### Budget

Franklinton Preparatory Academy (013892) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (532)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

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Adjusted Allocation: 0.00

Remaining: -294,418.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Gaming Our Way Toward Academic and Career Readiness: Quest-Based Learning

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

To assure college and career readiness of our urban high school students, whose lack of academic and career readiness abilities impairs their ability to demonstrate age and grade level academic achievement and therefore substantially interferes with their ability to obtain living-wage employment, we will design and implement 12 new courses for all students focused on successful demonstration of these needed abilities. These mastery focused courses will be delivered and documented on an innovative game-based learning platform that will define the next generation of teaching and learning.

Community agencies and employers will partner with us to advise on meaningful learning experiences, to provide feedback on student culminating presentations, and to support structured internships where skills and abilities will be successfully demonstrated in a real-world environment.

90 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Martin S. Griffith
Organizational name of lead applicant: Franklinton Preparatory Academy
Unique Identifier (RNN/Fed Tax ID): 013892
Address of lead applicant: 40 Chicago Ave. Columbus, OH 43222
Phone Number of lead applicant: 614 - 668 - 1298
Email Address of lead applicant: griffith@franklintonprep.org

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

First Name, last Name of contact for secondary applicant: NA
Organizational name of secondary applicant: NA
Unique Identifier (RNN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

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

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

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

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

UploadGrantApplicationAttachment.aspx

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

Martin S. Griffith, is the current Chief Organizational Officer of Franklinton Preparatory Academy. He serves as FPA’s principal and superintendent and will have a supervisory oversight role in grant activities. Marty has a law degree and practiced locally in Columbus representing young people enmeshed in the juvenile justice system. Nurturing his passion for working with young people, Marty returned to OSU and earned a high school teaching license. Marty has been a part of the best practice school movement in Columbus. Marty has served as a founding faculty member at the Graham School, served five years as the founding Principal and Lead Teacher for the A+ Arts Academy Middle School, created and served as the Director of Development and Business Partnerships at the excellent rated Arts and College Preparatory Academy – raising in excess of 2 million dollars through grants, donations, and in-kind giving, and co-founded the Academy of New Media Middle School. Dr. Anne Hyland, will serve as an in-house project manager. Duties include lead contact for communication; coordinate scheduling of and facilitate discussions of subject matter experts with the instructional designers; pull together standards, curriculum materials and resources that should be included in guest; communication with GoGoLabs project manager; coordinating dates of teacher training; Dr. Hyland has most recently worked for 25 years as the Director of Curriculum and Instruction for the Bexley City School District, and in that capacity developed and coordinated: a $204,000 standards initiative grant in 1997-98 through the Ohio Department of Education to improve the use of technology, instructional decision making, and professional development based on the use of student data; a $100,000 Board of Regents STEM grant in 2008 to develop project based instructional practices with middle school students; and a $45,000 Ohio Education Majors grant in collaboration with Capital University to encourage high school students to explore education as a profession. Fritz Juskalian, will serve as the academic work force liaison. Duties for this grant include developing a network of those who will serve on the subject matter expert teams; pull together curriculum materials and employment based resources to include in quests; develop lasting connections with the subject matter experts so they are available and willing to serve as authentic audiences for student presentations, and to provide internship sites for students; train school advisors to conduct job coaching protocol with advisors as part of questing experiences; participate in capacity building training with Battelle For Kids through online Performance Management courses, and OSU with school - community partnership development. This will allow FPA to maintain and monitor key progress indicators beyond the grant funding. This position was planned as part of FPA staffing beginning in fall 2014. This grant allows us to engage this position earlier to more firmly establish needed educational and business contacts. Mr. Juskalian has a business administration degree, and 21 years of experiences in entrepreneurial business, building a client base, team development around meeting enterprise goals, non-profit environments, and starting businesses both in this country, and abroad in cross cultural and impoverished areas. ADDITIONAL focused expertise to this project will be: Battelle For Kids to assist with communications and program evaluation capacity building; Central Ohio Better Business Bureau, and Franklinton Board of Trade to facilitate contacts with local business resources; OSU - CETE a capacity building center to assist with development and coaching support to guide the management of school and community partnerships; Pearson Education to assist with content validity and possible revenue from developed products; and GoGoLabs award winning innovative digital course development company

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

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

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

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

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

11. Describe the innovative project.

1. We will collaborate with GoGoLabs to develop 12 quest-based learning platform courses that support personalized and mastery learning using game mechanics culminating in badges certifying mastery of skills. Courses will be aligned in content to our Learning Standards, in the following areas: Interpersonal Skills; Life Management Skills; Emotional Intelligence; Information Media and Technology
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.

