

Budget

Perry Local (047902) - Lake County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (143)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	50,000.00	491,000.00	300,000.00	0.00	841,000.00
Support Services		20,000.00	0.00	24,000.00	0.00	0.00	0.00	44,000.00
Governance/Admin		30,000.00	0.00	20,000.00	0.00	0.00	0.00	50,000.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	293,000.00	0.00	0.00	0.00	293,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		50,000.00	0.00	387,000.00	491,000.00	300,000.00	0.00	1,228,000.00
Adjusted Allocation								0.00
Remaining								-1,228,000.00

Application

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Applicants shall 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 \$1,228,000 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 college 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 (IRN/Fed Tax ID): 047902

Address of lead applicant: 4325 Manchester Ave, Perry, OH 44081

Phone Number of lead applicant: 440-259-9201

Email Address of lead applicant: harkera@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 (IRN/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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Alison White Akron STEM awhiteua@akron.k12.oh.us 199 S. Broadway Akron, OH 44308 33-761-3195 Applied Systems & Technology Jim Smith jsmith@vistaast.com 241 W. Federal Street #508 Youngstown, OH 44503 330-727-6292 Tax ID ██████████ Margaret Bartow, Ed.D. Lakeland Community College mbartow@lakelandcc.edu 7700 Clocktower Dr. Kirtland, OH 44094 440-525-7089

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.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

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 26% 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 a 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 (Holden University Center). Project partner Akron STEM (a University of Akron-led statewide coalition) will be providing problem-based learning-focused professional development 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 A New World will be managed by a multidisciplinary team that will meet bimonthly to carry out the project activities described herein. This task force will be comprised of teachers, named partners, students, parents and community members. The skills and qualifications of project personnel are highlighted below. Amy Harker (A New World Project Director)- Director of Student Services has received the Presidential Award for Mathematics in Science Teaching and Educator of Excellence, with over 28 years' experience in education. She has managed a project that encompassed the creation of an outdoor learning lab with funds received from her Presidential Award, in addition to playing critical roles in eight grant-funded projects for which she has either been the recipient or the co-recipient. Amy will devote about 16 hours per week (.40 FTE) toward overseeing the implementation and evaluation of A New World activities, including but not limited to timeline adherence, communicating with stakeholders and promoting the program, engaging students in the new learning opportunities, etc. Lew Galante, Chief Finance Officer with over 20 years' experience in School Finance and recipient of The Certificate of Achievement in Financial Reporting for five consecutive years will provide fiscal oversight/management of grant budget, receipts and expenditures. Once operational, the Learning Hub will be managed by Jodi Rzeszotarski, a certified teacher specializing in differentiated instruction.

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 course work to support career choices in fast

growing, in-demand fields. In reviewing career-related elective offerings, PLS has noted that it does not offer a sufficient variety of elective courses to support students' career interests. In a recent survey, 24.5% of PLS graduating seniors stated that there were not enough elective courses related to careers in which they were interested. PLS students also indicate that current internship opportunities are limited and not aligned to their schedules and interests. PLS' secondary LEP (Limited English Proficient) students continue to struggle academically (PLS did not meet any of the three 2012 Annual Measurement Achievement Objectives for LEP students in the state of Ohio). Our assessment also indicates that participation in dual enrollment (concurrently taking both high school and college-level classes) is low and does not reflect the diversity of our student body. Out of 37 students taking the dual enrollment courses, only one is Hispanic and only 3 are of low socio-economic status. The students who do participate in PSEO (Post-Secondary Enrollment Options) or Dual Enrollment opportunities on the college campus often become disconnected from our high school population and events. They stop participating in dances, athletic events, and extracurricular activities due to their classes being in another location. We have also identified a need to increase our students' ACT/SAT scores (PLS average score 22; neighboring districts average 24 and 26; PLS' combined SAT score average is 546). Proposed solution: Straight A funds will enable PLS to implement the A New World Educational Initiative, through which Perry Schools will partner with higher education institutions (e.g., Lakeland Community College), businesses, manufacturing industries and other school districts to create a central learning hub (college located on our campus) that offers: 1) dual enrollment opportunities; 2) an increased number of elective course options, including many that utilize a blended learning approach; 3) internship 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 remain connected to our high school. The long-term goal is to establish the Learning Hub as a model similar to the successful Holden University Center at Lakeland Community College, through which students are 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 wide variety of high school courses in blended learning and project-based learning environments that will increase student interest and engagement while also providing pathways for students to explore career paths. PLS and our partners will create a menu of offerings for dual enrollment opportunities and elective courses that can be tailored to increase student achievement and meet the individual schedules of each student. These opportunities will be opened to surrounding schools through a modified dual enrollment contract with Lakeland Community College (LCC) to allow expanded opportunities for all students in our geographic area and beyond. By partnering with LCC we will be able to reduce the number of teachers we employ (and therefore costs) by sharing staff and building resources. In addition, having the Learning Hub on our campus helps our students stay connected socially and maintain involvement with peers and in age-appropriate extracurricular events. The Learning Hub will also allow the instructors to move from a lecture-oriented classroom to a student-driven learning environment.

