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Adjusted Allocation: 0.00

Remaining: -4,752,578.00
Focus Learning Academy of Southeastern Columbus (142935) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (15)

Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Multimedia 21st Century Literacy College and Career Readiness (MCCLCR)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School have joined forces in a consortium to implement a Multimedia 21st Century Literacy College and Career Readiness program that will integrate all dimensions of various learning styles while including our greatest student interest, multi-media arts by enhancing our needs for Reading and Writing, while boosting our school-wide Literacy endeavors and will fully equip our student with the technologies to not only raise their Reading levels, but to also prepare them technology and academic wise for their greatest interest in Multimedia Arts and ensure they are one step closer to being college and career ready. Focus schools have reviewed many data sets to support our needs and have great support among our Board of Directors, community, staff members and students to raise student achievement and utilize a greater share of classroom resources.

3. Total Students Impacted: 650

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

   First Name, last Name of contact for lead applicant: Erin Metzger Scott

   Organizational name of lead applicant: Focus Learning Academies and Focus North High School

   Unique Identifier (RNN/Fed Tax ID): 142927, 142935, 01529

   Address of lead applicant: 4480 Refugee Rd. Suite 201, Columbus, OH 43232

   Phone Number of lead applicant: 614-269-0177

   Email Address of lead applicant: erin.scott@focuslearn.org

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

   First Name, last Name of contact for secondary applicant: Dr. Julie Nelson Slagle

   Organizational name of secondary applicant: Focus Learning Academy Southwest

   Unique Identifier (RNN/Fed Tax ID): 142927

   Address of secondary applicant: 190 Southwood Avenue, Columbus, Ohio 43207

   Phone number of secondary applicant: 614-545-2000

   Email address of secondary applicant: julie.nelson@focuslearn.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Focus Learning Academy Southeast IRN: 142935 Focus Learning Academy Southwest IRN: 142927 Focus North High School IRN: 01529

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

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

   * If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

   Upload Grant Application Attachment.aspx

8. Provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

   Kathy Williams is the Executive Director of Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School. Kathy graduated from Walsh University in 1979 with a bachelor's degree in Psychology. She worked with Dr. Coleta Musick to form the Focus Learning Academies and Focus North High School in 2006, beginning in June of that year and opening the three schools immediately thereafter. With a lengthy history in a variety of social service agencies targeting the at risk population and with over 10 years in law enforcement, she has been in the education arena for 13 years, having started the educational career path as the Administrator of a charter school. As the Executive Director of the Focus schools, Ms. Williams moves the schools forward by overseeing all operations of the school including but not limited to finance, grant management, employee relations, personnel issues, Board of Director interaction, community relations, facilities management, federal and state compliance and overall student well-being. Erin Metzger Scott is the Project Consultant for all three Focus schools. She received her Bachelor's in PreK-3 Education from The Ohio University in 2004 and her Master's in Business Administration in 2009 from Franklin University. As the Project Consultant for Focus, Erin oversees School Improvement committees, functions, and special projects including The Ohio Improvement Process and Race to the Top committees. These initiatives focus on improving the effectiveness of our teachers and administrators by creating a school atmosphere dedicated to bridging the achievement gap through data-driven decision making, team building exercises, and the implementation of 21st Century Skills and Technologies in the classroom. Erin works continuously to manage and control grant budget execution, resources, schedules, time lines and program evaluation. She serves as a liaison between the individual schools and state to ensure that all requirements are being met and best practices are being employed. Dr. Julie Nelson Slagle is the Dean of Student at Focus Learning Academy of Southwest Columbus and has served in this position since 2007. She received her Bachelor's in History and Political Science from The Ohio State University in 2002. She then received her Masters and PhD in Counselor Education from OSU in 2004 and 2008 and is a Licensed School Counselor in the State of Ohio. Dr. Nelson Slagle is in charge of all student academic endeavors, from scheduling and creating individual graduation plans to assist with post-secondary planning. In addition to working with students, she assists the school director with administrative responsibilities and coordinates the Resident Educator program, CCIP, and graduation for all 3 Focus locations. During the summer of 2013, she served as Interim Curriculum Director for all Focus Schools. Dr. Nelson Slagle also serves as a Lecturer in the Counseling Education Department at The Ohio State University. Wayne Woods is the Marketing, Communications and Multimedia Director for all three Focus Schools. He has been a consultant and entrepreneur in the audio visual field for the past 12 years working in educational and corporate environments. His educational and work experience provides Focus schools with the ability to maintain a stronghold in the rapidly changing educational environment. Wayne forecasts budgetary costs to develop and maintain a successful and efficient program curriculum. He designs, develops and prepares for print Product, Photographic, Graphics Design, Audio Visual production for school, Non Profit and corporate program publications to include reports, Marketing, newsletters, certificates, commercials, PSA's, logos and electronic slide presentations within an Apple Macintosh OS environment using Adobe Creative Suite, Microsoft Office Suite, iWork Suite, Logic Pro X and Final Cut Pro X. "PLEASE SEE COMPLETE GRANT APPLICATION FOR FURTHER INFORMATION"

