Budget

Van Wert City (044966) - Van Wert County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (111)

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	30,000.00	0.00	806,000.00	516,069.00	3,346,281.00	0.00	4,698,350.00
Support Services	129,500.00	0.00	0.00	0.00	0.00	0.00	129,500.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	305,163.00	58,226.00	5,529,579.00	0.00	0.00	0.00	5,892,968.00
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	594,992.00	0.00	2,378,767.00	0.00	2,973,759.00
Transportation	0.00	0.00	171,920.00	0.00	0.00	0.00	171,920.00
Total	464,663.00	58,226.00	7,102,491.00	516,069.00	5,725,048.00	0.00	13,866,497.00
						Adjusted Allocation	0.00
						Remaining	-13,866,497.00

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:Re-imagining teaching and learning through the development of rigorous, engaging, and technology rich learning environments.

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.

The goal of this project is to build the human and organizational capacity within eight districts to create and sustain K -12, innovative educational pathways focused on teaching that engages students (project-based learning), culture that empowers and technology that enables (1:1 ratio). The successful implementation of these foundational elements will lead to increased student achievement and to a greater number of students graduating career and college ready.

8400 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Ken Amstutz

Organizational name of lead applicant: Van Wert City Schools

Unique Identifier (IRN/Fed Tax ID): 044966

Address of lead applicant: 250 W. Crawford St., Van Wert, OH 45891

Phone Number of lead applicant: (419)238-0648

Email Address of lead applicant: k_amstutz@vwcs.net

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

First Name, last Name of contact for secondary applicant: Terry Martin

Organizational name of secondary applicant: Zanesville City Schools

Unique Identifier (IRN/Fed Tax ID): 045179

Address of secondary applicant: 160 North Fourth Street, Zanesville, OH 43701

Phone number of secondary applicant: (740)454-9751

Email address of secondary applicant: martin@zanesville.k12.oh.us

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.

David GaulAmanda Clearcreek046847 328 East Main Street Amanda, Ohio 43102 P: 740-969-7250mail_community_coord@amanda.k12.oh.us Dona Kaufman Bridges Community Academy 000311 190 St. Francis Avenue Tiffin, OH 44883 419.455.9295 Dona.Kaufman@bcaweb.org Barbara Gunkelman Buckeye Local Schools 048470 3044 Columbia Rd. Medina, Ohio 44256 330-722-8257 BGunkelman@buckeyeschools.org Joe Micheller Cleveland Heights - University Heights 043794 2155 Miramar Boulevard University Heights, OH 44118 (216) 371-7171 j_micheller@chuh.org Tim Tarvin Shelby City Schools 044776 25 High School Ave. Shelby, Ohio 44875 P: (419) 342-3520 tarvin.tim@shelbyk12.org Smith, Anthony Winton Woods City Schools 044081 1215 W. Kemper Road Cincinnati, OH 45240 P: (513) 619-2300 smith.anthony@wintonwoods.org Veach, Alan New Tech Network - a KnowledgeWorks subsidiary 31-1321973 1250 Main Street, Suite 100 Napa, California 94559 P: 707-253-6951 aveach@newtechnetwork.org

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.

