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Adjusted Allocation: 0.00

Remaining: -1,000,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Innovation resulting in Transformation based on Emerging Trends

2. Project Tweet: Please limit your responses to 140 characters.
   Bill Daggett will assist 13 district teams in transforming teaching & learning using innovative practices based on 5 Emerging Trends
   This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.
   This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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4. Explanation of any additional students to be impacted throughout the life of the project. 
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

As new students enroll (whether by a move or the choice to attend their public school based on what they hear from others is taking place) in any of the 13 ETN districts, they will be awed by the transformation to the innovation in each of their classrooms & the consistency of higher level learning, the use of digital technology, the Makers Space area, project based & authentic learning opportunities, college and/or career readiness preparation they are receiving and the personal skills they are gaining. As districts continue to add all of the 5 emerging trends to the transformation, innovation will enhance, teaching and learning taken to greater levels and students even more prepared to graduate and be skilled academically and socially for college and/or career as well as the future.

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

First and last name of contact for lead applicant
Doug Crooks

Organizational name of lead applicant
North Point Educational Service Center

Address of lead applicant
1210 E. Bogart Road Sandusky, Ohio 44870

Phone Number of lead applicant
419-627-3999

Email Address of lead applicant
dcrooks@npesc.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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

☐ Yes
☐ No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☐ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

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

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

a. The current state or problem to be solved; and

Innovative practice in every classroom in 13 of the districts served by North Point ESC will be the goal of this project. Driven by the 5 emerging trends and the work resulting from this planning year, a climate of excitement and anticipation of dynamic, innovative change exists from the work of the 13 ETN teams. District leaders will work to insure that 21st Century Learning skills are a priority for every student. These teams came together with support from boards of education, district leaders, teachers and community members to be part of this project. Training is focused on the trends and will profoundly impact schools, teachers and students in the next one to three years. NPESC, Dr. Daggett & team will provide resources, direction, training to analyze data identified by the ETN team as indicators of success resulting from this project. The goal is that every student is positively impacted by dynamic changes in teaching & learning as a result of this aggressive, focused transformation.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

North Point ESC (NPESC) & its 13 Emerging Trend District Teams recognize the urgency to transform teaching & learning practices to address concerns of drop out rates, unprepared graduates who are not college or career ready, the lack of STEM skilled graduates entering the workforce and the need to engage students in their learning. NPESC has partnered with Dr. Bill Daggett & International Center for Leadership in Education (ICLE) with the goal to transform teaching and learning based on the 5 emerging trends. School district leaders are feeling overwhelmed. Their energy, attention and available time are being consumed by variety of issues that equally demand district leadership’s immediate and ongoing attention. These challenges include: Ohio New Learning Standards; changes in state assessment; new teacher evaluation; student attendance and graduation rates and many other pressing issues. The attention required for these and other day to day issues often prevents school leaders from having time to focus attention on emerging and transformative trends that will profoundly impact their schools, teachers and students in the next one to three years. Through their work with thousands of schools, Dr. Bill Daggett and Eric Sheninger have identified 5 emerging trends that impact student achievement and performance. North Point ESC hosted the planning year in 2015-16. 13 teams have formed Cohort 1 & have developed focused action plans to initiate change starting this summer, 2016. Dr. Daggett has provided a forum for leadership teams to become educated on the 5 emerging trends: 1. The Impact of Digital Learning 2. Developing Personal Skills 3. The Increased Emphasis on Application Learning 4. The Heightened Demand for Career Readiness 5. Use of Data Analytics to Develop Growth Models & their impact on teaching & learning. Each plan is based on trends which will initiate transformation in every classroom. North Point ESC and each team has invested its own fiscal and human resources to organize and participate in the ETN planning process over 2015-16. We are seeking this grant to support from the work of the Cohort 1 teams and to open another Cohort 2 training for other district teams. Cohort 1 teams will use resources to advance and accelerate innovative practices in each classroom resulting in 21st Century Learning, an increased focus on STEM and increasing rigor and relevance in every content area. Every student will benefit from the combined efforts of the State of Ohio, North Point ESC, ICLE, & Cohort 1 teams to insure innovative practices are in each classroom. Cohort 2 will begin the journey in 2016-17. This innovative project will result in every student graduating prepared for college and/or careers. The key to sustaining change is to begin with the end in mind by focusing, first on student achievement and then leading a focused and aggressive plan of change by changing the culture and capacities around instructional practices will insure the goal of this project is both met and sustainable. ICLE will support the ETN Network participants through developing capacities of key instructional leaders in the districts to fully implement specific identified trends and sustain its impact to create future-focused schools. In order to accelerate and transfer skills, strategies, and best practices learned in Cohort 1 and those that will be introduced to Cohort 2 teams thru Emerging Trends Network school leadership teams and all educators involved must be provided with intensive and deep professional learning opportunities and ongoing support. It is for these reasons we are seeking grant funds to make innovation a priority to transform teaching, learning and assessment in every classroom in the NPESC member districts.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

The desired outcomes are: (1) Professional educators will gain a rich, deeper understanding of the five emerging trends and implement the trends to increase rigor and relevance thus positively impacting student achievement based on assessment data, growth measures, school climate, culture using survey data: (2) working with the members of ICLE and NPESC teams will implement innovation plans based on the emerging trends and resulting in an increase of students graduating from high school, well prepared for college and careers: (4) students will use technology to expand their learning beyond the classroom, enhance critical thinking and problem solving in ways that will lead to success in the global economy and rapidly changing digital environment. (5) Communities will gain an understanding of the need for innovation and support the transformation in the schools (6) Educators will increase the focus on innovation as they plan PD, allocate funds and in hiring staff.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Change in instructional practice will better prepare our students for the future: Teaching and learning must engage all learners in using the Rigor/Relevance Framework by creating opportunities for students to think and work. (2) Teachers will integrate more engaging math and literacy strategies into daily instruction, in all content areas (3) All educators will use data effectively to make decisions through data analysis and how to effectively use data to impact student achievement; (4) Building and teacher leaders must encourage interconnectivity and collaboration through professional dialogue. (5) ICLE and NPESC coaching are needed to insure targeted professional development, sustainability (6) use of data for progress monitoring (7) Connections with walk thrus, OTES, student progress monitoring, school and classroom culture all reflects the ETN plan. Advice and guidance ensuring that all leaders are prepared to turn theory into action.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc.) or how these are well-supported by the literature.

