## Budget

Perry Local (047902) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (183)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

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| Adjusted Allocation | 0.00 |
| Remaining | -999,718.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Self-Directed Personalized World Class Experiences Designed to Inspire

2. Executive summary: Please limit your responses to no more than three sentences.

With the support of $999,713 in Straight A funds over 12 months, Perry Local Schools (PLS) will implement a Self-Directed, Personalized, World Class Experience Designed to Inspire (SPWCEDI) students to 1) increase student achievement 2) realize a cost savings 3) utilize a greater share of resources in the classroom and 4) implement a shared services delivery model so that every student leaves immersed in a career/college pathway. By partnering with Lakeland Community College and area businesses, a Community Learning Hub on the PLS campus designed to increase students' college and career readiness by offering a new learning model that is customizable, student-driven, student-centered, and connected to genuine post secondary endeavors. To accomplish this end, the Learning Hub will: increase use of project-based learning methods, institute use of blended learning strategies, landing rigorous internships/mentorships, and dual enrollment opportunities. In addition the industrial arts area will be transformed into a STEM IDEA (Innovation, Design, Entrepreneurial, and Arts) Laboratory as a 21st Century Fabrication Laboratory aligned with Career Technical Education Standards and job opportunities in northeast Ohio so that students can earn college credit and credentials aligned to their career/college pathways.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

600 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- [ ] Pre-K Special Education
- [ ] Kindergarten
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

5. 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 - Lake County

Address of lead applicant
4325 Manchester, Perry Ohio 44081

Phone Number of lead applicant
440-259-9200 ext. 9201

Email Address of lead applicant
harkera@perry-lake.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- [ ] Yes
- [x] No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Students who do not connect with the traditional school setting and struggle to find their path to an appropriate post-secondary placement is a significant problem. To match student interests with the changing needs of an increasingly technology- and skills-driven job market, PLS must provide personalized problem-based experiences that support the career choices of fast growing, in-demand fields. In the senior exit survey, 24.5% of PLS graduating seniors stated that there were not enough courses available related to their career interests. Students also indicated they have a strong desire for shadowing and internship opportunities. Less than 3% of Limited Language Proficient (LEP) students and less than 8% low socioeconomic (LSE) students are registering for dual enrollment courses. PLS lacks courses that are certified as Career Tech Education (CTE) courses, allowing for college credit or certification. Auburn Career Center (ACC) limits enrollment to 20 students from each district per year and this limits the opportunities for students who want to attend a CTE program. PLS currently lacks real-world work experience options for students. Northeastern Ohio businesses indicate they cannot find qualified employees to fill their current needs. An additional concern is that only 11% of our current engineering design courses and fabrication class students' are females. Because of the rural location of PLS, students who must travel to take part in Dual Enrollment courses have limited opportunities to participate in activities and events on PLS campus. PLS teachers are in need of training in blended learning (BL) and problem-based learning (PBL) strategies to increase student engagement. Career advisory training is also needed for counselors and teachers.