The Bridges Community Academy team is the Director, the Coordinator of Instructional Services, Lead Teacher of Teams 1 and 2/Grades K-7, Lead Teacher of Teams 3 and 4/ Grades 8-12 and PBIS/Student Government Chair. All of these members have visited at least two successful New Tech Schools and have gone to Professional Development offered by the New Tech staff. They have been involved with partnering with Community Members and Businesses in the area to use this innovative approach in Project Based Learning. Buckeye Local Schools Intermediate School (4-6) was awarded a STEM innovation grant in 2011. The teachers have been participating in training in Digital Literacy and PBL. We have been growing STEM initiatives by including a few representatives from Buckeye Junior High School (7,8) in our professional development; we are beginning one-to-one initiatives with Apple Computers in our fifth grade second semester.Joseph Micheller, Ed.D., the Director of C&I will oversee the grant for the Cleveland Heights-University Heights City Schools. Dr. Micheller has co-authored major grant proposals to realize the District's vision of Preparing All Students for Success in a Global Economy (PASSAGE). Shelby Middle School is located on a campus setting with our SHS where we are currently implementing the New Tech PBL Model. Shelby High School is currently involved in its second year of the PBL/NT. This fall our SMS principal attending the New Tech Conference in Detroit to begin building capacity of the PBL framework. Also, SHS was just named a demonstration site and we currently have two network coaches on site. Van Wert City Schools will be supported and guided by our District and Building leadership teams. These teams, with 5 years collaborative experience, have worked together to manage other grants and large projects such as the Southern Regional Education Board High Schools that Work grants and the Race to the Top grants. The Winton Woods team responsible for the implementation of this grant will be Steve Denny, Executive Director of Accountability & Business Affairs, Dr. Terri Socol, Executive Director of Teaching & Learning, Rhonda Hobbs, Technology Director, Doug Sanker, WWMS Principal and the Winton Woods Middle School Building Leadership Team. Three of these individuals successfully implemented the Academy of Global Studies at Winton Woods High School combining both the New Tech Network's and the Asia Society International Studies School. The Zanesville City Schools team responsible for implementation of this grant will be Dr. Jocelyn Cosgrave, Mr. Steve Foreman and Connie Martin. This team has successfully implemented the New Tech model at Zanesville High School when Muskingum Valley New Tech Academy was established and extended to the middle school in 2012-2013. Mr. Steven Foreman is that of Liaison between New Tech Network and Zanesville City Schools. Connie Martin will continue provide job-embedded professional development and support for New Tech teachers and traditional teachers. New Tech Network, a KnowledgeWorks (NTN) subsidiary, is a not-for-profit school development organization located in Napa, CA. NTN currently supports over 130 schools, K - 12, in 23 States, including Ohio. NTN supports districts in creating rigorous and relevant learning environments through building local capacity for leading innovation, developing school leaders, and coaching teachers. With over 90% of NTN schools continuing in 2013, data indicate that NT. Amanda-Clearcreek's District Leadership Team's background contains many prior experiences to initiate and sustain innovative projects in our district. These abilities include software development, integration of technology, and testing, training, and roll-out of several large scale initiatives. Technology is a big piece of our innovations; we began to implement the eWalk last school year to help improve 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)

- [x] 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
- [x] 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.

The economy of tomorrow demands new skill sets for job seekers, and many only find successful employment after achieving some level of post-secondary credentialing or education. Ohio is no exception. Currently in OH, nearly 80% of all middle to high skill jobs require some type of post-secondary training. Even with this clear need, many OH students are not graduating career and college ready (CCR). ACT data indicate that only 49% of OH students who took the ACT met the benchmark for math college readiness. With the pressure to graduate students College and Career Ready (CCR), consortia members recognize that the preparation of CCR students is district-wide efforts. Amanda Clearcreek Local, Bridges Community Academy, Buckeye Local Schools, Cleveland Heights University Heights School District, Shelby City Schools, Van Wert City Schools, Winton Woods City Schools and Zanesville City Schools, in collaboration with the New Tech Network, are committed to increasing the percentage of students who graduate career and college ready. To achieve this goal, districts will develop or extend current New Tech instructional practices to create the foundation of a K - 12 pathway of innovation based on the the design principles: teaching that engages, culture that empowers and technology that enables. Teaching that engages. Teachers will shift their primary mode of instruction to project based learning, which will require them to craft high quality, challenging projects driven by the Common Core State Standards. Culture that empowers. Teachers and students will work collaboratively to develop a culture of shared ownership. Technology that enables. Student learning will be supported through the implementation of a 1:1 environment. Teachers will utilize the technology to create blended classroom experiences that focus on meeting the needs of each student. Specifically, each consortia member will approach the project through five interconnected domains: implement a New Tech school, develop district NTN/PBL coaching capacity, administrator professional development, community engagement and develop a network of Ohio schools. Design/Implement a New Tech School Districts will implement a new/additional New Tech school based upon the principles of the New Tech Model - teaching that engages, culture that empowers, and technology that enables. Students will be engaged in a rich, rigorous educational experience that are driven by Common Core State Standards and Deeper Learning skills (critical thinking, oral and written communication, collaboration and agency). Develop District NTN/PBL Coaches Districts will identify teachers to be developed as PBL/NTN coaches. The district NTN/PBL coaches will develop the skills needed to support the New Tech school as well as to extend the NTN design principles to other schools within the district. Leadership Professional Development NTN will design and implement district-wide leadership professional development founded in the principles of Growth Mindset(Dweck), Adaptive Leadership(Heifetz) and Becoming a Learning Organization (Senge). Community Engagement The Consortia will design a series of learning opportunities for community stakeholders to build shared ownership among all stakeholders to further the capacity to sustain the innovation. Developing the Ohio NetworkThe consortia will develop a series of regional content, leadership and design institutes that will allow consortia members to learn and grow collaboratively. At the conclusion of this project, consortia districts will have fully implemented an innovative school within their district and built the internal capacity, through the development of coaches and leadership work to sustain and grow this innovative model. Additionally, the consortia will have created a demographically and geographically diverse network of schools that will serve as models of innovation for other OH districts.

