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Adjusted Allocation: 0.00

Remaining: -13,866,497.00
The successful implementation of these foundational elements will lead to increased student achievement and to a Veach, Alan

to begin building capacity of the PBL framework.

Barbara Gunkelman

With over 90% of NTN schools continuing in 2013, data indicate that NT.

P: 707

Buckeye Local Schools Intermediate School (4

Dona Kaufman

Also, SHS was just named a demonstration site and we


Technology Director, Doug Sanker, WWMS Principal and the Winton Woods Middle School Building Leadership 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, currently have two network coaches on site.

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 CAL 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 PBLUNT. 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 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, WWMS Principal and the Winston Woods Middle School Building Leadership Team. Three of these individuals successfully implemented the Academy of Global Studies at Winfion 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 Covgrae, 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-

mixed 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 NTN, Amanda-Clearecreek'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 - 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. The current college and career readiness gap for high school seniors in Ohio is much larger than the national average for all students and does not reflect the high employment demand for 21st century skills. The World Economic Forum has identified the top skills needed for millennials to thrive. The Partnership for 21st Century Skills in collaboration with the Bill & Melinda Gates Foundation. The ACT data indicate that only 49% of OH students who took the ACT met the benchmark for math college readiness.

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.

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 consortium or partnership, please include the five-year forecasts of each school district, community school or STEM school 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

* Specific amount of expected savings (annual)

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/votation: Please provide details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

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/votation: Please provide details on the anticipated savings (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

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.

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.

The New Tech teaching methodology challenges students to do the "work of the world" and so requires them to have access to the technological infrastructure that supports effective projects and problem-based learning.

Developing the Ohio NetworkThe consortia will develop a series of meetings, district site visits, case studies, and a common platform for ongoing communication to support the Ohio 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 further developing 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 share supported learning. Together, the PBL coaching, leadership...
D) IMPLEMENTATION - Timeline, communication and 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 address 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.)

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<th>* Proposal Timeline Dates</th>
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<td>Plan (M/DD/YYYY): 01/01/2014 - 07/31/2014</td>
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*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 NTT's nearly twenty years experience developing schools. While the design and implementation phase, the focus is on creating an environment that provides for the best opportunity for a successful start. Professional Development: The new school launching team of New Tech Network, is a team of educators and innovators who have experience in a 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.

- **Implementation:** Students are assessed on their development of enduring school knowledge. To 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 learn." This instructional emphasis carries all the way through to assessment practices. Students are challenged with providing evidence of deep content mastery through their projects.

- **Technology That Enables:** New Tech schools also center 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 NT middle schools will be fully implemented beginning in August 2018. 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 throughout 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 excellence in facilitation and collaboration, 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 Year 4: 12 days District Leadership training: During the project rollout phase the biggest barrier to success is turnover in district leadership. To address this risk, the NTN/PBL coach development support for 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 regional content meetings will include members of the national Network and will focus on project development and culture Consorita Leadership meetings: The NTN project will host 2 annual consortia leadership meetings. The consortia members to learn and grow collaboratively. The NTN 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.

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

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 school culture, with inquiry Project Based Learning.PBL and modern technology tools. While many schools have pieces of these elements, it is the way these core elements align in concert that create the school environment conducive to strong student outcomes and overall organizational health. A Culture That Supports: In order to take advantage of a truly authentic learning 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 to 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 work with professional freedom through the building - no hall passes or bells necessary - and that they navigate through the world through the way they are encouraged to help their 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 accountability towards 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: These three themes come together as a whole, a New Tech school and staff and school to develop their collective capacity as learning organizations. As learning organizations, their emphasis ushers students into high school, using their collective community and accountability towards capacity and the ability to achieve meaningful shared outcomes. Schools and districts that develop this capacity are able to learn their way out of obstacles and challenges as they arise and continue to achieve the student outcomes they care about in this holistic and changing educational and work landscape.

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**

**No**

This project offers multiple opportunities for districts to replicate and learn from the 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 democratically 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 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 professional learning and coaching to build their capacity to sustain and expand the innovative learning environment.

22. If so, how?

While not easily measured, data points such as professional culture should be significantly impacted. A gradual increase in these scores as students become increasingly engaged in their learning. CWRA ready for use in the Fall of 2014 to support the development of the Ohio consortia. Graduating career and college ready as measured by college going rates and college persistence rates. Instruction should recognize significant growth in deeper learning skills. Culture to affect both attendance and discipline. Ownership of teaching and learning. The primary mode of instruction. The specific benchmarks related to student are as follows:

- Instruction will have the knowledge, attitudes and skills to be successful on the 2015 Common Core State Standards achievement tests.
- Successful preparation for post-secondary education includes leadingshards to be successful on future Common Core State Standards based achievement tests. Attendence 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 consortium will be pushed to develop the deeper learning skills of critical thinking, problem solving, collaboration and communication. The deeper student learning skills will be assessed through formative-in-summative assessments, Performance Tasks and the use of the College Work Readiness Assessment (CWRA).

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 expand these opportunities to the other schools in the districts. Students graduating from the New Tech network schools demonstrate more growth in college going rates, college persistence rates and the number of graduates required to take remedial courses upon entering college. In addition to these quantitative disciplines, 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.

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 PBLNTCNs 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. The Science Culture: Each consortium school will develop a culture based on trust, respect and responsibility where students and teachers share ownership of the school culture and will be assessed annually by New Tech Network devised School Culture Survey (internal survey). The School Culture Survey will be benchmarked against schools within the New Tech Network. Youth 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 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 and high school student survey ready for use in 2016 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 quantitative disciplines, 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. The overwhelming majority of the work of the project will be the planning process and the distribution of resources to the districts. 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. Objectives: 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: State School site generated and shared with district leadership. Objective: School Culture Evaluator: NTN Data Points: Attendance, Discipline, Student Engagement, Teacher satisfaction, Teacher turnover rates, Course Quality, Curriculum Quality, School Culture Survey, New Tech Network devised School Culture Survey, Self report of Students, Youth voice. Data point 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: Student Achievement Evaluator ODE Data Points: Performance Index, Indicators met Methodology: PARCC, OAA, OGT Timeline: Annual Outputs: State School site generated and Career Readiness Evaluator: National School Clearinghouse Data Points: College going, College persistence Methodology: School reported data Timeline: Annual Outputs: School report generated annually.