C) Sustainability - Planning for ongoing funding of the project, cost breakdown

13. Financial Information - 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 Spark A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecast for 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? 294,418.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTfT money, local funding, foundation support, etc.), and provide details on the costs of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Support Services, Purchased Services. Total of $130,550. Included are a project manager @$35,000 per month; contract with the gaming-platform development company GoGolds @ $85,050. This includes instructional design, graphic design, teacher training, project management, and development. Also, our Ohio Data mining evaluation service to include in quests. Contract with Wayne Schools Education @ $10,000; as well as a Maryland Project. Contract with Battelle For Kids @ $20,000 to provide communications and program evaluation services for the project, and provide capacity building training in these two areas for FPA staff to be able to maintain these activities beyond the grant timeline. Contract with OSU CETTE @ $11,000 to provide education attainment content validity, development of school-participates blended-learning platform of $10,000, and a blended-learning environment of $54,500. This is $2,600 for each of 12 faculty members to work in developing quest content, validating the content, editing content, piloting the new courses with students, participate in summer training of the new platform, developing scoring rubrics that are consistent with course goals. All development will be conducted beyond the school contract day, weekends, and during the summer. Transportation, contracted Service. $2000, Rental of student computers for students to work on to the agents and business sites online learning standards in action. This is 10 trips @$200 each. Instruction. Supplies. $88,790.

15. What are new/recurring costs of your innovative project which will continue once the grant has expired? 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?

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

This project is infrastructure development for our use. Additional funds will not be needed to complete or implement the program. Further, we have been pleasantly pleased with the interest of two of our business colleagues who are active and independently have hatched the new school concept. If the concept is one that we are going to develop, and the delivery format, will be of interest to other school programs. See question #22 for further discussion of this possibility. 1. By the end of August 2014 course activities, quests and badges, will be developed and deployed for 12 new courses representing an entirely new learning focus area of academic and career readiness skills for students, an area essential to all their future productivity. These classes are not sequential and can be engaged in at any time that students are in any of their grade. The four employment related badges might best be completed no later than the typical Junior year. 2. The gaming platform will be operational. There will be a very minor $500 per year to maintain access to the learning platform for all our students. This is a purchased service. Frankfort Preparatory Academy is a new school and therefore did not have an FY 13 budget. Most instructional resources have been donated by generous individuals who are extremely supportive of our mission and who understand the needs of the students, and therefore do not need to be included in the budget. Current enrollments are as follows: 205, 60 in each course. The budget will include adding 12 new courses, but in subsequent years will NOT need to increase staffing to accommodate this substantial additional learning content. In a traditional school setting one to two additional teachers would be needed to provide these additional courses. Because this is a blended-learning platform, we will be able to maintain our current level of 1: 16 teacher to student ratio. Staffing will only need to increase if enrollment expands beyond our current level of 1: 16 teacher to student ratio. See question #22 for further discussion of this possibility. 1. By the end of August 2014 course activities, quests and badges, will be developed and deployed for 12 new courses representing an entirely new learning focus area of academic and career readiness skills for students, an area essential to all their future productivity. These classes are not sequential and can be engaged in at any time that students are in any of their grade. The four employment related badges might best be completed no later than the typical Junior year. 2. The gaming platform will be operational. There will be a very minor $500 per year to maintain access to the learning platform for all our students. This is a purchased service. Frankfort Preparatory Academy is a new school and therefore did not have an FY 13 budget. 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18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation or ways to plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

Proposal Timeline Dates
Plan (MM/DD/YYYY): January 02, 2014

Narrative explanation

Implement (MM/DD/YYYY): February 01, 2014

Narrative explanation

Summative evaluation (MM/DD/YYYY): August 01, 2014

Narrative explanation

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation or ways to plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