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.

Include in this section is a holistic perspective how this project will increase student achievement. The project will be described with increased specificity in the sections that follow. At the conclusion of the contract, each consortia district will have a fully implemented New Tech middle school that can serve as an integral piece of a K - 12 pipeline of innovative teaching and learning that is impacting the number of students graduating career and college ready The emerging personalized, blended K-12 innovation pipeline will provide rigorous and relevant learning opportunities for students. Students, through effective PBL instruction, will be deeply engaged in learning content as well as deeper learning skills. Thus leading to an increase in students graduating career and college ready. In order to build the internal capacity of the district to support the innovative pipeline, districts will train teachers as NTN/PBL coaches during the course of the project. These district coaches will have the capacity to provide direct coaching to teachers within the New Tech schools. Additionally, district coaches can be utilized to extend the innovative practices into other district schools. Under the direction of the Project Manager, districts leaders and teachers will meet regularly to collaborate around common challenges and successes. The intended goal is to build a strongly connected group of educators that will utilize their common goals as a way to build cohesiveness across communities and begin to impact the overall landscape in Ohio.

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.

n/a

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

13,866,497.00 * 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).

The overall budget for this project is $13,546,497. This amount is divided among the 8 consortia members based on student population and infrastructure needs to support the implementation of the New Tech Model. Included within each districts grant allocation, is funding for all New Tech Network services through the 2017 - 2018 school year. As a result of this being a consortia and allowing for individual districts to have the autonomy to create the optimal conditions for success, there is significant variability in the specific district budgets. Below are general descriptions of those items that are consistent across districts. Detailed descriptions can be found in the financial impact table. Technology: All districts are seeking funds to support the move to technology rich, engaging learning environments. New Tech schools operate in a fully 1:1 environment. The New Tech teaching methodology challenges students to do the "work of the world" and so requires them to have access to the tools of the world. In addition to the wide array of tools, resources, and information that are possible in a 1:1 environment, New Tech supports strong teaching and learning through our online learning platform EchoTM. To support this shift grant funds will be used to purchase student and teacher laptops, laptop carts as well as install the wireless infrastructure needed to support a 1:1 environment. Districts have also included the purchase of interactive whiteboards and other equipment designed to support learning in a collaborative environment. Professional Development: Consortia members are committed to developing inquiry-driven Project and Problem Based Learning as core instructional practices. The student-centered nature of PBL enables facilitators to more effectively meet individual student needs by putting the student in charge of their own learning and by providing instruction, workshops, labs, and experiences as a response to students' own understood "need-to-know." The shift to inquiry-driven PBL requires extensive and ongoing professional development. Each district will contract with New Tech Network to provide professional development and coaching for teachers and leaders. The professional development will be delivered in a variety of settings including in district coaching, regional events and national conferences. Actual budgeted amounts, listed in the financial impact tables, vary based on the number of students and teachers in a district. Since a significant amount of professional development will be during the summer, districts have included funding to allow staff to attend these events. Learning environment: A key component to developing an effective project or problem-based school is creating classroom spaces that encourage and support students working in collaborative teams. This includes the creation of large learning spaces that can accommodate integrated subjects, including two teachers, as well as furniture that supports students working collaboratively. Districts have included funding in the budgets for construction to create larger classrooms for integrated classes and flexible furniture that promotes collaboration. The actual amounts and types are again varied based on district and school needs.

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.

20,000.00 * 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.

While recurring costs vary among consortia districts, there are two significant recurring costs that are consistent across all districts, New Tech Network continuation and technology refresh. Districts have demonstrated in the financial impact table that all recurring costs associated with this project are offset by reductions in other areas. New Tech Network continuation: At the conclusion of the contracted period (July 1, 2018), districts will move into NTN continuation. Continuation provides continued support to NT schools though professional development, regional events and national conferences. Continuation also included Echo LMS license for all teachers and students. Cost for continuation varies between $14,000 and $26,000 and is based on the number of students. Schools across the national New Tech Network find tremendous value in continuation, as indicated by over 90% of schools continuing in 2013. Technology refresh: In moving to a 1:1 environment, districts will need to plan for laptop replacement. For many districts, this will result in significant increase in the number of devices that will need to be purchased. As indicated in the financial impact table, districts have allotted for the additional cost for technology replacement so that it remains budget neutral.