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

PLS will implement a four part solution through which PHS along with our community partners will 1) create a Community Learning Hub (CLH) by renovating an existing building on our campus to house an early college/dual enrollment program 2) create a STEM IDEA (Innovation, Design, Entrepreneurial and Arts) CENTER to upgrade and make our current industrial arts area a true 21st Century Fab Lab 3) align our career-based courses with the Ohio Career Technical Education standards to allow college credit and CTE certification 4) implement a project-based internship process to align with PHS's recently rolled-out Career Pathways (STEM, BELS, H2, and Encore). By using this four pronged solution PLS will 1) increase the number of interest-based options including blended learning approaches and PBL opportunities aligned with Career Pathways 2) increase the engagement and interest for students needing to accelerate and/or remediate by providing options outside the scope of the current traditional course offerings at PLS. 4) increase the diversity and overall number of students taking dual enrollment coursework and college accredited and credentialed CTE classes 6) increase internship and advisement experiences where students will authentically improve career-based readiness skills 4) professional development for PLS teachers and counselors related to blended learning, project and problem-based learning strategies and career counseling and advising; 8) sustain the ability for PLS students to continue participating in school based activities and maintain school affiliation when enrolled in nontraditional courses that in the past have limited such opportunities. The CLH will house a multi-use collegiate level science lab and ten modern learning areas with technology and cutting edge collaborative work spaces that will support and enhance the multidisciplinary nature of non-traditional 21st century learning needs. Real world problems will be central to the curriculum again incorporating project-based learning (PBL), blended learning, and hands-on career training through internships and other authentic learning experiences. PLS teachers and LCC staff will participate in blended learning PBL implementation training in partnership with Ohio STEM Learning Network (OSLN). 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. PLS and our partners will create a menu of offerings for dual enrollment opportunities and courses that can be tailored to increase student engagement and meet the individual needs of each student. Students will submit proposals to assigned panels to substantiate personally designed courses credit flex and other non-traditional avenues. The CLH will be opened to surrounding schools through a modified dual enrollment contract with LCC that will transcend opportunities for all students in our geographic area and beyond regardless of student location. As this program grows, the number of staff FTEs required will be reduced and shifted through attrition by sharing staff and building resources with LCC. PLS teachers will be trained and hired so the requirements needed to teach non-traditional courses will be fulfilled. Again, the CLH allows students stay connected socially and maintain involvement with peers and age-appropriate extracurricular events to further develop the 21st century skill necessary for success. The CLH will require instructors to move away from a lecture-oriented classroom to a student-driven personalized learning environment. As students develop their pathways, Individual Career/College Portfolios (ICPs) will be created that will guide students' learning and career choices.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.
**Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate)) in the box below.**

Student achievement will be directly impacted by implementing SPWCEDI. Engagement and motivation are critical elements to students’ success in learning. Positive student engagement is a compelling factor that is critical in enhancing student achievement (Akey, 2006; Heller, Calderon, & Medrich, 2003; Garcia-Reid, Reid, & Peterson, 2005). Creating a climate for rigorous learning that meets the students where they truly are academically can only be done by customizing their learning environment and experiences. Increased student choice, personal involvement in planning their educational experiences, allowing for flexibility and adaptability will create a high level of student interest and ownership in increased learning and achievement. To accomplish this, PLS will implement SPWCEDI, which will provide the physical collaborative space, unlimited time constraints, and increased number of offerings for students; resulting in increased engagement and motivation for learning. All 9th through 12th grade students will have the opportunity and be encouraged to participate in the CLH offerings comprising such research based learning practices as dual enrollment, work-based learning opportunities, and problem-based learning projects. The CLH will be a centralized facility offering college level courses and that will be open throughout the day and evening allowing for flexibility in their schedules. This separate facility will be open to other educational institutions to participate in programming. This will provide educational institutions an option to send students to participate in credit bearing experiences when numbers are too low to offer traditional course offerings. The laboratories created will be designed to inspire innovation and creativity resulting in enhanced learning and achievement. Examples of how this increased flexibility will better serve the individual learning need students include but is not limited to the following: Students ready to take college courses will have that opportunity through dual enrollment and CTE credentialled courses; students from underrepresented populations such as LEP and LSE will be able to increase their involvement in dual enrollment opportunities and the career planning; students who need more challenging course work beyond what is offered at Perry (ie. Differential Equations, Anatomy/Phys, or Calc 3) will have limitless options. The non-negotiable philosophy to develop personalized learning experiences will serve to maximize student achievement and ultimately positively impact student success rates.

**Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization’s executive board or its equivalent.)**

As teachers leave the district through attrition, PHS will use the negotiated rate of $200 per student per credit for the credit flex opportunities to meet the customized learning experiences. In fiscal year 2016 one teacher will be retiring, in addition one additional teacher will retire in fiscal year of 2018 and another in fiscal year 2020. This attrition will serve to reduce costs to the district as reflected in financial impact table in 3.01 and 3.02 (approximately $94,000 per year) in fiscal year 2016 and 2017 for salaries and benefits. This number increases to a savings of approximately $164,000 in the fiscal years 2018 and 2019, and approximately $269,000 in fiscal year 2020. By utilizing Perry teachers for non-traditional credit-bearing opportunities including dual enrollment the district will realize significant savings from by reducing the general fund expenditures going out to higher education, charter, community and other schools of choice.

**Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)**

SPWCEDI will allow for a greater share of resources in the classroom. The grant funding will be used to create a learning environment that fosters student creativity leading to innovative and collaborative problem-solving. PHS will break down the existing barrier of having a typical day begin and end per the high school schedule. By allowing students to participate in work-based learning experiences during the standard school hours/workday and having the CLH available to students in the evening, students will be able to have an option of participating in course offerings at varying times during the day. The course offerings in the CLH through partnership with LCC for the 2014-2015 school year will include Anatomy and Physiology 1, Anatomy/Phys 2, Calc 3, Differential Equations, College English, Sociology, and Psychology. Unlimited blended learning opportunities and online opportunities will also be available. In addition to these courses, AWT has partnered with Lakeland Community College (LCC) 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. LCC is opportunity at no cost to the student. Students will earn appropriate credentials based on their area of concentration. A rigorous core of courses, based on national and state standards, will be offered and additional offerings will include Inventor Cloud's STEM based courses will be implemented, which will appeal to a broad student base, providing students with critical thinking, creativity, innovation, and design skills. The four courses to by added to PLS registration guide in spring of 2015 will include 1) Innovation, Creativity and Design Thinking, 2) Environmental Sustainability 3) BioTechnologies, and 4) Creative Entrepreneurship. In addition STEM education courses, Entrepreneur preparation classes, and an infinite number of blended learning opportunities. Students can also submit proposals to allow for personalized, unique combination of opportunities using the Credit Flex option. Work-based learning experiences will also be offered for high school credit and/or be paid by the internshhip provider.

**Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)**

PLS staff will be trained and certified to teach dual enrollment course offerings at PHS allowing for students to receive both high school and college credit. We will also have LCC professors offer additional courses that our staff are not credentialled to teach at teh CLH. The professional development will be offered to both the LCC staff and the PHS staff. The CLH will be a centralized facility offering college level courses and that will be open throughout the day and evening allowing for flexibility in their schedules. This separate facility will be open to other educational institutions to participate in programming. This will provide educational institutions an option to send students to participate in credit bearing experiences when numbers are too low to offer traditional course offerings in their own district. AST2, a community partner, will also assist in PLS facility to become central hub for other schools to utilize the tools of the InventorCLOUD technology and STEM curriculum. The current shared services model being utilized by PLS with two other districts will be expanded to further enhance authentic learning capacity of our students.

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

- New - never before implemented
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

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

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

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. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service centers, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

999,713.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

PLS is requesting $999,713 in Straight A funding to be used to accommodate new collaborate and innovative learning space. Minor remodeling of rooms and spaces and upgrading the technology available in an existing district building in order to transform it into the CLH. PHS will also upgrade its current Industrial Arts areas to create the STEM IDEA center. Funds will support entrepreneurial curricular materials for InventorCLOUD. PLS teacher training to implement PBL& BL as well as other project-related expenses as shown below. Personnel needs are for grant management purposes including (Total Personnel w/ FringeBenefits:$77,350) Clerical support @ $20,000 (provide assistance in maintaining records, gathering data, reporting and compliance, etc.) Fringe benefits for 1 year= $9,900. Grant Manager/Career Advisor @ $35,000 (to provide project leadership and ensure that the project is completed on-time and in full compliance with Straight A Fund requirements in addition will help to place students in work-based experiences) Fringe benefits for year = 12,450 CLH Totals $232,480.00 for TEN collaborative spaces: The following is an itemized list for the collaboration stations and flexible furniture pricing for innovative spaces: 10 flip top tables 24X72 on casters @ $245.18 = $2,451.80; One Nesting flip Table 24X60 on Casters @ $428.71= $4,287.10; 30 student chairs @$41.85 = $1,255.50; 2 Stools @$ 155.29=$310.58; 2 Student Stools @$96.47=$192.94; surface mobile markerboards @$1534.12=$4602.36; corner tables @ $341.18= $1,364.72; 1 round table @ $736.47; 1 bullet shaped table @ $736.47; 1 easel @ $1777.94; White 1 Board for wall @ $1500; freight @ $4210.53 This type of flexible space will allow students to collaborate in order to have the type of learning environment conducive to problem-based learning and innovation. This space will allow the barrier of a typical high school schedule to be broken down to allow for evening blended learning opportunities. To give access to the internet, presentation technology, and electronic resources technology will need to be purchased for the CLH. Technology for collaborative spaces: Total of $451,000=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. Science lab suitable for Anatomy/Physiology collegiate class for dual enrollment purposes @ $300,000 (contractual cost determined by qualified quotes and estimates) Software for both the Learning Hub and STEM IDEA center will include: DesignSTEM (career and PBL based software), Symplicity or Naviance (career exploration, portfolio building software), AutoCad, Adobe, Corel Draw (3 packages needed for the STEM Academy for innovation and design) $15,000
Upgrade of STEM IDEA center: This upgrade will take our current Industrial Arts area and upgrade it to the 21st Century to prepare students for current and future business and industrial work placements. PLS used guidance from Nick DiGeorge who assisted with Reynoldsburg’s Fab lab and MC2STEM School in Cleveland as well as site visits and guidance from our AWT members. Total $196,888 (contractual cost determined by qualified quotes and estimates) (will include 3D printers, CNC routers, lathes, mills, laser cutter/engraver and vinyl cutter/engraver etc.) Professional Development for PBL/blended learning and career advising will total 40,000. The evaluator will total $24,000 to ensure we meet all Straight A Fund requirements.