The first step in implementation began on November 16, 2015 when North Point ESC hosted Dr. Daggett & Eric Sheninger to the area for a full day PD with teams. An overview of why schools must be implementing innovative practices and planning for the future in order to meet the needs of today’s learners and a globally driven complex world was presented with data. These facts challenged every participant to think differently about what should be taking place in classrooms. From that overview, 13 teams committed a full professional development program as outlined in this proposal and a commitment for the funding year and sustaining 5 additional years with no increased costs. The assumptions as to the need for this initiative are based on graduation rates, the need to challenge our gifted students, state assessment results, value-added data, parents and students making choices away from K-12 public education in Ohio. The need for career and college ready graduates that include higher level skills through instruction that is application-based, taught with rigor and relevance and supported by digital technology that will be required for success now and in the future. The Emerging Trends Network are well supported by the literature: Research supports what most of us know: what goes on between the teacher and each student is central to high-level learning. Effective teaching is not the end goal; it is the means to an end- rigorous learning for all. For more than 20 years, the International Center for Leadership in Education (ICLE) has been assisting leaders and teachers as well as identifying, studying and showcasing America’s most successful schools. The Bill and Melinda Gates Foundation funded research on thousands of America’s most effective and rapidly
improving exemplary schools and school districts. Current and past research conducted by some of the most respected leaders in K-12
education has resulted in the ETN and the key professional development components which will become the catalyst for change in the 13
school districts committed to this ETN initiative. The Daggett System for Effective Instruction is more than an approach to enhancing
instruction and instructional capacity. It is a way of thinking about what we believe about children, schools and learning which has
coalesced at a critical time in American education when standards, assessment, accountability, teacher evaluation systems are
intersecting with budgets, the global economy, technology innovation kids” and public policy debates. The Daggett system builds upon the
ideas, inspirations, practices and research of others, including the best research and meta-analysis on effective instruction and rigorous
learning and the years of collective experience that International Center staff, consultants and thought-leaders have accumulated from
thousands of American schools. The Daggett system recognizes the primary and immeasurable value of great teachers and great teaching
and strives to align education systems and function not simply to pilot researched based effective strategies but to do so in a manner in
which the entire school district, every educator, even student, administrator, board of education member and community is invested in the
transformation. Pilots of best practice will be replaced with strategies that are present in every classroom in every ETN district and then
expanded to others.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.
_These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using
new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or
may not result in change)._}

#1-100% of ETN teams have written and started to implement an innovative plan on at least 1 trend with defined action steps, time lines
and measurements as to impact. #2: Using social media, 100% of the teams will share best practices with teams working on the same
trend and share successes and challenges. #3: 100% of Leadership Teams will form a District level working team which will serve as
train-the-trainers under this model and will have both leadership and district trend teams working together by August 1, 2016. #4 By
September 30, 100% of educators in each ETN district will be aware of the trend plan, the actions to be taken and the manner in which the
professional development for 2016-17 reflects the goals. #5 In September, 2016 all 13 ETN Teams attend a day-long session with Dr.
Daggett to debrief and discuss their plans, point of implementation to date and suggestions for buy-in and sustainability. #6:100% of
districts will implement plans with changes based on data.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future
comparison.
Baseline Data: Use of 2014-15 state assessment results including performance index; Indicators met; gap closure; graduation rates; K-3
literacy performance rating; overall progress; gifted; performance of lowest 20% in achievement; performance of students with disabilities.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
To insure the success of this project, North Point ESC, with support from this opportunity, will hire a Director of Innovation to work with the
Emerging Trend Districts, facilitate the process, insure accountability for the plans, and provide ongoing support of this initiative. Since
every indicator of success is written with a defined accountability measure, as data is analyzed and reviewed, both the District ETN team
and the District Working Teams, under the guidance of the Director of Innovation, will be responsible for reviewing the assumptions,
making changes in the action plans and providing support, resources and Professional Development as needed to make certain
outcomes become reality. Support from North Point ESC and the ICLE will be involved to assist in keeping the transformation efforts on
track. As data points are monitored, should spending reductions fall short of what was indicated on the Financial Impact Tables, District
personnel will meet with NPESC Treasurer, Matt Bauer and Grant Coordinator, Kathryn Hott to resolve the issue, make revisions in order to
insure that no increase in spending is occurring due to the Emerging Trend Plans. The Ohio Department of Education will be made aware
of the concerns as well as be updated on the plan to resolve the issue/s and given a revised Financial Template and narrative if applicable.
If outcomes are not being realized at any data point, the district leadership team will gather to explore cause, address the roadblocks,
revise the plan and set new benchmarks to analyze progress toward outcomes. If assumptions are falling short of expectations, at any
point throughout the transformation process a review of the plan will be required. Both the leadership team and the working team members
need input as to reasons that we are not meeting the assumptions and then generate steps to resolve the issues and put the plan back on
track. The layers of support are in place for success.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
_Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from
textbook to digital resources for teaching._

Each district treasurer and superintendent have provided the five year forecast and FIT along with a narrative of how they intend to sustain
the program within their districts. Although each district’s reduction plan will be based on their trend goals, examples of desired outcomes
through savings or reallocations will include: Increased use of technology resulting in lower costs of copier maintenance, paper, toner;
Professional development expenditures will be reduced significantly as the Emerging Trend Network model is a train-the-trainer model
which will use educators in district, with support from North Point ESC to provide on site training; transitioning to Maker Spaces will reduce
the cost of media center materials, increased integration of technology will result in cost savings for textbooks and resource materials.

ii. What assumptions must be true for this outcome to be realized?
_Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than
previously purchased textbooks._

Transition to train the trainer model for delivering professional development provides on site, comprehensive training without the cost of an
outside presenter. North Point personnel have been in the ETN training with Dr. Daggett and his team so as to be available to member
districts to provide PD aligned with the trend plans. Maker Spaces and using technology for research and resources will replace textbook
and research material purchases. The use of technology in classrooms will reduce paper, toner, and copier expenditures. The increase in
### Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