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

30,000.00 * 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.)

Even though this project is designed to meet the goal of increasing student achievement with no net change in district budgets, many consortia districts will realize actual savings. These savings result from multiple and varied conditions created within districts. Specifically, many districts achieve a savings as a result of moving to a 1:1 environment that has allowed them to reduce or eliminate textbook costs. As a result of this project, districts are able to save on average $20,000 to $40,000 per year after allowing for recurring costs associated with the project.

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.

This project will be self-sustaining both financially and programmatically. Financially, districts must prepare for recurring costs associated with technology replacement and New Tech continuation fees. Programmatically, through this project districts will develop the internal capacity to support and grow the innovative model. Each consortia district has developed a plan to support the ongoing costs for technology replacement associated with a 1:1 learning environment. Technology replacement costs will vary among consortia districts based upon the number of students in each grade level and the specific platform. Consortia districts will also be assessed a continuation fee following FY 18 to continue as members of the New Tech Network. This fee includes the Echo LMS software license, coaching support, and access to training events. Costs associated with continuation are based on student enrollment and range from $14,000 - $20,000. Districts have demonstrated in the included budgets that each of these are cost neutral. In addition to fiscal sustainability, this project seeks to develop programmatic sustainability through the development and certification of district PBL coaches, leaders and cohesive networks of innovative schools. District PBL coaches will be responsible for supporting the current NTN schools and will have the knowledge and capacity to extend the innovative practices throughout the district. District and school leadership will be engaged in learning to further develop the knowledge, skills and attributes needed to design schools that are focused around learning. In addition to the individual learning occurring within districts, the New Tech Network Project Manager will convene consortia districts to support shared learning. Together, the PBL coaching, leadership

professional development and consortia convenings provide districts with the human and organizational capacity to sustain and grow the innovative practices. Through the development of district coaches and adaptive leaders, essentially focusing on developing internal human capital, our consortia districts will have the internal capacity to develop scale innovative learning practices K-12. It is through these K-12 innovation pipelines that the project will see its biggest impact. In effect, having the ability over the course of time to impact all students within the consortia districts.

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): 01/01/2014 - 07/31/2014

* Narrative explanation

Design/Implementation, Professional Development and Stakeholder Engagement Design and Implementation: Throughout the spring semester district leadership will collaborate with all stakeholders to develop an implementation plan. This process will be guided by the NT Project Manager will be shaped by NTN's nearly twenty years experience developing schools. During the design and implementation phase, the focus is on creating an environment that provides for the best opportunity for a successful school start. Professional Development: The new school professional development cycle for New Tech Network is a comprehensive program for leaders and teachers that focuses on both shifting pedagogy and impacting culture. 1. Leadership Residency is a one week professional development event that supports school leaders in understanding both the adaptive and technical (Heifetz) challenges in implementing and leading a New Tech School. Leadership residency will be in January 2015 and will be held at a current New Tech School. 2. Teacher Residency is a three-day professional development event for school leaders and first year staff located on the campus of a current New Tech school. Teacher residency will allow the team to experience a New Tech school first hand, providing the opportunity to learn how project-based learning and a culture that promotes shared ownership impacts student learning. 3. NTN 101 at the New Tech Annual Conference is an intensive week-long training for all first year staff and leadership focused on building understanding and confidence in their ability to design and implement project based learning. During NTN 101, a NTN school development coach will guide the learning of the team. This coach will work closely with school leaders and the NT Project Manager to identify and plan for challenges. Stakeholder engagement: Stakeholder buy in is a known challenge in the initial stages of the project. In order to build buy in within the community, New Tech Network and district/school leadership will develop and implement a series of town hall sessions for community, parents, and business leaders. The town halls will provide stakeholders an opportunity to learn more about the consortia, New Tech Network and the impact this project will have on teaching and learning. Another crucial stakeholder group is teachers. To further support teacher-as-stakeholder learning, New Tech Network will host Executive Tours at current New Tech schools, which provide teachers and other stakeholders the opportunity to experience the teaching, learning and culture of a New Tech school. Teachers will participate in learning sessions designed to build understanding the need of the project as well as the impact on the classroom. By engaging various stakeholders in multiple opportunities to learn about and experience New Tech schools, consortia districts should be prepared to effectively avoid common missteps related to awareness, understanding, and impact.