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

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

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

In order to provide a collaborative innovative space to engage students in an unlimited number of offerings in our CLH PLS will incur additional costs beyond the first year of the grant which includes electric usage increases. Also PLS will need to enter into technology maintenance agreements to ensure proper operating of the equipment. Technology will also need to be replaced as the technology ages in both the CLH an the STEM IDEA center. Costs can be avoided for such things as professional development for new teachers both to LCC and PLS. PLS wants to ensure all teachers understand the philosophy and instructional strategies for implementing PBL and blended learning opportunities. To aid in these additional costs PLS will be able to utilize train the trainer model to continue the professional development process as staff turn over occurs. As our teachers become trained in blended learning and PBL we will be able to support PLS own curriculum models to support the blended learning development. PLS will be able to train our students in the maintenance of the equipment repair through the work-based learning 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.

- No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

- Yes

- No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond “No” if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

If yes, specify the amount of annual expected savings. If no, enter 0.

104,000.00 If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

Due to the innovative and personalized approach to the SPWCEDI PLS will be able to utilize shared services with LCC as well as redefine the roles of our current teachers. Through attrition and the redefining of roles in our FTE staff. PLS will see over the next 2-3 years of two FTE teachers will be replaced with staff teaching at a negotiated rate of $200 per credit per student for students receiving flexible credit. This savings is compounded over time and also savings to STRS and healthcare. In fiscal year 2016 one teacher will be retiring. In addition one additional teacher will retire in fiscal year of 2018 and another in fiscal year 2020. This attrition will serve to reduce costs to the district as reflected in financial impact table in 3.01 and 3.02 (approximately $94,000 per year) in fiscal year 2016 and 2017 for salaries and benefits. This number increases to a savings of approximately $164,000 in the fiscal years 2018 and 2019, and approximately $269,000 in fiscal year 2020. The two teachers will occur through attrition therefore saving from current dollars at the top end of our district pay scale. Whereas these attrition savings to staff exceed the 104,000 average annual savings the district has accounted for the increased cost of utilities, equipment maintenance and replacement and flexible credit costs to staff members.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grand year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range: 2012-August 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

2012-2014 Planning PLS has completed site visits at Akron STEM School(OSLN), Reynoldsburg School District, Austintown Fitch School District, MC2 STEM School in Cleveland and have worked to analyze and research the way these schools have implemented their academy/pathway and early college plans. PLS have taken those models, modified them to fit demographics/physical layout of PLS campus. PLS communicated with representatives from these model schools to provide guidance in planning. Project partners (Lakeland, Easter, AW, Lubrizol, Eye Lighting, OSLN, Lake Health, Lake Metro Parks) were involved in planning for the SPWCEDI through both in-person and virtual meetings. All project partners assisted in defining the need for the project, identifying best practices, defining work-based learning experiences and proven models and program design. Working closely with LCC, PHS rolled out 3 dual enrollment classes on PHS campus - Anat/Phys 1 & 2, Calc 3 but found space/safety to be an issue as well as providing a collaborative learning space thus the desire to renovate our adjacent building to house the CLH. PLS in conjunction with the Workforce Development Committee and project partners are creating a Lake County business data base to be used county-wide for internship scheduling with the from LCC. In Feb 2014, PHS rolled out the career pathways of BELL, H2, STEM and Encore pathways. Spring 2014 - creation of career planning forms. The summer 2014, renovations to a building on PLS campus to house the CLH will be completed so blended learning an dual enrollment classes can have classes in this building for the 2014-15 school year. Equipment to enhance the Industrial Arts area will be purchased to integrate the new components into our preexisting courses and add additional courses for the 2015 school year that will be CTE certified. The school year will be needed to upgrade our current courses to meet the CTE standards for credit/credentialing.