The 13 districts who are committed to the ETN initiative did so by recognizing that some of the educational practices, which Dr. Daggett and his research have found to be effective are present in some classrooms in their districts, however, these practices are being used in isolation rather than through a comprehensive, focused, innovative plan for transformation that increases student learning and becomes the culture of each school and district. Some of the ETN districts have implemented Bring Your Own Device or one-on-one devices. This has been done without a comprehensive professional training for teachers to attain "buy in" and recognize that digital learning will stretch students' thinking in ways that will lead to success in today's increasing global economy and rapidly changing digital world. Professional development on classroom models that blend the main features of both the traditional classroom and online learning have involved those teachers who chose to attend PD on the integration of technology into instruction but was only done in some classrooms. Emerging Trend #1 through the Network and ICLE will provide that much needed training for educators. References: http://www.christenseninstitute.org/publications/hybrids: http://www.hastac.org/blogs/ekolarda/2012/10/24future-now-unpacking-digital-badging-and-micro-credentialingk-20-educators Few districts have found the time to address the emerging trend of helping students to develop (Trend #2) personal skills which includes the responsibility of teaching today's students how to manage their digital identity and footprints. This emerging trend addresses personal and interpersonal skills, such as responsibility, self-management, integrity/honesty, collaboration and leadership all of these are critical in today's workplace and may be found in character education programs in some schools. What is lacking is the addition of digital identity management to this toolbox of "soft skills" or "employability" skills is now needed to prepare our students for college and careers. Reference: The Twelve Guiding Principles; International Center for Leadership in Education. Emerging Trend #3 places an increased emphasis on Application-Based Learning. This assumption is that educators are trained in an application modality and that they are able to provide relevancy to each student and not to all. Therefore the need to apply learning to personal interest is the 3rd of the 5 trends. To do so, schools must lead this climate of change, not in one building but throughout the district including how they organize and deliver instruction to students moving to an application based instructional program such as: Expeditionary Learning which helps learners become "leaders of their own learning": Project-Based Learning implemented school wide which engages teachers in unit planning based projects: Game based learning which emphasizes principals of gaming in daily curriculum: Quadrant D learning which focuses on high rigor/high relevance lesson planning: Industry certifications and career academies. Reference: http://spnetwork.org/spn/userMedia/31/31filesFocusedOnStudentSuccess_7_26.pdf Berger.R. (2013). Leaders of their own learning transforming schools through student-engaged assessment. Every educator works hard to prepare their students for career readiness, yet without a focused, comprehensive plan for training all teachers, this is becoming more difficult. There is a growing realization that preparing a young person for career success requires a higher and different set of academic skills and knowledge than those needed for success in higher education. Preparing our teachers to deliver rigorous and relevant academic experiences, not in a pilot or in isolation from other educators will prepare students to be college and career readiness.

### 356091 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

All 13 ETN districts will see budget reductions in the following: Based on their trend choice for 16-17, additional reductions may result. 3.030 purchased services reductions will be a result of the PD that will be done by educators in the district via a train the trainer model with North Point ESC also providing PD focused on the trend. 3.040 Supplies and Materials will decrease costs as implementation of technology will lesson copy costs, paper use, toner and classroom supplies 9.010 Textbooks and Materials - textbooks will be replaced by electronic texts and research and reference materials will be replaced by technology and the Makers Spaces in schools.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

As data points are monitored should spending reductions fall short of what was indicated on the Financial Impact Tables or outcomes are not realized the following will occur: Should the financial savings/reallocations of this project prove false or are not realized, it will be determined in ample time for corrections to be made so that outcomes are realized. This will be accomplished as each district leadership team in collaboration with the district's working team meet to review progress on all goals including financial. Should outcomes not be on track, the treasurer and district team members will meet with NPESC Treasurer, Matt Bauer and Grant Coordinator, Kathryn Hott to work together to resolve the issues by making whatever revisions are in order to insure that no increase in spending or additional revenue is needed to accomplish the trend plan goals. The Ohio Department of Education will be made aware of the concerns, the plan to resolve the issues and given a revised Financial Template and narrative. If outcomes are not being realized at any data point, the district leadership team will gather to explore cause, address the roadblocks, revise the plan and set new benchmarks to analyze progress toward outcomes, ICLE staff will be involved in the process as well as NPESC support personnel. If assumptions are falling short of expectations, a plan review will be required. Both the leadership team and the working team members need input as to reasons that we are not meeting the assumptions and then generate steps to resolve the issues and put the plan back on track. Support from ICLE and North Point ESC will be a part of this process.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

District Leaders. Teacher Leaders in each district have a focused, innovative plan for professional development leading to transformation in each classroom - thus changing the culture, practices and resources in the classroom. Using the 5 emerging trends as a basis for innovation, classrooms will be centers for digital learning, promoting personal skills with students, increasing application-based learning and increasing skills and knowledge for career and college readiness. Teachers will understand how to analyze data to develop growth models as a way to plan based on what a student knows and is able to do. Data, digital technology and students will become a greater resource in the classroom. Classroom resources will change. Digital learning will be a prominent resource in the classroom. Traditional textbooks will be replaced by technology. Students will be engaged in application-based learning projects and instruction will be in Quadrants B & D: Application & Adaptation.

ii. What assumptions must be true for this outcome to be realized?
Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

District leaders and teacher leaders have input in the design of an innovation plan based on emerging trend/s which align to district goals. They have a solid understanding of the emerging trends to lead the transformation process in collaboration with the teacher leaders who are serving on the working team. Furthermore district and teacher leaders share a vision, focus and plan to secure buy-in from all staff, methods to support PD for all district educators, as well as working to sustain the program in the future. PD is planned in a comprehensive format to support the transformation to innovative dynamic classrooms; including application-based leaning, integration of technology across all disciplines, rigor and relevance with instruction based on Quadrants B & D - application and adaptation. Principals are trained in their role as leader in this transformation from traditional classroom practice to innovation. Walk thru data and OTES reflect that role.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Efforts have included professional development for educators from all 13 of the ETN districts to address new standards, integration of technology, ELA& Math Cadres who are leading the change in these two areas & Silver's Core Six Strategies. These efforts have impacted teachers who attended this PD & returned to classrooms to implement them. While this PD impacts some, the transformation is not taking place in every classroom to impact every student. It is for this reason we are seeking support for this innovative, aggressive project that will result in systemic change in each classroom in each of the 13 districts (Cohort 1) & expand to form a second cohort

http://www.christenseninstitute.org/publications/hybrids: Few districts have found the time to address the emerging trend of helping students develop personal skills including the responsibility of teaching today’s students how to manage their digital identity and footprints. This emerging trend addresses personal and interpersonal skills, such as responsibility, self-management, integrity/honesty, collaboration and leadership all of these are critical in today's workplace and may be found in charter education programs in some schools. What is lacking is the addition of digital identity management to this toolbox of "soft skills" or "employability" skills is now needed to prepare our students for college and careers. Reference: The Twelve Guiding Principles; International Center for Leadership in Education (ICLE). Emerging Trend #3 places an increased emphasis on Application-Based Learning. This assumption is that educators are trained in an application modality & are teaching relevancy of such for every student. The need to apply learning to personal interest is the 3rd of the 5 trends. Schools have to change how they organize and deliver instruction by moving to an application based instructional program such as Expeditionary Learning which helps learners become "leaders of their own learning": Project-Based Learning implemented school wide which engages students in unit based projects: Game based learning which emphasizes principles of gaming in daily curriculum: Quadrant D learning which focuses on high rigor/high relevance lesson planning: Industry certifications and career academies http://spnetwork.org/spn/userMedia/31/31files Focused On StudentSuccess_7_26.pdf ; Berger, R. (2013). Leaders of their own learning transforming schools through student-engaged assessment. Every educator works to prepare their students for career readiness. Yet without a focused, comprehensive plan for training for teachers, this is become more difficult. There is a growing realization that preparing a young person for career success requires a different set of academic skills and knowledge than those needed for success in higher education. Preparing teachers to provide rigorous and relevant academic experiences that will prepare students to be college and career ready will require focused and sustained PD and shifts in how the instructional programs are organized and monitored. This is Trend #4 in the ETN of professional development: References: Frey, C.B. and Osborne, M.A. (September 17, 2013). The future of employment: How susceptible are jobs to computerization? http://nces.ed.gov/pubs2014/2014003.pdf http://money.cnn.com/2013/05/17/pf/college/student-debt. The Ohio Improvement Framework has districts using data to make decisions. We have a wealth of data yet choosing and analyzing the right data does always happen. Emerging Trend #5 addresses this area by teaching educators how to leverage data to better support growth models to know what students’ know and are able to do. Rapidly improving schools have changed focus to a continuous improvement model for each student. Reference: International Center for Leadership in Education ; www.leadered.co