Implement (MM/DD/YYYY): 08/01/2014 - 06/30/2018

* Narrative explanation

Project Rollout and coaching Innovative New Tech School: Consortia New Tech middle schools will open in August 2014. Each district, with the support of NTN, will design a school rollout plan that best supports the development of a culture that empowers and project based learning. In most consortia districts, this will translate into rolling out the project to a single grade in year one and expanding by one grade level in each subsequent year. All consortia NTN middle schools will be fully implemented beginning in August 2016. School Development Coaching: A New Tech Network School Development Coach will provide direct support to each New Tech school. The School Development Coach will work closely with the school leadership and faculty through the first four years of implementation. This individual will support the school in developing and growing culture and providing direct support to faculty. The School Development coach also supports the development and growth of the school leader. Each school will receive the following coaching support:Year 1: 28 days Year 2: 23 days Year 3: 4 days (shift to PBL coach develpment) Year 4: 4 days PBL/NTN Coach development: Beginning in year two, district teachers will begin the NTN/PBL coach certification process. These individuals will have experience with PBL at a New Tech school and will have excelled as facilitators. Over the course of years 2 - 4 the NTN/PBL coaches will develop local capacity to coach through experiences within the district and by supporting the learning of others at New Tech annual events. As coaches develop the capacity to support district schools, NTN will gradually release coaching responsibility to the district coach. Each school will receive the following PBL/NTN coach development support: Year 2: 12 days Year 3: 12 days Year 4: 12 days District Leadership training: During the project rollout phase the biggest barrier to success is turnover in district leadership. Districts must prepare for changes in leadership, which is a natural and common occurrence. This project seeks to build leadership capacity across the district, ensuring the knowledge and skills required to lead the innovation are distributed across multiple leaders. District leaders will participate in a three-year professional development program. Leadership training will be based on the work of Senge and Heifetz and will build individual's understanding of key concepts including Adaptive Leadership and developing the school as a learning organization. Each school will receive the following PBL/NTN coach development support:Year 2: 12 days Year 3: 12 days Regional content meetings: NTN will host two annual regional content meetings to support teacher professional development. The regional content meetings will include members of the national Network and will focus on project development and culture Consortia Leadership meetings: The NTN project will host 2 annual consortia leadership meetings. The consortia members to learn and grow collaboratively. New Tech Annual Conference: Each year NTN hosts its annual conference during the month of July. The annual conference provides an opportunity for teachers and leaders across the network to learn best practices as well as build connections with other New Tech schools to further support collaborative learning.

Summative evaluation (MM/DD/YYYY): 06/30/2015 - ongoing

* Narrative explanation

The success of this project will be measured through improved student achievement, development of a culture of learning and extension of innovation. Student achievement will be measured utilizing the first implementation of PARCC exams in Spring 2015. The 2015 cohort, as well as each succeeding cohort will be followed through their middle school and high school careers. Additional measures will include, college going rates, college persistence rates as well as measures of deeper learning skills, such as the CWRA (College Work Readiness Assessment) and Tasks within projects. The Council for Aid to Education, creators of the CWRA, has committed to developing a true middle school version of the assessment to be ready in the fall of 2014. The Council is excited about the opportunity to work with the consortia middle schools. Other traditional measures such as attendance rate, discipline, and drop out rates will be utilized to evaluate the development of a culture of learning. The project will also be evaluated on the ability of districts to leverage their internal capacity to support and grow the innovative learning environments. By school year 2018 - 2019, have districts begun to utilize district coaches to open additional New Tech schools and have other Ohio districts sought out consortia members as models for growing and supporting innovation? The biggest barrier to realizing the desired outcome is fidelity of implementation. Data from New Tech Network indicate schools that implement the three key design principles, teaching that engages, culture that empowers and technology that enables, with fidelity have the greatest impact on student learning. As the project begins, districts must be able to maintain the focus on purpose and resist the pull of the status quo. Those districts who manage this effectively will realize the biggest impact on student achievement.