* Anticipated barriers to successful completion of the planning phase

Potential barriers to implementation essentially surround ensuring that remodeling/renovation 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. Delay in receiving grant funds would also delay the renovations and therefore all timeline activities would be delayed. The possibility that our application for CTE credits is denied, but PLS is working closely with partners of LCC and ACC to ensure all requirements are met per the application protocols.

18. Implementation - Process to achieve project goals

* Date Range: 2014-June 30 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

To implement PLS must 1) Carry out remodeling/renovations and upgrades to facility to allow for dual enrollment and Perry Service Learning courses to be taught in the CLH. 2) Technology and equipment will need to be installed 2) PLS in conjunction with project partners will use 2014-2015 to develop new courses in conjunction as well as create the college level science lab to ensure that the courses can be taught on PLS campus with the same quality and integrity as they would on a main campus. 3) In August of 2014, students will begin to complete an individual career portfolio (ICP) to align their core coursework, electives, and work-based learning opportunities. 4) Fall of 2014 in collaboration with project partners, Shadowing and Internship experiences will be available. 5) In November, January and spring of the 2014-15 professional development will be provided to staff at PLS and LCC in blended learning and PBL. (Some staff have been trained and are ready to implement PBL strategies in 2014-2015. Our guidance staff will have specialized training to provide career advising in all fields including CTE pathways. ACC partner will provide support for our guidance as they are learning the career advising aspect. 6) In February of
**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

_The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem is addressed._

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**2015, new courses will be added to our registration guide from AST2 in the STEM fields as well as application for CTE certified classes so that student can receive additional college credits and credentialing. 7) 2014-2015 school-year will be used align and implement new courses with ODE CTE standards to allow students to obtain college credit and credentials. 8) throughout the year PLS will meet with community partners and advisory committee to drive the creation of the program and market the philosophy of self-directed personalized learning.**

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

_The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward._

---

**Please enter your response below:**

SPWCEDI will establish an innovative community 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. CLH 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 CLH will house a multi-use collegiate level science lab and ten modern collaborative spaces with technology such as interactive projectors, copy cameras, and huddle boards 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 personalized learning opportunities. PLS teachers and LCC 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 work-based learning 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.
21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

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; 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 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). This research along with our meetings with PLS partners as well as site visits and planning with other schools (REynoldsburg, Akron STEM, Austintown, and MC2 STEM school) that have successfully implemented models for early college, STEM, and PBL learning were visited, analyzed and reviewed. PLS has established strong relationships with the stakeholders at these sites to allow for future planning together and to help PLS steer clear of some barriers and to provide guidance.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

We will select an outside evaluator that will ensure that PLS is meeting the requirements of the grant. An RFP will be posted upon awarding of the grant to seek a qualified evaluator candidate. A SPWCDI 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. Meetings with outside evaluator will take place at least quarterly to ascertain the progress toward our goals.

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

To monitor and assess project progress, PLS will gather, analyze and summarize the following: To assess Obj 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 Obj 2 (internship participation), PLS will track the number of students participating in internships (data gathered via student records once per semester) To assess Obj 3 (student satisfaction with elective course), PLS will be measured via surveys administered at the end of each semester To assess Obj 4 (ACT/SAT scores), PLS will monitor students’ scores on college test measures (ACT, SAT) (June/July 2015) To assess Obj 5 (student achievement) PLS will use OGT (Ohio Graduation Test or equivalent) data to analyze to assess the percent of students not passing the state assessment but passing on the second try. (June/July 2015, 2016, 2017) To assess Obj 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 Obj 7 (Hispanic and LSE taking dual enrollment classes Obj 8, females participating in STEM and engineering courses), PLS will track the number of dual enrollment classes these students participate. In addition the implementation team will: 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.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to
If program progress is deemed to be insufficient, PLS and implementation team and community advisory council along with guidance from our outside evaluator will 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 September 2014)

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

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

Please enter your response below.