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. A 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), BELS (Business, Entrepreneurship, Leadership 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 ICPs by offering both dual enrollment (high school/college) opportunities and expanded elective choices in blended learning environments to improve student engagement and enhance college- and career-readiness. Participating in dual enrollment opportunities will empower PLS students to earn college credit or even associate's degrees at no cost to them while still in high school. Bachelor's degrees will be available as the program expands in subsequent years. The Hub will house a multi-use collegiate level science lab and ten modern classrooms with technology such as interactive projectors, copy cameras, and huddle boards (collaborative work spaces), 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 in partnership 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 been 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), which is planned for the high school building. The IDEA center will offer engaging hands-on learning opportunities for students and will include a media production center 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, innovation, and design skills. With access to cutting edge rapid prototyping equipment, such as 3D printers, students collaborate, communicate, and create virtual prototypes and real-life 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 energy reducing 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 to reduce overhead costs and increase investment in learning opportunities.

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

13. Financial Documentation - 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 forecasts of each school district, community school or STEM school member for 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, RttT 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 \$1,228,000 in Straight A funds over 12 months and will contribute \$472,000 towards the total project cost of \$1,700,000. Grant and district funds 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 PLS teacher training to implement PBL and blended learning as well as other project-related expenses as shown below. Classroom items (collaboration stations and flexible stations): Total of \$248,000: (10 instructor stations @ \$2,000 = \$20,000; 20 huddleboards for student collaboration @ \$1,000 = \$20,000; 200 chairs @ \$500 = \$100,000; 50 collaboration tables @ \$500 = \$25,000; 15 carpet/flooring @ \$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 (10 document projectors @ \$400 = \$4,000; connectivity/wireless @ \$10,000; 10 projectors with computers @ \$1,200 = \$12,000; 5 copy cameras to capture writing on surfaces @ \$5,000 = \$25,000; 50 LCD displays @ \$500 = \$25,000 (5 per classroom x 10 classrooms); 50 tablet devices @ \$500 = \$25,000 (5 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 computers, video systems and other similar items to facilitate student collaboration HighScience lab suitable for Anatomy/Physiology collegiate class @ \$300,000 (contractual cost determined by qualified quotes and estimates) Other expenses: Upgrade Industrial Arts for IDEA center @ \$100,000 (contractual cost determined by qualified quotes and estimates) Electrical upgrades @ \$100,000 (contractual cost determined by qualified quotes and estimates) Curriculum @ \$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 quotes covering four days of professional development Clerical support @ \$20,000 (provide assistance in maintaining records, gathering data, reporting and compliance, etc.) Grant Coordinator @ \$30,000 (.40 FTE to provide project leadership and ensure that the project is completed on-time and in full compliance with Straight A fund requirements) Security upgrades @ \$15,000 AST2 (InventorCLOUD) costs for virtual workspaces @ \$15,000 (licensing cost determined by vendor quotes) Renewable energy feasibility study @ \$20,000 (this is the contractual cost of conducting a feasibility study through which PLS will determine whether or not placing wind turbines on the campus is a valid strategy for reducing the district's energy costs while also providing a hands-on laboratory for student exploration and learning) Evaluator @ \$24,000 (this is the contractual cost of contracting with a qualified professional to evaluate the impact of the A New World initiative and create the 'lessons learned' document to facilitate replication) In addition, PLS will be contributing HVAC and heating upgrades to the building, additional technology purchases and utility upgrades and green initiatives for alternative energy to reduce energy costs in district, which represents a total contribution of approximately \$472,000. Technology upgrades and maintenance will be done by Perry Schools post grant. Perry will continue to actively search for other grants to support continued initiatives. All funds to be contributed by the district will come from the PLS general operating budget.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

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

* Narrative explanation/rationale: 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.). If there are no new/recurring costs, please explain why. No new costs will be incurred as a result of implementing the A New World initiative (refer to Financial Impact table for details) as the Learning Hub will be located in an existing building that is currently being utilized (and financially supported) by the district. These expenses (e.g., utilities, maintenance, etc.) will not change as the result of the A New World initiative. PLS will be able to utilize train the trainer model to continue the professional development process. As our teachers become trained in blended learning and PBL we will be able to support our own curriculum models to support the blended learning development. We will be able to train our students in the maintenance of the equipment repair through our internship program. We will need to upgrade software curriculum and technology as it becomes obsolete as well as purchase materials to use in the IDEA center (additive materials) for design initiatives. All of these expenses will be covered by the PLS general operating budget.