8. Project Description - Overall description of project and alignment with Outcomes

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

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

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

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

11. Describe the innovative project.

   Problem Statement. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School have an enormous need to 1) Improve Literacy skills and 2) Provide a Career Readiness program that will integrate all dimensions of various learning styles while including our greatest student interest, multi-media arts by enhancing our needs for Reading and Writing, while boosting our school-wide Literacy endeavors and will fully equip our student with the technologies to not only raise their Reading levels, but to also prepare them technology and academic wise for their greatest interest in Multimedia Arts and ensure they are one step closer to being college and career ready. Focus schools have reviewed many data sets to support our needs and have great support among our Board of Directors, community, staff members and students to raise student achievement and utilize a greater share of classroom resources.
multimedia program and classroom technologies to meet student needs, interests, learning styles and achievement. Through data analysis and many planning sessions of the Focus consortium grant team, it has been proposed that the grant application include the purchase of advanced technology resources and state of the art media equipment to implement a new Multimedia 21st Century Literacy-
college and Career Readiness. Focus schools do not currently have the resources to provide multimedia based Literacy technology tools or equipment for various Arts and Communication fields.
Our Students. Our Focus schools have been in existence since 2006 serving students ages 16-22 in a drop out prevention and prevention environment. Our students are 88.67% economically disadvantaged and 83.79% academically disadvantaged. We serve a diverse population with a combined 57.50% African American, 28.34% White, 2.01% Hispanic, 2.10% Asian, 9.51% Multi-Racial, and .55% Other Pacific Islander. We serve over fifty ESL students with languages ranging from Somali, Napali, Wolof, Tigrinya, Arabic and French. Our students come to a brick-and-mortar school building; however, their curriculum is delivered online. Our classrooms are set up as lab settings and students are given consistent one-on-one direct instruction, group lessons, and intervention/differentiation support for all of their coursework. We are also a self-paced program so students can finish their courses at their own pace, making it easy for them to hold employment outside of school. Being a charter school, we operate our budget with a much lower budget to provide up-to-date technology equipment for our students. It is up to our students to free our resources for this grant, our data shows that our students are reading well below the sixth grade level at a combined percentage of 60%. This percentage is determined through our Diagnostic Online Reading Assessment (DORA) which specifically tests Comprehension, Spelling, Vocabulary, and Word Recognition. Our Ohio Graduation Data shows low passing scores in both Reading and Writing (Southeast: 46% Southwest: 53% East/African American: 57% Hispanic: 38% and English Language Learners: 25%). The Focus school teachers feel that 10 Common Core Standards are not adequate for Language Arts AEP. FHPOV: If the Focus school requests 10 Common Core Standards the district will not further support the Focus school. The project has been at the heart of all academic goals and strives to make it a culture school.
In order to support the Reading and Writing needs of our students, Focus would like to greatly increase the resources for the classroom to provide Kindles, Smartboards in every lab, upgraded computers (combination of Macs and PCs) and equipment, Microsoft Office, updated software, headphones, and speakers. Having updated, state of the art equipment will greatly increase the opportunities for students to work independently and in teams, and our students will be better prepared for college and career.

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.

Support and Consortium Partnership. Focus schools are fully supported by the Board of Directors, community, staff and students to implement this grant. We have the full capacity to implement a goal of this magnitude. Our program meets each of the goals for all students. Each of the schools is prepared to provide technology resources. The technology and equipment needed to achieve this goal will be housed in each of the schools with each school holding an establishment location (Production, Graphics Design, etc). All housed in Columbus, Ohio, the Focus schools have the ability to travel between the three locations to participate in every program. Focus supplies COTA bus passes to ensure this is possible. Each school will work together in the program execution and ensuring students have the resources they need to be successful. Focus Learning Academy Southeast, Focus Learning Academy Southeast and Focus North High School will adhere to all the necessary assurances required of grant recipients and will use every resource accumulated in a manner that is consistent with federal guidelines and student achievement. The Ohio Improvement Process. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School participate in the Ohio Improvement Process, but do not currently receive school improvement funds. We are sister schools therefore we implement the same goals together. The Focus school teachers will use Focus OIP Plans and Professional Development Plan, our students will receive professional development training.

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 apposing as a consortia or partnership, please include the five-year forecast of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

4,752,578.00 Total project cost

* Provides a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RRT money, local funding, foundation support, etc.), and 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).