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: This is the preferred indicator for this goal.

Bellevue City, Huron County-68.3%: Benton Carroll Salem, Ottawa County-66.6%: Edison Local Schools, Erie County-70.7%: Huron City Schools, Erie County-66.4%: Margareta City Schools, Erie County- Norwalk City Schools, Huron County- 67.1%. Oregon City Schools, Lucas County-68.2%: Perkins Local Schools, Erie County - 71.4%: Port Clinton City Schools, Ottawa County-68.4%: South Central Local Schools, Huron County-68.6%: Vermillion Local Schools, Erie County 67.6%: Willard City Schools, Huron County-64.2%: Woodmore Local Schools, Sandusky County-68.7%: EHOVE Career Center, Erie County

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

Anticipated impact on the above instructional percentages will be twofold: decreasing expenditures while increasing student achievement. Professional development costs will be reduced by 55% through the funding year and then by utilizing a train the trainer model for ongoing professional development and additional cost savings of 25%. The goal of all professional development is to enhance teacher performance so that all students can learn, thus impacting student achievement. This will be accomplished as the purchase of classroom supplies is reduced by 20% in the funding year as technology replaces paper copies and reference materials. Media Center resources should be reduced by 15% for those districts implementing Maker Spaces in the funding year. A cost savings of 25% on textbooks will occur as technology replaces textbooks. In summary, instructional expenditures will decrease as student achievement increases.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

As ETN teams use data and work closely with their individual district treasurers, along with support from the NPESC treasurer, progress monitoring will be required as to the impact of this transformational plan on each districts’ five year forecast data. Teams use the financial impact as one indicator of the success of this innovation on budgets and plan for sustainability of the project now and in the future. If the data on the financial implications of this proposal demonstrate that the assumptions in this proposal on cost savings and future sustainability without additional revenue are not occurring as forecasted, the following steps will be taken: The ETN team and the district working team members will work with the NPESC treasurer and any other support personnel needed to identify the issues, possible reasons that it has been proven false, make changes to address the assumption and reach consensus on steps to be taken to either revise the assumption or to revise the action steps being taken based on the assumption. Support from ICLE and North Point ESC will be a part of this process. A candid process of discussion and impact will take place to insure the cost savings that will result from this innovative plan become a reality for each participating district.
### d. Implementing a shared services delivery model

#### i. List the desired outcomes.

**Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.**

The desired outcomes of shared services are as follows: Shared ideas, strategies, implementation, overcoming obstacles, progress monitoring and sustainability for all educators involved in the ETN transformation through focused, innovative planning and collaborative support. Train the Trainer model will provide support for each district to insure implementation and sustainability; Shared professional development for all educators in ETN districts, through the leadership of the ICLE and North Point ESC, will take place in 2016-17 and will be made available to all ETN districts through collaborative, shared services under the leadership of North Point ESC and ICLE: Teacher leaders will share successes, obstacles & assistance via technology they will also have access to the NPESC coach, the ICLE Project Manager and other leaders of this initiative: Each district will have a comprehensive professional development plan that is focused on the trend/s chosen.

#### ii. What assumptions must be true for this outcome to be realized?

**Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.**

The Director of Innovation will be well trained and have a strong background on the Emerging Trends & their impact on transforming teaching and learning through focused planning, progress monitoring and classroom practice. A comprehensive plan will be in place with support through North Point ESC staff, the ETN district leadership teams and the members of the 13 ETN working teams in each districts. Treasurers and Boards of Education are committed to the long term innovation project & provide support. Overlapping of needs will include the role and work of the district working team, the role of the principals and central office staff to insure teachers are engaged in the transformation. Support will be coordinated in the areas of finance, progress monitoring, sustainability and community buy-in. NPESC is assuming these duties and will insure that the goals of each ETN plan and ongoing transformation to innovative classroom practice results.

#### iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

Efforts mirroring the 5 trends have included implementation of one on one devices, Bring Your Own devices, application based learning, project based learning in some classrooms, professional development with an emphasis on the STEM areas; the Ohio Learning Standards; Use of data to drive instruction; Use of rubrics, text dependent questions and evidenced math assessment While all these are worthwhile, they are not within a focused, data driven plan for sustainable change. Results of these pilot attempts through PD to change teaching and learning have not been inclusive of all educators. Research supports what most of us know: what goes on between the teacher and each student is central to high-level learning. Effective teaching is not the end goal- it is the means to an end- rigorous learning for all. For more than 20 years, the International Center for Leadership in Education (ICLE) under the leadership of Dr. Daggett has identified, studied and showcased America's most successful schools. Support from the Bill and Melinda Gates Foundation funded research on thousands of America's most effective and rapidly improving exemplary schools & school districts. Current & past research conducted by some of the most respected leaders in K-12 education has resulted in the ETN and critical professional development components which will become the catalyst for innovative change in the 13 school districts committed initiative. The Daggett System for Effective Instruction is more than an approach to enhancing instruction& instructional capacity. It is a way of thinking about what we believe about children, schools & learning which has coalesced at a critical time in American education when standards, assessment, accountability, teacher evaluation systems are intersecting with budgets, the global economy, technology innovation kids as well as public policy debates. The Daggett system builds upon the ideas, inspirations practices & research of others, including the best research and meta-analysis on effective instruction & rigorous learning along with the years of collective experience that International Center staff, consultants and thought-leaders have accumulated from thousands of American schools. The Daggett system recognizes the primary & immeasurable value of great teachers & great teaching & strives to align education systems and functions with what teachers need to be the best support to learners. It does so by looking not only at teachers, but also beyond the classroom to inspire leadership at all levels in support of instruction. Literature supports: John Hattie's Influences on Student Learning www.arts.auckland.ac.nz/staff/index.cfm?P=5049. The Sutton Trust Toolkit of Strategies to Improve Learning, Durham University www.suttontrust.com/public/documents/toolkit-summary-final-2.pdf. Marzano www.marzanoresearch.com/documents/RacetotheTopWhitepaperMarzano.pdf. InTASC Model Core Teaching Standards: A Resource State Dialogue www.wresa.org/Pbl/The%20INTASC%20Standards%20overheads.htm. Charlotte Danielson's The Framework for Teaching. The Danielson Group at www.danielsongroup.org/theframeteach.htm. The American Recovery and Reinvestment Act, U.S. Department of Education http://www2.ed.gov/policy/gen/leg/recovery/presentation/arra.pdf.

#### iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

**These should be measurable changes, not the accomplishment of tasks.**

*Example: consolidation of transportation services between two districts.*

- **#1** All 13 districts have an ETN leadership team and district working team with focused goals, roles, meeting schedules and agendas by the July 31, 2016. **#2** Each of the 13 ETN teams will have a comprehensive plan, based on the selected trend/s which contains time lines for professional development, implementation, and progress monitoring and measurable goals at specific data points ready to share with all staff by Sept. 1, 2016. **#3** A train-the-trainer model will be in place, with support from NPESC and the Director of Innovation by Sept.30, 2016. **#4**: 100% of selected rainiers in each of the 13 districts will be members of the ENT working team and will give a progress update at each meeting. **#5**: 100% of the educators in each district will have at least 1 training on the trend & expected impact in the classroom by January, 2017. **#6** Each ETN leadership and Working Teams will come together to analyze progress monitoring data according to their timeline by Feb. 2017.

#### v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

**Example: change in the number of school buses or miles travelled.**

District ETN leadership team and ETN working teams will have met implemented the action plan in accordance with time lines. Professional development is planned and implemented according to the action plan and evaluations provide data as to impact. Baseline data will be student achievement scores and growth measures on state assessments with an expected increase in student achievement on the 2016-17 state assessments. The ETN working teams all of the 13 ETN districts will use walk-thru data, building level data and classroom summative assessments to progress monitor the impact of the PD to insure the innovative practices being implemented are positively impacting student achievement. Support from the Director of Innovation and NPESC will be documented with surveys as to
vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

As ETN Leadership teams work together with the district ETN working teams data will be key in to determining impact of this aggressive innovative transformation. If progress monitoring data is not being used effectively or documents that the assumptions in this proposal are not occurring or not meeting the time lines for implementation, the following steps will be taken: The ETN team and the district working team members will work with the Director of Innovation, NPESC’s ENT facilitation team and ICLE personnel needed to identify the issue, possible causes and impact that the assumptions been proven false, make changes to address the assumptions and reach consensus on steps to be taken to either revise the assumption or to revise the action plans being taken based on the assumption. Support from ICLE and North Point ESC will be a part of this process and will be ongoing so as to assist and facilitate that the work of the ETN Leadership Team, the ETN Working team and the action plan is being followed, assumptions are in place and positive outcomes are being generated.

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

- a. Enter a project budget in CCIP (by clicking the link below)
- b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)
- c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

1,000,000.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

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

The need for a comprehensive professional development program based on the Emerging Trends is critical to positively impact student achievement. The budget reflects what is needed to attain the goal. ICLE, North Point ESC & 13 consortium districts will provide, in the 2016-17 school year, 5 full days of Emerging Trend Boot Camp professional development. Regional cohort training will take place 5 times throughout the year; each participating district team will receive 7 days of Job-Embedded Leadership Coaching to support implementation at each district. Cohort II of the Emerging Trends Network will launch in 2016-2017 with Dr. Bill Daggett and Eric Sheninger providing a total of 6 days of in-person professional learning for districts who did not participate in Cohort I. The total cost of this will be $536,400. To insure that districts have ongoing support as needed, North Point ESC will hire a Director of Innovation as a full time facilitator & a half time facility both will be trained through the ICLE and assist district teams in the train-the-trainer for PD, implementation, progress monitoring, data analysis and evaluation. This position is in the budget at $114,626. with benefits at $31,635. Using a train-the-trainer model, the intent will be to use district level trainers to sustain and enhance the initiative. Each district will receive $22,103 (x 13 ETN districts = $287,339) for support for the implementation of the trend/s chosen as the basis for their innovation plans. An external evaluator for $30,000. Each district treasurer has submitted a financial table reflecting this revenue in the 2016-17 school year only and provided a budget reflecting no increase in revenue over the sustaining years. The is a one-time only revenue source via this grant proposal to support implementation of plans 2016-17.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

- a. Sustainability Year 1 12,000.00
- b. Sustainability Year 2 9,000.00
- c. Sustainability Year 3 6,000.00
- d. Sustainability Year 4 3,000.00
15. Please provide a narrative explanation of sustainability costs. 
**Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.**

This project is designed to transform current classroom practices through training, support, use of data to insure that the emerging trends are the focus of teaching, learning, assessment and progress monitoring in all districts engaged in this innovative transformation. The above chart of sustainability costs is per district (13) In the grant funded year, the ICLE will provide professional development to Cohort 1 and begin work Cohort 2 districts. Cohort 1 districts will be implementing plans in 2016-17. This grant will support intensive training through ICLE and NPESC to insure a comprehensive program of PD using a train the trainer model. By doing so, Cohort 2 districts who ill begin this project in 2017-18 will gain train and will develop their plans. Cohort 1 will use grant funds to establish the emerging trend implementation model and each year following will expand the program, reduce expenditures resulting in sustaining the program with no additional revenue by Year 5. This is being accomplished through an extensive train the trainer model, reduction and reallocation of funds and by reaching the goal where emerging trends become common practice in every classroom therefore, current support of these practices occur as they are currently, through the "traditional" methods of support for education and no additional cost will be required.

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16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Since each of the 13 districts have chosen different trends out of the 5 trends the expected savings will result as professional developments costs will be reduced based on the train the trainer model for PD. This will be accomplished through the district plans to train a cadre of professional educators, immersed in the emerging trend implementation who are the presenters and on-site trainers for the transformation to instructional practices based on the emerging trends. In addition, the increased use of technology will reduce costs in paper, copiers, toner, maintenance. Additional savings will result from Maker Spaces which reduce other costs for hands-on learning in individual classrooms, textbooks will be replaced by digital textbooks, media center purchases will be less due to the use of devices for research references and literature. Intervention services will be reduced due to the innovative teaching strategies learned by teachers and implemented with students with support, training, data use for progress monitoring and revisions, additional training and support to insure success. Ultimately the 5 innovative emerging trends will replace traditional instructional practices thus trend based instruction will become the "norm" in every classroom.