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/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) In fiscal years 2015 and 2016, PLS will save \$175,000 annually in salary expenses due to attrition (2 teachers retiring). We will then not replace and instead permanently eliminate those two teaching positions because they will no longer be needed. With Lakeland Community College faculty taking over the teaching of several courses due to expanded PLS-located dual enrollment opportunities offered through the Learning Hub, fewer PLS teachers will be needed. A third teaching position will be eliminated due to attrition in 2017 and not replaced for the reasons cited, resulting in a total annual savings

of \$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 student enrolls in a dual enrollment course, the State of Ohio deducts the associated fees from PLS' funding allocation (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 unit. The balance will be split between PLS and LCC, 50/50, which will cover PLS' current \$85,000 annual PSEO expense. Total savings in fiscal years 2015 and 2016 will be \$317,500 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; \$83,500 benefits; \$85,000 purchased service/PSEO). In addition to savings, the district will bring in \$35,000 in FY 2014, \$45,000 in FY 2015, and \$55,000 annually from FY 2016 on through rental fees to be paid to the district by Lakeland Community College for the use of space, utilities, technology and other resources to house this newest of Lakeland's satellite campuses and provide a staff training space for partnering businesses. By the fifth year of implementation, we anticipate significant increases in open enrollment in Lakeland Community College courses offered on the PLS campus. We anticipate the increase will be due to heightened interest within our district after the program has been in place for a few years and students coming from other area districts who will be allowed to enroll at that time. This will result in revenue of \$100,000 in fiscal year 2018 and \$150,000 in 2019.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that 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 \$317,500 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 per year in subsequent years) will be realized by hosting Lakeland Community College's non-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, we anticipate significant increases in open enrollment in Lakeland Community College courses offered on the PLS campus. We anticipate the increase will be due to heightened interest within our district after the program has been in place for a few years and students coming from other area districts who will be allowed to enroll at that time. The additional income 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 we will be able to offer our renovated Learning Hub to our AWT partners for use as a site for professional development sessions or other training. This potential revenue stream is not included in the Financial Impact table 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 of the timeline for the successful implementation of this 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 affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/02/2014 - 05/31/2014

* Narrative explanation

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. Potential 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 project manager, should fully mitigate this potential 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) announcing A New World to students, parents and other stakeholders (via email blast, mailed letter, website update and press release - updates will be provided monthly); 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; 8) conduct baseline assessments (e.g., financial, student achievement, etc.) and administer baseline evaluation surveys;

Implement (MM/DD/YYYY): 06/01/2014 - 12/30/2014

* Narrative explanation

Implementation activities include: 1) carry out renovations and upgrades to facility; 2) installation of technologies and equipment; 3) carrying out training activities with technologies (all project partners involved in training); 4) carrying 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

Summative evaluation (MM/DD/YYYY): 12/30/2014

* Narrative explanation

1) conduct follow-up assessments and administer follow-up, post-implementation surveys 2) summarize quarterly performance feedback reports into annual year-end report; 3) 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-of-year surveys, ongoing expenditure monitoring and summary, end-of-year surveys, annual summative evaluation report, etc.) will be repeated in subsequent years