Budget Breakdown:
$4,752,578.00 - Staff Support Costs - $354,000.00 - The staff support cost are allocated for a Technology implementation team, and our Career Technical Education staff for initial implementation/continuous support of the proposed program. Technology Resources for the Classroom Total (Music, Video, Graphics). $1,713,785.00. Equipment Security Total. $464,114.00 Security resources are necessary for the overall monitoring of the equipment in the building, supporting all learning labs/classrooms within the school buildings. Media Room Alarm (Qty 1 Cost $400); Media Room Alarm Monitoring Service (Qty 5 Cost $1,500) Phones (Qty 30 Cost $5,007); 5 year Phone System Maintenance Agreement (Qty 35 Cost $18,900); Smartboard System & Docking station (Qty 3 Cost $400) Kensington 640969 Lock (Qty 500 Cost $13,000). Professional Development Total $65,000.00. With a wide range of new technology products, professional development will be essential for the success of the program. Teachers will need training on what 21st Century skills look like it relates to instruction, literacy and media arts, and to effectively teach using technology-based methods resulting in higher student achievement through assessment and engagement. Governance Total $21,500.00, implementation, maintenance and evaporation. Purchased Services Total. $42,000.00 Purchased services for daily technical support, building installment planning, support and monitoring, grant implementation. *PLEASE SEE ATTACHED COMPLETE GRANT FOR A MORE DETAILED NARRATIVE

15. What new/recurring costs of your innovative project will have been incurred once the grant has expired if there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

*Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

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

23,150.00 * Specific amount of expected savings (annual)

*Narrative explanation/rationale: 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 in order to ensure that the project will sustain itself beyond the life of the grant.

Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School expects this project to have a large savings of multiple areas over the next several years. Reading Materials. First, Focus schools are currently providing all high copy novels in all courses resulting in nearly 5,000 of loss each school year. By switching over to Kindles, we have not only expanded our amount of reading materials, but we are also guaranteeing a Lexile level match for our students. This provides an enormous benefit for students and schools. Time, At Focus, it is imperative that our staff and students be equipped with computers that are high speed and copy devices that will finish their work in a timely manner. Having cutting edge technology also allows for our staff members to have online meetings, allowing for more flexible team time, thus cutting down on travel and mileage costs for Focus. Every year the three Focus schools spend roughly $10,000 in mileage costs. With this grant, mileage costs will be greatly reduced. Cost savings will be used for additional technology and Arts as well as the 10 Common Core Standards for Literacy each year to keep the labs running at a minimum pace. Having new equipment will nearly eliminate the majority of all repair and replacement costs for the schools. Total estimated annual savings: $23,150.00
18. 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 resources in the classroom.

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

Rationale. The rationale for the proposed project is based purely on our students need to: 1) improve literacy skills and 2) homing in on their greatest career interests while preparing our students to be college and career ready when they graduate from Focus. Highlighting literacy through the use of multimedia technologies will allow Focus to work with every student individually whether they are EC, ESL, or at Grade level. Supporting Research for Student Achievement and Utilization of a Great Share of Resources in the Classroom. Our grant proposal is fully supported by research, even suggesting that multimedia "environments are designed to address six critical student needs that must be met if students' literacy development is to be accelerated. These needs are: (1) intrinsically motivating activities; (2) emphasis on higher order thinking skills; (3) technology-based scaffold and support for teaching at-risk students; and (4) effective connections to home and the community." (Cognition and Technology Group at Vanderbilt University (1994)). Further, it is important for Focus to grow with the future of digital literacy and multimedia according to a Kaiser Family Foundation study, kids in the United States ages 8-18 spend an average of six hours or more using media each day, which becomes much more urgent for educators to become fluent in using this new technology and media literacy instruction. To address these needs, we believe that the Focus project will have a large impact on the students at Focus as well as the community. Our work in formative assessment is guided by Rock Higgins and the Assessment Institute. Our work has helped teachers make data-driven decisions as they work to make instructional and assessment decisions with our students. We use a variety of mixed method frameworks to inform our research base and work with our administrators and teachers, including: teacher surveys; DORA (Diagnostic Online Reading Assessment) testing data; principal walk-throughs; professional observations; and achievement tests and multiple measures of student growth.

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

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

22. If so, how?

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

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.
Focus is a self-paced schools, teachers are collecting data at different points in courses every day. Courses are individually tailored based on student need; therefore we keep them moving forward in the course by providing individual instruction. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will continue to collaborate through our teacher based teams (TBTs) and district leadership team (DLT) where data will be analyzed through quarterly check points. This data will look different for each student due to our self-paced nature; however teachers will still be able to look for trends in student growth. Focus schools use the Ohio 5 Step Process to look for trends, discuss best practices and make instructional changes. Focus will continue to focus on the use of rubrics for a clear measurement of student progress. Anticipated Success Points. Given the nature of the implementation of the grant, Focus anticipates a large interest in the technology and multimedia that will be integrated in their classes. Even though we will begin collecting data immediately, Focus believes will begin to show a success point within the first six months of implementation.

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.

Evaluative Measures. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will collect and look for evidence on how teachers are implementing new technologies in the classroom, observation notes and evaluations. This information will be used to see first, how teachers are implementing new strategies and second, how our use of differentiation, rubrics, formative and summative assessments, intervention strategies, and data analysis is impacting our OGT scores, increase in Literacy achievement as well as mastery of curriculum by our students. We want to create a culture where students use academic portfolios to highlight their individual accomplishments and can be part of a self-assessment process. The use of student portfolios will have a positive cultural change within our school as it will showcase individual success, therefore celebrating school successes. Finally, the idea of creating a cultural of multiple measures of student growth is truly a fundamental way that we will be able to demonstrate organizational change.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s date.

I Accept. - Erin Metzger Scott, Project Consultant, Focus Learning Academies and Focus North High School. 10/23/2013