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18. What percentage of these costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 17 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the general budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

It is the intent of 13 emerging trends network districts with facilitation of North Point ESC and in collaboration with Dr. Bill Daggett and the International Center for Educational Leadership (ICLE) to provide a comprehensive PD program using a train the trainer model in the grant year 2016-2017. In doing so, Cohort 1 will implement the transformation plan developed and reviewed by Dr. Daggett beginning August, 2016 with ongoing training and support throughout the 16-17 school year. The train the trainer and NPESC support will allow Cohort 1 to continue on through the sustainability years with no additional costs or new revenue in the areas of professional development, supplies and materials. Cohort 2 will be trained in the grant year and will be expected to sustain the implementation of their innovation plan through cost savings in professional development, supplies, materials as was done with Cohort 1. Therefore the FIT tables for each of the 13 districts will vary as to individual cost savings provided by the model we are using and sustainability without additional revenue will result.

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D) IMPLEMENTATION

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

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

Enter Implementation Team Key Personnel information by clicking the link below:

Add Implementation Team

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to
implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range: August 2016 through June, 2018

b. Scope of activities - include all specific completion benchmarks.

**COHORT I:** Aug. 2016 Comp. 1: Emerging Trend Boot Camp 5-day Professional Learning on Identified Emerging Trend; Extend Professional Learning from ETN Train-the-Trainer Format; Begin implementation district and PD Plan- BM: Each district has finalized district plan with time lines for implementation in 2016-17. Teams have identified teacher leaders who will form the working team. Plans are communicated to all educators at opening staff events. Component 2: Training- 5 Regional training sessions throughout the 2016-17 year, Train-the-Trainer Format, emerging Trend Specific training. Develop skills designed to train and extend PD to others. Following each regional meeting, PD will take place with district educators. Teachers will be supported as they begin to make instructional changes based on trends via walk-thru observation, training, and use of ICLE & NPESC support team. Oct. 2016-May 2017 progress monitoring by leadership and working teams through the 2016-17 school year. Comp. 3: Job-Embedded Leadership Coaching and Training for Cohort 1. Each participating district will receive 7 days of: monthly job-embedded instructional coaching & training support; build consensus for a school wide implementation of Innovation Plan; build, develop & empower leadership teams; implement and monitor innovation plan; create a culture of success for ALL students. Building level innovation plans are being implemented in each school. Progress monitored by district / working team under the direction of the ENT Team, NPESC, Dr. Daggett & team. If funded, COHORT 2 will be offered for other district to begin PD with Dr. Daggett that was done this year. This grant will provide support for both cohorts and expand this innovative program of transformation to additional districts interested in making a positive future based on the trend research. This project is the catalyst for school reform that when implemented in every classroom will be considered common practice.

22. Implementation (grant funded start-up activities)

a. Date Range: August, 2016 and on

b. Scope of activities - include all specific completion benchmarks.

In August, 2016 each of the 13 teams in Cohort 1 will begin implementation of their innovation plans. Cohort 2 will begin the training year on the trends and planning for implementation. Benchmarks for Cohort 1: 100% of ETN teams have formed a ETN working team; action plans are implemented with time lines for action steps adhere to and accountability to ETN network Director of Innovation. 100% of PD is focused on the trends and the plan. 100% of teams are progress monitoring at each building level and reporting progress by data to the ETN leadership team. 100% of districts participate in all PD offered in 2016-17 through the ICLE and NPESC. All educators, in each of the Trend districts are participants in PD on the implementation of trends in every classroom with support and follow up by building principals. The trainers in each district will be trained and begin to plan sessions on site with teachers to support the transformation from current practice to trend-based Quadrants B and D instruction and assessment. Cohort 2 will attend the sessions with Daggett and learn the trends, the research behind the trends, implication for innovation and transformation and then with that knowledge establish a plan based on a trend. Establish a district working team who lead the change in the district. Cohort 2 will present their plan to the Cohort with review from Dr. Daggett in spring, 2017. Once reviewed the action plan will be used to plan PD in Cohort 2 districts with implementation started in the 2017-2018 school year. Cohort 2 is an example as to how NPESC intends to expand this innovation to other districts beyond those involved in the initial year. To accomplish this, funding in the grant year will provide the opportunity to lay a strong foundation on which NPESC and ICLE may continue this work into the future and what is currently considered unique to classrooms will become the norm in classrooms making a significant impact on student achievement.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range: From August, 2017 into the future

b. Scope of activities - include all specific completion benchmarks.

The goal of this project is to transform current classroom practices to increase student achievement for every child so they are prepared for the future as technology changes jobs, the manner in which jobs are done and the need for graduates who are skilled in STEM areas. This project has no completion date as ultimately the emerging trends based on extensive research will become common practice in every classroom, the climate, culture and teaching and learning has been transformed. What was once innovative, new and unique practice based will become common practice in classrooms. Teachers will be trained to make this changes and new teachers hired into the profession in these innovative districts will be expected to utilize these strategies and practices with their students. When the institutionalization of these innovative practices become common practice sustainability will result from innovative practices becoming "common place" strategies in our schools supported our community. Benchmarks: 100% of educators will use trend based instruction in the classroom. 100% of district teams will lead this innovation & provide support to sustain in. 100% of the teams will use data to progress monitor the implementation & drive decisions to expand this project. Every new hire will be trained in the trends & each teacher’s growth plan will reflect the trends. Every educator in the ETN project will be trained and expectations for full implementation communicated & present in walk thru feedback and teacher evaluation. Every building & district leader, will embrace the ETN project to insure transformation to researched based best practices in every classroom. 100% of districts invested in this change will see improvement in student achievement & graduation rates, 100% of ETN districts will recognize that these "innovative" practices have become "common", "expected" practices in each classrooms to insure students are prepared with 21st Century skills.
24. Describe the expected changes to the instructional and/or organizational practices in your institution.