PLS teachers and LCC will both receive training in the PBL concepts. By both staffs getting this training allows for a solid transition from high school to college and the world of work beyond. 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. SPWCEDI 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 and LSE high school student population will be participating in dual enrollment classes (current baseline = TBD) Objective 8: In comparison to baseline figures, by the end of one year, at least 20 females will be participating in engineering/STEM types of classes. (Current baseline = 11)

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Engagement and motivation are keys to having students be successful in coursework. The following objectives will show an increase in student achievement either through increased participation, engagement and/or achievement scores. 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; 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); 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 course offerings (50% in year two; 60% in year three; 70% in year four and 80% in year five); 4: In comparison to 2014 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; 5: In comparison to 2014 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 yr three; two percentage points in yr four and two percentage points in yr five; 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 yr four and 50% in yr five; 7: In comparison to baseline figures, by the end of one yr;at least 10% of PLS' total Hispanic, low socioeconomic PHS population will be participating in dual enrollment classes; 25% in yr two; 40% in yr three; 50% in yr four, 60% in yr five. Obj 8 In comparison to baseline figures by the end of the year at least 5% of females will be enrolled 10% yr 2, 15% yr 3, 20% yr 4, 25% yr 5

* Spending Reduction in the five-year fiscal forecast

The benchmark for the spending reductions are through attrition and redesigning the delivery of instruction. This will serve to reduce costs to the district as reflected in financial impact table in 3.01 and 3.02 (approximately $94,000 per year) in fiscal year 2016 and 2017 for salaries and benefits. This number increases to a savings of approximately $164,000 in the fiscal years 2018 and 2019, and approximately $269,000 in fiscal year 2020. The benchmark will be measured at the end of each fiscal year to ascertain if we met the spending reduction as outlined in the financial impact table.

* Utilization of a greater share of resources in the classroom

Utilization of a greater share of resources in the classroom: the savings described and as outlined in the attached financial impact table will enable PLS to redirect funding from administrative overhead directly towards student learning. The percentage of students being served and gaining college credit, and placement in work-based learning experiences, involvement in career pathways, will steadily increase in the next five years.

* Implementation of a shared services delivery model

PLS will provide and attract students outside the district to engage in these unique educational opportunities for students thoroughout the county by utilizing our Community Learning Hub.
**Other Anticipated Outcomes**

Perry Local Schools will serve as a model for other districts to learn and replicate this non-traditional and innovative approach of meeting individual learning needs of students.

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

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<th>Yes</th>
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*If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.*

**Explain your response**

This project could definitely be replicated throughout Ohio. It is important that school districts collaborate with each other as well as higher educational institutions and other community partners. This is especially true of smaller rural school districts in Ohio. PLS is committed to sharing the success of the SPWCEDI initiative with other school districts throughout the State of Ohio. Toward that end, LCC 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.

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).

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I accept - Amy Harker - Director of Student Services - Perry Local Schools - 4-17-2014
<table>
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<tr>
<th>Consortium Contacts</th>
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No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tr>
<th>First Name</th>
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<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<th>Address</th>
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<tbody>
<tr>
<td>Morris</td>
<td>Beverage</td>
<td>440-525-7177</td>
<td><a href="mailto:mbeverage@lakelandcc.edu">mbeverage@lakelandcc.edu</a></td>
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<td>7700 Clocktower Drive, Kirtland, OH, 44090</td>
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<td></td>
</tr>
<tr>
<td>Doris</td>
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<td>The Lubrizol Corporation</td>
<td></td>
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<td>8990 Tyler Blvd., Mentor, OH, 44060</td>
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<td>West</td>
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<td>9150 Hendricks Road, Mentor, OH, 44060</td>
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<tr>
<td>Julie</td>
<td>Michael Smith</td>
<td>330-599-4591</td>
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<td>Alison</td>
<td>White</td>
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<td><a href="mailto:awhiteua@akron.k12.oh.us">awhiteua@akron.k12.oh.us</a></td>
<td>Ohio STEM Learning Network - Akron Hub (OSLN)</td>
<td></td>
<td>199 South Broadway, Akron, OH, 44308</td>
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## Implementation Team