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

The NTN Model creates an environment for deep, enduring learning by intentionally integrating small school culture, with inquiry-driven Project Based Learning,PBL and modern technology tools. While many schools have pieces of these elements, it is the way these core design elements act in concert that create the school environment conducive to strong student outcomes and overall organizational capacity. A Culture That Empowers: In order to take on the hard work of authentic teaching and learning, our schools strive to cultivate a pervasive culture of Trust, Respect, and Responsibility. More than just high standards for personal conduct, this emphasis of culture represents a commitment to empowering and engaging all members of the school community in key problem solving and decisions around norms, expectations, and procedures. The culture of a New Tech School is palpable in the way that students and teachers move with professional freedom through the building - no hall passes or bells necessary - and the ownership that comes through in the way they articulate how their school community works together to overcome challenges. Strong culture is a pre-requisite for, and a result of, challenging students with complex tasks and critical problem solving that are the hallmarks of the New Tech instructional approach. Teaching That Engages: New Tech's deep commitment to inquiry-driven Project and Problem Based Learning as core instructional practices form the heart of the New Tech experience. Students collaborate on complex, meaningful tasks and projects that make the application of the content immediately relevant and allow students to develop enduring deeper learning skills while mastering core content concepts. The student-centered nature of PBL enables facilitators to effectively meet individual student needs by putting the student in charge of their own learning and by providing instruction, workshops, labs, and experiences as a response to students' own understood "need-to-know." This instructional emphasis carries all the way through to assessment practices. Students are challenged with providing evidence of deep content mastery through their projects. Additionally, students are assessed on their development of enduring school-wide outcomes like Collaboration, Oral and Written Communication, and Agency. Technology That Enables: New Tech schools also operate in a fully 1:1 environment. The New Tech teaching methodology challenges students to do the "work of the world" and so requires them to have access to the tools of the world. In addition to the wide array of tools, resources, and information that are possible in a 1:1 environment, New Tech supports strong teaching and learning through our online learning platform Echo. This tool provides an instructional and assessment environment tailored to project-based learning and the meaningful assessment of student learning across both content and enduring skill outcomes. It also enables a strong culture of learning and mutual accountability as it promotes transparency across the school and with parents as well. Echo also amplifies the power and potential for networked learning, connecting teachers and leaders across our many schools to shared and sharable materials and content for teaching and learning with students and as a professional team. Developing as a Learning Organization: When these three design elements all come together, a New Tech staff and school are able to develop their collective capacity as learning organizations. As learning organizations, their emphasis usefully shifts from individual learning and accountability towards collective capacity and the ability to achieve meaningful shared outcomes. Schools and districts that develop this capacity are able to learn their way out of new obstacles and challenges as they arise and continue to achieve the student outcomes they care about in the midstof an ever-changing educational and world landscape.

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.

Recent research states that by 2018, 63% of jobs will require a college degree, workers with at least a Bachelor's degree earn nearly twice the income of high school graduates, and those with a college degree live over five years longer than non-college graduates. Yet, many of our nation's students do not enroll in college and nearly 3.5 million jobs in the U.S. remain unfilled despite 18 million Americans

looking for work. Further, students are not graduating career and college ready, with 52% of community college students and 20% of students enrolled in four-year institutions needing remedial coursework. Consortia districts seek to impact the number of students graduating career and college ready through the design and implementation of an innovative pathway of student learning built on the New Tech design principles. New Tech Network, in collaboration with Network schools and the National School Clearinghouse, has been able to quantify the impact the design principles have on student outcomes. Data indicate that students in New Tech schools attend college at a rate higher than their peers and persist at a rate significantly higher than their peers, both 2-year and 4-year college. Data also indicate New Tech students show significantly more growth on the College Work Readiness Assessment a measure of deeper learning skills. College enrollment and persistence evidence shows New Tech Network schools succeed in preparing students for the post-secondary option of their choice. While some NTN students choose an immediate career path after graduation, the overwhelming majority choose college. On average, 74% of students who graduated from NTN schools in 2011 enrolled in post-secondary education. This is a rate 9% greater than the national average as reported by the National Center for Education Statistics (NCES). NTN students at both two-year and four-year institutions demonstrate persistence rates well above national averages. For the class of 2010, 90% of NTN students enrolled in four-year institutions continue enrollment into their sophomore year, a rate 17% greater than the national average and 79% of New Tech students enrolled in two-year institutions continue the following year, a rate 46% greater than the national average. Further, students in New Tech Network schools where more than 65% of students are eligible for free and reduced price meals demonstrate the same high level of persistence. No matter the types of students served or where the schools are located a greater percentage of New Tech students attend college. Almost half of graduating seniors from towns, suburban and rural areas attend a four-year university. In urban areas, 27% of students enroll in four-year institutions and 44% attend two-year institutions. To gauge student growth and attainment of deeper learning, New Tech Network utilizes the College and Work Readiness Assessment (CWRA). The assessment compares seniors in NTN schools to seniors in other schools administering the CWRA, compares NTN seniors to freshman in colleges across the country, as well as measures students' growth of deeper learning during high school. Students in New Tech Network schools demonstrate 75% more growth in measures of deeper learning between their freshman and senior years than do students in the national CWRA comparison sample. NTN seniors outperform 77% of college freshman and 60% of other high school seniors when controlling for academic ability. The outstanding growth of NTN students is a promising indicator of the impact of New Tech Network schools. Successful preparation for post-secondary options also leads to higher high school graduation rates. NTN students graduate at a rate 6% greater than the national average. In 2010, the most recent year for which comparison data is available, NTN schools demonstrated an average 83% four-year cohort graduation rate compared to the 78% national average.