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

Please enter your response below:

The partnership between NPESC, ICLE & the 13 consortium districts committed to this innovation plan is based on the 5 Emerging Trends: (1) The Impact of Digital Learning (2) Developing Personal Skills (3) The Increased Emphasis on Application of Learning (4) The Heightened Demand for Career Readiness (5) Using Data Analytics to Develop Growth Measures. Each ETN team will use these trends to provide PD for every educator under the direction of both a ETN Leadership Team and ETN working team made up of educators who are committed to this innovation. Both the ETN team and working team has developed a focused plan to transform instructional practices which impact student achievement by developing the culture and capacities around the emerging trend research and the result being significant changes in instruction in every classroom. Instructional changes will include use Maker Spaces, Application-Based Learning, Data Use by educators and students; increased engagement. Each consortium member district has been introduced to the emerging trends and have begun preliminary discussions as to which trend is essential. The teams listed below may have decided on the essential trends. Others are in process of making that determination. (To be determined TBD)

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

North Point ESC is the lead applicant for this proposal. In accepting that role, North Point will hire an external evaluator of this grant. The following is the information of the external evaluator for this proposal: Evaluator Name: Dr. Gene Linton, Executive Director of Professional Development Ashland University Address: 401 College Ave. Ashland, OH. 44805 Gene comes to Ashland University as the Dean of the Founders School and Executive Director of Professional Development Services after 36 years of experience as a teacher, coach, principal and superintendent in K-12 administration. Gene holds a bachelor's degree from Kent State University in Elementary and Special Education. He completed his master and doctorate programs at Bowling Green State University. Over the years he has been an adjunct instruction Education Administration programs for Ashland University, Bowling Green State University

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project’s progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The evaluation plan will involve each of the 6 indicators listed in this proposal and pertinent data points as well as the goals and benchmarks in each of the 13 district ETN plans which will be developed, analyzed for probability for success and data points will be determined by each district in addition to those listed in this proposal. Data collection will be the responsibility of each ETN district team. The evaluator will be key in confirming the data collected aligns to the activity, outcome and is measurable. The establishment of baseline measures for each of the indicators will be done by the ETN team and reviewed with members of the ICLE staff. Measurements and time lines will be defined in each plan. The evaluator will meet with ETN teams throughout the process according to time lines set in each plan. Methods of data collection will include survey data, OTES Growth Plans, state assessment data, summative assessment data, and graduation rates and other measures of progress as defined in district plans. Research Rationale: The benchmarks for evaluation purposes are based on the following research: Paper presented at the National Invitational Conference, “Research on Teaching: Implications for Practice” (Warrenton, VA, February 25-27, 1982). Identifies the following for data collection that has implications on school practice: Academic Achievement, Educational Assessment, Educational Environment, Educational Assessment, Program Design, School Effectiveness, State School District Relationship Teacher Effectiveness. Wenginsky, H. (2002) How Schools matter: the link between teacher classroom practices and student academic performance. Education Policy Analysis Archives, 10(12). November 28, 2009 from http://epaa.asu.edu/epaa/v10n12. Daggett, W.R. (2005) Achieving Academic excellence through rigor and relevance. Rexford,NY: International Center for Leadership in Education.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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

This project is a model of school innovation through transformation by using a Cohort model based on the work of Dr. Daggett and the ICLE. This funding will provide the means in which to establish a model under the leadership of North Point ESC. By publishing the success of the Cohort 1, the formation of Cohort 2 and their successes this model of innovation to insuring every student is receiving an education based on 21st Century learning skills will expand to other regions and throughout the state as it has done under the ICLE involvement in other states. The plan to expand is based on the success of each of the Cohorts. That success will require a strong foundation of support which North Point ESC and partner ICLE is committed to providing. Time and effort must be focused on each district's trend plan, its implementation, ongoing feedback and support based on data used for progress monitoring. The Ohio Improvement Framework is the cycle of innovation that
is embraced in this proposal plan, use data to monitor, revise based on data, review and establish goals and start again. Lessons shared are accomplished through the network meetings that North Point offers. Monthly meetings of the superintendents, curriculum directors, building level administrators include those involved in the emerging trend proposal and those who are interested in Cohort 2 and those who are interested, yet not participants. The ETN improvement is currently discussed at these meetings and will continue to be shared as a way to enhance and expand this innovation to other districts.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I, Kathryn A. Hott, Grant Coordinator for North Point Educational Service Center on behalf of North Point Educational Service Center and 13 consortium partners agree that all supporting documents contained in this grant proposal contain approved and accurate information is contained in them and abide by all assurances in the Straight A Assurance Section.
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
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</thead>
<tbody>
<tr>
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<td>Kimberly</td>
<td>Swartz</td>
<td>Director of Curriculum &amp; Instruction, Bellevue Schools</td>
<td>Participation on the leadership team, planning and goal setting, implementation and outcomes data analysis and assessment. This will include project management of any professional development that will introduce, support and continue any initiatives that will be implemented base on the district innovation plan and the support of North Point ESC, and ICLE.</td>
<td>As the Director of Curriculum and Instruction I am very interested in best instructional practices based on the Emerging Trends, the impact those have on instructional practices, rigor and relevance and assessment literacy. I am also a strong believer in intentional teaching - all instruction aimed at specific leaning targets. I am confident that Bellevue schools is well prepared for this innovation and the transformation that will result.</td>
<td>I attended BGSU to earn my Bachelor's Degree in Secondary education, Marygrove College for my Master's degree in teaching and the University of Findlay to earn my administrator's license. I have spent 19 years teaching high school English and one as high school principal for grades 7-12 prior to becoming Director of Curriculum for Bellevue schools.</td>
<td>BGSU- Bachelor's Degree in Secondary education, Marygrove College-Master's degree in Teaching &amp; Learning, Univ.of Findlay- admin. license</td>
</tr>
<tr>
<td>Dennis</td>
<td>Muratori</td>
<td>Superintendent</td>
<td>As Superintendent I will facilitate the implementation and evaluation of &quot;Emerging Trends Professional Development&quot; with the administrative team and will coordinate any overarching professional development with staff with the Curriculum Director and the Professional Development Committee, I will facilitate its sustainability in the future.</td>
<td>As District Administrator I am responsible for professional growth of administrative team with the focus being on improving student learning. Superintendent of Huron City Schools</td>
<td>Superintendent of Huron Schools</td>
<td>M.ED. In educational administration</td>
</tr>
<tr>
<td>Tom</td>
<td>Roth</td>
<td>Superintendent, Edison Local Schools</td>
<td>As Superintendent I will lead the ETN teams in Edison schools following the trend plan developed this, I will take responsibility to insure that the PD, the model, data</td>
<td>Experience as Superintendent, Building and Central office administrator. Have lead the district in use of data, OTES, Ohio Improvement Process and PD to increase rigor in</td>
<td>I have lead committees on school reform and PD on changing teacher practices in the classroom to impact student learning, I have worked on bringing</td>
<td>BE, MA in educational administration</td>
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</table>
and progress monitoring is done consistently to insure success and sustainability of this project for Edison students.

classrooms, All of which align to this ETN innovation proposal. We have lacked a consistent effort by all educators, which the ETN will enable us to do so as to gain the greatest impact.

technology into the classrooms to support achievement.