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<thead>
<tr>
<th>First Name</th>
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<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Amy</td>
<td>Harker</td>
<td>Director of Student Services and College and Career Readiness</td>
<td>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.</td>
<td>Amy has her superintendent's licensure and has taught for 19 years and spent over 10 years as a central office administrator.</td>
<td>Amy Harker (World Class Learning Experiences Director) Director of Student Services has received the Presidential Award for Mathematics in Science Teaching and Educator of Excellence, with over 29 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. Most recently, she has implemented and managed the Carol M. White Physical Education Program (PEP) grant with a budget of 1.2 million dollars and assisted with the implementation of two 21st Century after-school programming grants.</td>
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<tr>
<td>Betty Jo</td>
<td>Malchesky</td>
<td>Director of Curriculum Instruction and Assessment</td>
<td>Betty Jo will facilitating assessment teams. She will approve and ensure the curriculum is aligned to the state standards and the courses designed will credit worthy. She will also monitor credit flex, dual enrollment and other non-traditional avenues for students to earn credit and/or credentials toward graduation and college/career placement.</td>
<td>Betty Jo has her doctorate in curriculum and instruction. She vast experience as an educator and instructional leader. She is a leader at PLS setting our vision as a district to think and lead in innovative ways.</td>
<td>She has successfully written and manages two soon to three 21st Century grants amounting in over 1 million dollars.</td>
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<tr>
<td>Jack</td>
<td>Thompson</td>
<td>Superintendent</td>
<td>Jack will lead the charge of communicating our vision for self-directed, personalized learning using world class experiences. He will work to ensure that the team carries out the strategic planning for this grant. He will maintain and create new collaborative networks that will lead to additional shared services and partnerships.</td>
<td>Jack earned his doctorate in educational leadership and is a visionary and an enthusiastic instructional leader for the PLS district. His leadership of providing innovative, creative, and problem-solving environments for PLS students and staff to learn and grow is core to our vision and mission. Jack works to ensure that all decisions work in the best interest of our students to help them to be successful citizens.</td>
<td>Jack has written, received and facilitated the Carol M. White Physical Education Program (PEP) grant. He also successfully wrote and facilitated the Innovative Grant through Ohio Department of Education.</td>
<td></td>
</tr>
<tr>
<td>Todd</td>
<td>Porcello</td>
<td>High School</td>
<td>Todd will ensure that the</td>
<td>Todd has 10 years of</td>
<td>Todd has created a vision for</td>
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<tr>
<td>Principal</td>
<td>students are aware of the many possibilities and assist in the team meetings as students are personalizing their learning experiences. He will work closely with his guidance counselors to ensure that the registration handbooks are up to date, that the dual enrollment courses are widely marketing to all students. He will work closely with the Director of the grant and the grant manager to ensure all aspects of the grant are being implemented with fidelity.</td>
<td>experience in education. He is leading the charge for the development, roll-out and implementation of the career pathways. He works to ensure that the high school program is engaging and innovative. Todd is skilled at integrating technology into the high school environment. He has strong skills to develop long and lasting relations with all members of the school community and he is valued as an instructional leader.</td>
<td>student engagement with the leadership team that is K-12 and is currently implementing an afterschool program using the 21st Century Funding.</td>
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<tr>
<td>Lew Galante</td>
<td>Lew will provide oversight and financial management of the grant budget, receipts, and expenditures. He will work with the grant Director, Amy Harker and the grant manager to ensure the appropriate financial records and spending requirements are met.</td>
<td>Chief Finance Officer with over 20 years of experience in School Finance and recipient of the Certificate of Achievement in Financial Reporting for five consecutive years</td>
<td>Lew has managed several grants over his career but most recently in our district he has managed two 21st Century grants and provided oversight and guidance for the Carol M. White Physical Education Program grant.</td>
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