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

☑ Yes ☐ No

22. If so, how?

This project offers multiple opportunities for districts to replicate and learn from the consortia. Consortia districts will be positioned to serve as Learning Centers for districts across the state and will be able to provide professional development for teachers and leaders. This project will create a demographically and geographically diverse group of innovative Learning Centers that will serve as learning labs. The Learning Centers will provide an opportunity for districts across OH to understand the conditions that need to be in place to scale innovative practices. This includes stakeholder engagement, shifts in leadership practice, and impact on classrooms all leading to improved student outcomes. In addition to providing understanding on scaling innovation, the Learning Labs will provide an opportunity for other districts to understand how PBL can be utilized to meet CCSS. Teachers will be able to provide first hand knowledge of how to integrate deeper learning skills and performance task throughout projects in order to build engagement and prepare students for the coming PARCC assessment. The extensive professional development work will create a cohort of high capacity, effective leaders and coaches. This team of individuals will then be able to provide coaching to future districts that would like to move forward with PBL as the primary mode of instruction for the district. Ohio districts outside of the consortia can partner with New Tech Network (NTN) to develop a K -12 pipeline of innovative schools. As part of this partnership, NTN will provide design, implementation and coaching support. Districts can also partner with NTN to provide district PBL coach training and leadership training to build internal capacity to sustain and expand the innovative learning environment.

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

The lasting impact of this project will be recognized through the creation of rigorous, relevant and engaging learning environments that will improve student achievement and increase the number of students graduating career and college ready. The consortia districts, through extensive leadership and teacher professional development will build the internal capacity to sustain the current New Tech schools and extend the practices to other schools in the district. By ensuring the understanding of "why" this innovation is critical for the success of the students, the districts will create an environment that has the ability to withstand turnover and turmoil to have lasting impact. Additionally, districts will ensure through their sustainability plan that they will continue to receive support from New Tech Network. The impact on career and college readiness will be assessed through multiple measures through including achievement, attendance, discipline and growth of deeper learning skills. Together these measures provide a clear picture of graduates that are career and college ready. Achievement: AConsortia students will score higher on the OAA and OGT as a result of rigorous, project based experiences, students will have the knowledge, attitudes and skills to be successful on the 2015 Common Core State Standards achievement tests. The project-based learning structure will require students to go deep; developing the understanding required to think critically and utilize their knowledge in novel ways. In addition to preparing students to be successful on the current OAA and OGT, will position students to be successful on future Common Core State Standards based achievement tests. Attendance and Discipline: Student engagement plays a crucial role in both attendance and discipline. The unique culture and project based learning fostered in the New Tech schools will lead to an increased attendance rate and decreased discipline issues. Deeper Learning Skills: In order for students to graduate career and college ready, they must acquire more that just content knowledge. Students in the New Tech consortia will be pushed to develop the deeper learning skills of critical thinking, problem solving, collaboration and communication. The student deeper learning skills will be assessed through formative in-project assessments, Performance Tasks and the use of the College Work Readiness Assessment (CWRA). Performance Tasks require students to demonstrate their learning through complex writing tasks that require them to use their knowledge in novel ways and will be benchmarked nationally against other NTN schools. The CWRA is a nationally standardized assessment of deeper learning skills. Career and College Ready: The ultimate measure of success is the increase in the number of students that are graduating from the New Tech consortia districts career and college ready. New Tech defines career and college ready as being aware, eligible and prepared for college. This will be assessed by comparing the graduation rate, college going rate and persistence rate for seniors. Graduation rates will increase as a result of students being engaged and empowered learners. Students college going rate will increase as a result of the opportunities to experience college level curricula while in the high school providing a strong foundation and belief that they can be successful in college. Students will persist in college beyond their first year as a result of a rigorous curricula and the development of deeper learning skills.

