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Adjusted Allocation: 0.00

Remaining: -13,866,497.00
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: Training, and roll

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, building local capacity for leading innovation, developing school leaders, and coaching teachers.

Dr. Jocelyn Cosgrave, Mr. Steve Foreman and Connie Martin.


Re

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 (RN/Fed Tax ID): 040966
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: ken_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 (RN/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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

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

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

* If a partnership or consortium will be established, please include this Straight A Description of Name of Partnership or Description of Name 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 (4-8) 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 (PASAGE). 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 PBLNUT. 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 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 projects and large grants such as the Southern Regional Education Board High Schools that Work grants and the Race to the Top grants. The Winston 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, WWMIS Principal and the Winston Woods Middle School Building Leadership Team. Three of these individuals successfully implemented the Academy of Global Studies at Winston 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-based 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 135 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 NTN. 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)

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

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

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

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. Unfortunately, many students that do not graduate from high school (to a level needed, many not even in OH) do not graduate primarily due to the lack of career and college pathways in their schools, and therefore lack the skills needed to succeed in today's economy.

This project has been designed to meet the goal of increasing student achievement with no net change in district budget. Ongoing annual recurring costs will not significantly impact district budgets, which currently allocate funds for professional development, technology, and other educational initiatives. Even though this project is designed to meet the goal of increasing student achievement with no net change in district budget, annual recurring costs 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 expected to save on average $20,000 to $40,000 per year after allowing for recurring costs associated with the project.

12. Describe how it will meet the goal(s) selected above.

- If school/district receives school improvement funds/support, provide a brief explanation of how this project will advance the improvement plan.

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.

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

13,866,497.00 * Total project cost

15. What new/recurring costs of your innovative project will continue after 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)

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

30,000.00 * Specific amount of expected savings (annual)

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 at that are equal to or less than 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 program reality. Financially, districts must prepare for recurring costs associated with technology replacement and New Tech continuation fees. Programatically, through this project districts will develop the internal capacity to support and grow the innovative model. Each consortia district has 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 platforms chosen. Technology replacement costs will need to be assessed at the beginning of the current school year. Each project director is responsible for developing an annual renewal contract for the state to support the project for the following school year. The contract will be reviewed each summer for renewal.

In addition to the individual learning occurring within districts, the New Tech Network Project Manager will convene consortia districts to share supported 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 implemenation 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 for 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.)

* Narrative Timeline Details

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 possible opportunity for a successful school. Professional Development: The new school launching team(s) at each New Tech will be responsible for developing an environment that focuses on nothing but shifting the paradigms and improving culture. 2. New Tech School Leadership: NTN’s 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. 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 districts/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 teachers as school leader 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.

Project Rollout and coaching: 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 development) Year 4: 4 days PBL/NTN Coach development: Beginning in year two, district teachers will begin the NTN/PBL/Coaching certification process. These individuals will have experience with PBL at a New Tech school and will have excellent tool facilitators. The curriculum is multi-year and varies for changes in leadership. This 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 learn to grow and collaboratively.

Professional Development: The new school launching team(s) at each New Tech will be responsible for developing an environment that focuses on nothing but shifting the paradigms and improving culture. 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 the past few years 2 - 4 - the NTN/PBL coaches will develop local capacity to coach through experiences within the district and not by supporting the learning of others at New Tech annual events. As coaches develop the capacity to support districts, 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 Regional content meetings: NTN will host two annual regional content meetings to support teacher professional development. 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.

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 the past few years 2 - 4 - the NTN/PBL coaches will develop local capacity to coach through experiences within the district and not by supporting the learning of others at New Tech annual events. As coaches develop the capacity to support districts, 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 Regional content meetings: NTN will host two annual regional content meetings to support teacher professional development. 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.

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

Yes

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 campuses 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 consortium 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 coaching and training to build the capacity 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 college and career ready. The consortia districts, through extensive leadership and teacher professional development will build the internal capacity to sustain the current New Tech schools and expand the number of schools across the state. For the students for the tools of success, the students will experience improved attendance, discipline, and higher graduation rates. As the programs continue to scale, the districts will be able to sustain the development of the key resources and tools needed to support their programs.

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 PBLNTCs 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 the school culture and understand the importance of the New Tech culture. Students for whom PBL is the primary mode of instruction will score higher on the New Tech School Culture Survey (internal survey) based on youth Trump survey data. Data from the School Culture Survey will be benchmarked against schools within the New Tech Network. Youth Trump 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 will score higher on the New Tech School Culture Survey based on youth Trump survey data. Data from the School Culture Survey will be benchmarked against schools within the New Tech Network. Youth Trump 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 will score higher on the New Tech School Culture Survey based on youth Trump survey data. Data from the School Culture Survey will be benchmarked against schools within the New Tech Network. Youth Trump 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. Short term, schools should expect to see 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 data collection and the New Tech Network is ready to work with NTN 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 and 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.

By virtue of applying for the Straf A Fund, all applicants agree to participate in the evaluation of the Straft A Fund for the duration of the evaluation timeframe. The Governing Board of the Straft A Fund reserves the right to modify the plan and request additional information from the data collection/evaluation teams, including but not limited to surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straft A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant and all others and 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.

Accept Kem Ansultz Van Wert City Schools 10/23/2013