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The A New World initiative will result in district-wide changes to our current classroom practice by leveraging partnerships and technology to provide new and exciting learning opportunities for PLS students. This will also result in changes to how we design our master schedule and maximize our teachers' per-student ratio, which will reduce staffing costs. Additionally, A New World will see the deployment of blended and project-based learning throughout the district. Traditional teaching approaches tend to be "linear," with teachers preparing highly structured curricula and activity plans. In contrast, in blended learning and project-based learning classrooms, students lead the exploration of learning activities. Instructors act more as coaches, guides, and facilitators who help learners arrive at their "true" questions-the things they really care about. When students choose the questions, they are motivated to learn and they develop a sense of ownership about the project. Instructors who adopt an inquiry-based learning approach help students identify and refine their "real-world" questions into learning projects or opportunities. They then guide the subsequent research, inquiry, and reporting processes. To accommodate students' schedules and allow for internship participation, the Learning Hub will offer flexible scheduling and be available during the evening hours. Collaboration across district boundaries will occur by being able to offer these blended learning opportunities and dual enrollment courses to students throughout the state of Ohio. Through partnerships with local colleges and universities, Perry Local Schools will be able to provide a central location that will allow students to explore college as soon as they are ready, without having to travel great distances for this opportunity. Having the Learning Hub on Perry's campus will allow students to remain connected to their high school environment and extracurricular activities, thereby establishing a setting for students who are not ready to be on a college campus and desire to remain socially connected to their future alma mater. In addition, Lakeland's partnership will leverage shared staffing allowing us to receive cost savings from staff through attrition. We will have current staff serve as the coordinator for the Learning Hub. Our current Media Specialist is a certified teacher with expertise in differentiation. She will serve as the Learning Hub Coordinator. Our high school teachers will be trained in problem-based learning and will help to create the blended learning situations for the students participating in elective course offerings.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

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

Blended learning and project-based learning (PBL) are both key, evidenced-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. (Albanese and Mitchell, 1993; Hmelo, 1994; Hmelo, 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 (Hmelo-Silver, 2004, p. 244). This statement relates to a primary basis for PBL instruction. This might be the "key" to activating students' interests to solving problems which can in turn increase student achievement. To provide this environment for elective course work as well as in our core content areas will provide answers not only to our students' engagement and motivation concerns but to help us as a district find the best alternative energy source necessary to decrease our spending on heating and utilities. To develop engagement and motivation, blended learning will entice and provide experiences that students want to be a part. When a teacher creates a student-centered environment that encompasses problems that are interesting to their students, intrinsic motivation can occur which can further lead to an autonomous learner. Intrinsic motivation occurs when learners work on a task motivated by their own interests, challenges, or sense of satisfaction (Hmelo-Silver, 2004, p. 241). Intrinsic motivation is one factor that is needed to create autonomous learners within PBL instruction. Additionally, evidence shows that students learn more and better when they take control of their learning by defining their goals and monitoring their progress. When challenged with appropriately chosen tasks, students become confident in their ability to tackle difficult problems, eager to figure out things on their own, flexible in exploring mathematical ideas and trying 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 that dual enrollment students are more highly motivated and academically proficient in college than their non-dual enrollment peers. Lastly, there is strong empirical evidence that hands-on learning increases (e.g., internships, on-the-job experiences, dual enrollment, etc.) students' retention of educational content. For instance, one study showed that students who practice what they're learning in a hands-on environment can often retain three and half times as much as opposed to just sitting in a lecture room and listening intently (Otis, 2010).

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

PLS is committed to sharing the success of the A New World initiative with other school districts throughout the State of Ohio. Toward that end, Lakeland Community College and Perry Schools will open the opportunity to enroll in PLS-located college course to high school students in the surrounding area. In addition, we will explore how to broaden that scope to include online learners from around the state. PLS will share lessons learned with other school districts to foster replication of our success by partnering with higher education institutions and local businesses to duplicate the learning hub within their school or adjacent college or university campus. This will be accomplished through development and dissemination of a "lessons learned project replication template (derived from the evaluation process described below)" that will provide the following information: 1) an introduction, providing the context and justification for the practice while outlining the key issues; 2) a discussion of the problem being addressed including the affected population and how the problem is impacting them; 3) a description of the implementation approach, identifying the main activities being carried out, when and where the activities were carried out and identification of key implementers and collaborators; 4) overview of outputs and outcomes including identification of concrete results achieved (SWOT analysis); 5) a discussion of lessons learned, including what worked well, what didn't work and how the approach might be improved, as well as examples of project design modifications that might result in smaller- or larger-scale replications at somewhat lower or higher costs to allow the project to be fitted to the unique resource and student learning needs of other communities; and 6) a conclusion, illustrating how the project benefited the targeted population and why, as well as recommendations for future implementations. lessons learned project replication template (derived from the evaluation process described below)

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

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 a 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 = 26% 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 3 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 for 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 year 2019. The revenue will stem from the additional students 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 current 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) 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 year one (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 2013 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 2013 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 classes; 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 impact 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 the systems in place to track the program's 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.

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 assess project progress, PLS will gather, analyze and summarize the following: To assess Objective 1 (students taking blended learning elective courses), 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 agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

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