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.

The specific benchmarks related to student are as follows: Broad adoption of PBL as the primary mode of teaching and learning: Schools and teachers will be assessed bi-annually on the use of PBL as the primary mode of instruction. This data will be benchmarked against national norms developed by the New Tech Network. The objective is all New Tech trained teachers using PBL as their primary mode of instruction by the end of the first post-training year. The impact the development of PBL/NTN coaches and leaders will be assessed long term by evaluating the number of teachers that have been trained by district coaches and are using PBL in the classroom. School Culture: Each consortia school will develop a culture based on trust, respect and responsibility where students and teachers share ownership of teaching and learning. School culture will be assessed annually utilizing both the New Tech School Culture Survey (internal measure) and the Youth Truth Survey (third party metric). Data from the School Culture Survey will be benchmarked against schools within the New Tech Network. Youth Truth data will be benchmarked against national data. Districts should expect the impact on student culture to affect both attendance and discipline. This data will be collected and analyzed by NTN and compared to National data. Deeper Learning Skills: Students for whom PBL is the primary mode of instruction should recognize significant growth in deeper learning skills. The CWRA pre- and post-tests will be used to assess deeper learning skills. Short term, schools should expect students to demonstrate a faster rate of growth in deeper learning skills than the national norm. Long term, districts should expect the continued development of deeper learning skills to impact the number of students graduating career and college ready as measured by college going rates and college persistence rates. As mentioned earlier, the Council for Aid to Education has committed to having a middle school CWRA ready for use in the Fall of 2014 to support the development of the Ohio consortia. Improved student achievement: In addition to growth in deeper learning skills, consortia districts expect an increase in OAA and OGT scores. The initial impact on these standardized assessments will be minimal as both teachers and students adjust to the change in pedagogy. Long range, districts should expect to see a gradual increase in these scores as students become increasingly engaged in their learning. Career and College readiness: Increasing the number of students that are graduating career and college ready is the overall long-term objective of this project. Districts will be able to quantify this through data regarding college-going rates, college persistence rates and the number of graduates required to take remedial courses upon entering college. In addition to these quantifiable outcomes, districts expect to see significant impact in culture as a result of the PBL and leadership professional development. While not easily measured, data points such as professional culture should be significantly impacted.

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

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

Working in collaboration with the assigned NT school coach, district and school leadership will closely analyze both qualitative and quantitative data to make adjustments as needed. This ongoing process of gathering, reflecting upon and evaluating data will allow the school to remain nimble in its ability to make mid-course adjustments ensuring the overall goals of the project are realized. In the spirt of transparency, the Project Manager will compile a report of progress to be presented to the Governor, State Superintendent of Public Instruction, Department of Education and district leadership on an annual basis through the first 5 years of project implementation. This report will summarize progress towards the overall goal and identify key successes and challenges districts have experienced. Objective: PBL use Evaluator: NTN Data Points: Teacher indicators, Course indicators, Project indicators Methodology: Classroom visits, Echo spot checks, Project Quality Checklist, Certified Teacher Rubric Timeline: bi-annual data collection Outputs: School site report generated and shared with district leadership. Objective: School Culture Evaluator: NTN Data Points: Attendance, Discipline, Student Retention, Teacher Retention, Drop-out rate, Culture Data Methodology: Self-reported data collected and analyzed by New Tech Network, Youth Truth, NTN School Culture Survey Timeline: Annual Outputs: Data report returned to schools each spring Objective: Deeper learning Evaluator: Council for Aid to Education, NTN Data Points: CWRA Methodology: CWRA middle school assessment Timeline: Fall and Spring Outputs: School reports generated in August Objective: Student Achievement Evaluator: ODE Data Points: Performance Index, Indicators met Methodology: PARCC, OAA, OGT Timeline: Annual Outputs: State Report Card Objective: College and Career Ready Evaluator: National School Clearinghouse Data Points: College going, College persistence Methodology: School reported data Timeline: Annual Outputs: School report generated annually

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 Ken Amstutz Van Wert City Schools 10/23/2013