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Narrative explanation

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Narrative explanation

Summative evaluation (MM/DD/YYYY): August 01, 2014

Narrative explanation

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

20. Describe the rationale, research or past support that successfully describes the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.
neighborhood students graduate high school; Target students are not developing personal, human-relations, and continued learning skills that employers and continuing education venues expect; Target students do not have the skills to respond in productive ways to daily out of school realities keeping them from being effective problem solvers such that large numbers of our students will not thrive without assistance. Developing these skills is an essential component of FPA’s mission; we believe they can be demonstrated and learned. Research – Content Standards. We have identified state and national skill sets that employers, educators and education venues indicate are needed to be successful in continued learning, and to keep employment. These have been compiled into Academic and Career Readiness Learning Standards. All our students, and indeed any similar urban students, need an intentional pathway to be able to learn and demonstrate these skills, such that learning institutions and employers can see our students have these skills, and have actual success experiences in their use. Sources consulted to develop our Academic and Career Readiness Learning Standards are: U.S. Department of Labor; SCANS Report; Ohio Department of Education, Employability Skills; Ohio Department of Education, Family and Consumer Science Content Standards; American School Counselors Association, National Standards for Students; Ohio Department of Job and Family Services, Office of Workforce Development; The Partnership for 21st Century Skills; Partnership for 21st Century Skills, 21st Century Skills Initiative; National Partnership for Digital Literacy and Technology Education, National Educational Technology Standards for Students, 2nd. ed.; American Center for Civic Character, Declaration of Uncommon Sense (version 5.5) – endorsed by us the nation’s three top education foundations, Fund for the Improvement of Education, and the American Counseling Association. The overall standards design is recommended by J. Galen Saylor and William M. Alexander in Planning Curriculum for Schools. This was used because the components directly addressed the stated mission of the school, it provided a comprehensive look at the purposes of learning, and it addressed all the areas that had been identified in the community needs assessment. Past Success – GoGoLabs: Both new content and instructional delivery increase classroom resources. GoGoLabs will provide a complete badge platform and professional development using participatory innovation to design learning systems that will enable students to demonstrate these skills in a language aligned with FPA’s Learning Platform and career pathways. Students will be able to monitor and inform decisions to keep improving their systems and become more intelligent for users over time. Links to a substantial amount of research findings supporting the power of this learning platform are available from GoGoLabs. The software is used in consulting personal and many industries, in schools, and in larger scale operations, and badges. 3DGameLab has won multiple national awards. Their project with National Oceanic & Atmospheric Administration “NOAA Planet Stewards: Personalized Learning in 3DGameLab” has been acknowledged as an exemplar badges project by Mozilla, the National Science Foundation, and HASTAC. The $150,000 project developed 15 career pathway open-source badges using real-time data.

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

22. If so, how?

The 12 new courses can easily be adopted by other schools with similar student population needs. There would be a nominal fee to access the learning platform ($245 per 175) from GoGoLabs, and there would be costs for training teachers on the use of the learning platform. This is not complicated. Three weeks of flexible online access to training for all teachers is $2800. Schools may be interested in additional training options that are available. Guidelines will be developed for identifying and working with community agencies and employers in a school setting that would be available for those wishing to replicate the program. Scoring rubrics, and performance standards would be shareable. FPA would host tours for interested parties wanting to see the gaming platform and/or the academic and career readiness learning standards and/or student and teacher classroom practices in action. Pearson: Instructional Resources: We are currently a partner school using Pearson’s GradPoint, a cloud-based blended-learning platform. We will collaborate with their creative and innovative leadership team, led by Mickey Ravenaugh, to determine if the courses we will be developing can be wholly or in part integrated into courses that could be sold to our future customers. They will participate as consultants with several as well as the subject matter expert teams. They are interested in further conversations with the Academic and Career Readiness Learning Standards as to the course content and how to make the courses more relevant. If there is an interest from one of potential candidates, in Ohio and other states, they will agree to work with us. We believe that FPA has the rights through this grant, of entering into such an agreement. There would be costs for training teachers on the use of the learning platform.

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

Learning described in this project is of critical value to FPA students. The delivery platform is innovative and motivates students to engage and excel in learning. The impact of doing this will be lasting, enabling students four school years or more to develop skills necessary for school level performance and beyond. Academic and Career Readiness Learning Standards will require proficiency in a variety of areas, all of which have been in publication for various periods of time. Yet, recommended by highly credible sources, schools have not embraced these goals for their students. We have looked at our students and the community they are from and that they lack all of these skills to such a degree that meaningful achievement in any environment will not be possible. Based on a strong belief that lives can be transformed with an educational approach, large amounts of funds were raised and Franklinton Preparatory Academy has become a reality. The marketing of these would also offer replication of the courses to other schools, and could also create long term recurring revenues for the FPA project.

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 examined as a part of this assessment.)

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.

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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.

| Accept, Martin Griffith, Founder, Chief Operating Officer, Franklinton Preparatory Academy, October 25, 2013 |