<table>
<thead>
<tr>
<th>Jenni Smith</th>
<th>Director of Curriculum, Willard City Schools</th>
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<tbody>
<tr>
<td>I will be the team leader of the Emerging Trends Network for Willard City Schools. Participating in the professional development opportunities along with myself is our Superintendent, Jeff Ritz, building Principals Chris Schaaf, Kathryn Allen and Tracy Stephens, High School assistant principal, Mandy Polachek and our director of Technology Mark White. As the team leader I will arrange for discussions on plans for focus, action steps to carry out our selected trend and organization of support and follow up activities to ensure implementation with fidelity.</td>
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<tr>
<td>Our administrative team is ready for change! We work well together and see the need for improvement in our district. Our district has 63% of students on free and reduced lunch. We have taken a vow to revisit the Ohio Improvement Process and to utilize our DLT, BLTs and TBTs for the advancement of student achievement in our schools and close the achievement gap. This commitment will make the ETN a change agent in our school by bringing it all together.</td>
<td></td>
</tr>
<tr>
<td>I have experience leading the change model in the middle school. I have written and been awarded grants for both my school and district. I am involved in the district leadership meetings for school improvement and have attended all the ETN meetings and planning sessions.</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music Education, Ohio Northern; Master of Educational Administration and Leadership, BGSU</td>
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<tr>
<th>Jennifer Conkle</th>
<th>Curriculum Administrator, Oregon City Schools</th>
</tr>
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<tbody>
<tr>
<td>I have served as a member of the grant writing review committee and Starr Elementary principal where it is a comparison school for Year 1 of the Ohio Math Science Partnership Grant. I will be responsible to serve as the contact person for the Straight A grant. In doing so I will oversee that the plans, action steps, benchmarks and data are followed and used</td>
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<tr>
<td>Administrator at both the middle and elementary now serving as ad administrator at central office. I have experience in school reform, leading the transition to a middle school model. I have lead change initiatives in many areas within education and am prepared and ready to assist in the ETN innovation for our students.</td>
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<tr>
<td>I have experience leading the change model in the middle school. I have written and been awarded grants for both my school and district. I am involved in the district leadership meetings for school improvement</td>
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<tr>
<td>Bachelor and Master degrees in education, administration.</td>
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to revise and change plans in order to achieve the goals for students. Our leadership team and administrators are excited and invested in the ETN plan and its transformation of classroom practice.

| Linda Bringman | Superintendent, Woodmore Local Schools | As Superintendent I will lead this innovation project with support, focus and commitment, I will lead the District Team to meet goals, monitor progress and make revisions base on data. I will insure that PD is offerd in compliance with the trend and our plan. | Experience as a Superintendent, Building Administrator and Teacher I understand all aspects of education and educational change in practice. I have lead Woodmore schools through an OFSC project, changes and need for academic improvement. We are ready for this trasformation. | See above | B.A. in Secondary Education, Masters degree in Ed Admin. | 30 |

| TBD | TBD | Director of Innovation, North Point ESC | This person will be hired to work with the North Point ESC team members, all of whom have been trained by Dr. Daggett over the 205-2016 school year and are ready to work with the 13 Emerging Trend districts. This position along with the NPESC team and the ongoing PD from Dr. Daggett, Eric Sheninger and the ICLE team will work tirelessly over he 2016-2017 to insure that an innovative plan of transforming classroom instruction, learnign and assessment reflects the emerging trend/s set forth in the plan. This position will require a strong back in data and its use ro progess monitor, | NA | NA | NA | 100 |
The NPESC team has committed to this position, if funded, to insure success.

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<tr>
<th>Name</th>
<th>Position</th>
<th>Experience &amp; Qualifications</th>
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<tbody>
<tr>
<td>Dr. Guy Parmigian</td>
<td>Superintendent, Benton Carroll Schools</td>
<td>I will be responsible for implementing and administering this project and will be accountable for managing the project per grant assurances and Board policy. I will lead and support this innovative plan of transformation for the BCS students. Dr. Parmigian has 10 years of successful experience in implementing grant projects that have led to positive, sustainable and measurable outcomes that improve student learning. My experience as a curriculum director and district superintendent together with my educational background (Ph.D. and M.ED. in educational administration) is highly relevant to the administration of this project.</td>
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<tr>
<td>Andrea Smith</td>
<td>Assistant Superintendent, North Point ESC</td>
<td>Mrs. Smith will supervise the Grant Coordinator from North Point ESC and work with the Coordinator to insure that the grant is administered with fidelity. This will include the professional development series, working with the grant coordinator, project manager and support coach; working with both North Point ESC and ICLE to insure continuity, reporting and progress monitoring is begin done in compliance with timelines and data points as defined in this proposal. She will be the liaison between North Point ESC, the International Center for Educational Leadership and the ETN districts. She will assist in providing resources to support the success, both academically and financially for each of the ETN districts. Masters of Education in Reading (K-12), Elementary Principal, K-6; 18 years of administrative experience (10 years as a building principal, 4 years as Director of Curriculum &amp; Instruction and 4 years as Regional Director/Assistant Superintendent of ESC) Mrs. Smith has extensive professional training and experience with both planning and presenting professional development opportunities for member districts, working with superintendents, curriculum directors, assistant superintendents, special education directors, counselors and assistant principals. Mrs. Smith has written and been awarded and administered large scale grants including Ohio Reads, Comprehensive School Reform and Race to the Top grants. She has extensive background with professional development, use of data to drive decisions, the Emerging Trends and their impact on school innovation, strategic planning, current research on trends and promoting best practices, all of which makes her an outstanding resource for those districts involved in the ETN innovation project.</td>
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<tr>
<td>Kathryn Hott</td>
<td>Grant</td>
<td>Kathryn Hott as Mrs. Hott has 33 While in University of 20 Bowling Green State University - Bachelor of Elementary Education and Masters in Educational Administration. 25</td>
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<tr>
<td>Lindsey Holeman</td>
<td>Special Education Coordinator, Perkins Local Schools</td>
<td>-To facilitate and guide building leadership, teaches and technical staff on grant in formation and processes. -To assist in the implementation of emerging technology with a hands-on approach. -To assist the integration of 3-d technology with core academic knowledge in Science, Technology, Engineering, Arts and Math (STEAM) -To promote 21st century learning skills -To assist students being involved in relevant</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Responsibilities</td>
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<tr>
<td>Dr. Martha</td>
<td>Superintendent, South Central Schools</td>
<td>I will facilitate through leadership all aspects of the implementation of this grant at South Central.</td>
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<tr>
<td>Carrie Sanchez</td>
<td>Middle School Principal, Port Clinton City Schools</td>
<td>I serve as a member of the grant writing review committee. I will be responsible to serve as the contact person for the Straight A grant. In doing so I will oversee that the plans, action steps, benchmarks and data are followed and use to revise and change plans in order to achieve the goals for Port Clinton students.</td>
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