just sitting in a picture room and learning interactively (Otis, 2010).
This project will enable PLS students to have greater access to dual enrollment opportunities a wider array of electives tied to a career pathway. The development of a flexible career pathway will allow students to "sample" various careers and get an understanding of career expectations while providing an opportunity to learn in real-world settings through internship opportunities. We also hope to include renewable energy as future career path. This project will, therefore, also include a feasibility study to determine the affordability and plausibility of constructing a wind turbine on district grounds. This study, in addition to providing a unique learning opportunity for our students, may result in future energy use and cost reductions that will cut overhead costs for our school, and leave more dollars available to be directed at enhanced existing and new student learning opportunities. A New World includes the following objectives short- and long-term objectives. Objective 1: in year one, at least 50 PLS students will be taking an elective course in an blended learning environment. (current baseline = 0) Objective 2: by the end of one year (2014) at least 20 students will be participating in internships (current baseline = five students) Objective 3: By the end of one year, at least 40% of students taking elective courses will indicate a high level of satisfaction with elective courses and elective course offerings (current baseline = 50% of students indicating a high level of satisfaction) Objective 4: In comparison to baseline figures, by the end of one year, PLS students’ average SAT/ACT achievement levels will increase by at least two percent (current baseline for combined SAT + 546; current ACT baseline = 22) Objective 5: In comparison to baseline figures, by the end of one year, the district-wide percentage of students achieving proficiency on state academic assessments in Reading and Mathematics by one percentage point (baseline TBD) Objective 6: In comparison to baseline figures, by the end of one year, at least 20% of graduating students will have at least college credits (current baseline = 27 high school seniors) Objective 7: In comparison to baseline figures, by the end of one year, at least 10% of PLS’ total Hispanic high school student population will be participating in dual enrollment classes (current baseline = 0) PLS and its project partners are committed to sustaining the Learning Hub beyond the grant period. First, the Learning Hub will generate revenue by offering the dual enrollment opportunities. Per PSEO, students do not pay to participate in dual enrollment. Rather, the State reimburses the college for tuition costs (books and other fees as well). By hosting LCC’s dual enrollment classes, PLS will share in the revenue the college receives from the State. In addition, by hosting the dual enrollment classes for LCC, PLS will earn revenue each year via facilities rental fees paid by LCC (approximately $55,000 per year by fiscal year 2016). Also, as previously noted, the Learning Hub will be available for AWT and other local companies for use in meetings and professional development, which will provide additional revenue to support the Hub. This potential revenue stream has not been included in the Financial Impact table. When PLS-located college courses are opened to students of other districts, open enrollment revenue should be $100,000 beginning in fiscal 2018, which will increase to $150,000 in fiscal 2020. The additional revenue from other districts, which will increase the amount of money PLS receives through its revenue sharing agreement with LCC. Building maintenance expenses will continue to be covered through the PLS general operating budget, as they are now (A New World will be housed in an existing building that the district is currently utilizing). Current building operations are funded through our general fund and that will not change

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Successful implementation of the A New World initiative will result in attainment of the following goals: 1) improved student achievement; 2) improving spending reductions in the five-year fiscal forecast; and 3) utilization of a greater share of resources in the classroom. Specific benchmarks for each of these goals are outlined below. 1) improved student achievement: Objective 1: in year one, at least 50 PLS students will be taking an elective course in a blended learning environment. This will increase by 50% in year two; 60% in year three; 70% in year four; 80% in year five; Objective 2: by the end of one year (2014) at least 20 students will be participating in internships (30 in year two; 50 in year three; 65 in year four and 80 in year five); Objective 3: In comparison to baseline figures, by the end of year one, at least 40% of polled students will indicate a high level of satisfaction with elective courses and elective course offerings (50% in year two; 60% in year three; 70% in year four and 80% in year five); Objective 4: In comparison to baseline figures, PLS students’ average SAT/ACT achievement levels will increase by two percent in year one; four percent in year two; six percent in year three; eight percent in year four and 12 percent in year five; Objective 5: In comparison to baseline figures, increase the district-wide percentage of students achieving proficiency on state academic assessments in Reading and Mathematics by one percentage point in year one; two percentage points in year two; two percentage points in year three; two percentage points in year four and two percentage points in year five; Objective 6: Increase the percentage of graduating seniors taking dual enrollment courses to 20% in year one; 30% in year two; 40% in year three; 45% in year four and 50% in year five; Objective 7: In comparison to baseline figures, by the end of one year, at least 10% of PLS’ total Hispanic high school student population will be participating in dual enrollment courses; 25% in year two; 40% in year three; 50% in year four and 60% in year five. 2) spending reductions in the five-year fiscal forecast: As noted above, the A New World initiative will result in annual savings of $317,500 in fiscal years 2015 and 2016, increasing to $428,500 in fiscal years 2017 and beyond. 3) utilization of a greater share of resources in the classroom: the savings described above in item (2), and as outlined in the attached financial table will enable PLS to redirect funding from administrative overhead directly towards student learning.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track progress)

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

26. A New World Project leaders have devised a thorough, comprehensive framework for accurately and objectively assessing project performance on an ongoing basis. Toward that end, activities will be guided by a formative, process, and outcome evaluation. Multi-modal qualitative and quantitative data collection will occur across all stakeholder levels. Data will be systematically documented, analyzed, and reported to project leadership and stakeholders regularly. To monitor and analyze data, PLS will track the number and type of elective courses taken by PLS students, using student records (data gathered and summarized once per semester) To assess Objective 2 (internship participation), PLS will track the number of students participating in internships (data gathered via student records once per semester) To assess Objective 3 (student satisfaction with elective course), PLS will be measured via surveys administered at the end of each semester To assess Objective 4 (ACT/SAT scores), PLS will monitor students’ scores on college test measures (ACT, SAT) (June/July 2015) To assess Objective 5 (student achievement) PLS will use OGT (Ohio Graduation Test) data analysis to assess the percent of students not passing the state assessment but passing on the second try (June/July 2015, 2016, 2017) To assess Objective 6 (students graduating with 3 or more college credits), PLS will track the number of college credits students have at the time of graduation (data gathered annually from student records) To assess Objective 7 (Hispanic students taking dual enrollment courses) PLS will track the number of dual enrollment classes Hispanic students are taking each year (data gathered annually from student records) Qualitative feedback will be gathered via the following: student satisfaction with blended learning elective courses (once per semester); Senior Exit Survey (June 2015); annual student 40 Assets Survey; parent/administrator satisfaction survey (once per year) All data will be aggregated by sub-group. Transitional Longitudinal data for our special education students will be collected and analyzed throughout 2015 in order to determine the degree to which this subgroup is connected to college and career opportunities. Our evaluation approach also includes a process for ensuring continuous improvement. Project leaders and the Perry Community Development Group will review performance feedback on a quarterly basis in order to determine the degree to which the project is achieving its intended goals and objectives. If program progress is deemed to be insufficient, we collaboratively discuss strategies for refining, strengthening and improving the project approach. Student and parental input and suggestions for addressing any identified weaknesses will also be gathered via surveys and incorporated into the continuous improvement process (ongoing quarterly meetings beginning in December 2013). PLS will prepare and disseminate a year-end report summarizing the evaluation findings.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept / Amy Hardy - Director of Student Services - Perry Local Schools - 10-25-2013