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Adjusted Allocation 0.00
Remaining -3,501,000.00
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: QDA Learning Center

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.

- The approach is a three-semester program: 1. Teach others how to develop on-line courses 2. Provide a place and professional development for 21 Century research based strategies for teachers 3. Provide a place for on-line testing. The issue is that school districts do not have the space nor time to adequately prepare teachers to shift from face to face teaching to a combination where the on-line portion can happen anytime and anywhere. Our design is to give school districts the opportunity to experience on line learning while creating a space filled with innovative furniture and technology.

**3. Total Students Impacted:**

- 10000

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

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

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.

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.

**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.

- QDA Learning Center is a shift from one stop workshops to a change in pedagogy and a place to practice new research based strategies on a daily basis across district borders. The approach is a three pronged process: 1. Teach others how to develop on-line courses 2. Provide a place and professional development for 21 Century research based strategies for teachers 3. Provide a place for on-line testing. The issue is that school districts do not have the space nor time to adequately prepare teachers to shift from face to face teaching to a combination where the on-line portion can happen anytime and anywhere. Our design is to give school districts the opportunity to experience on line learning while creating a space filled with innovative furniture and technology. A virtual museum where the curtain is pulled back and magic happens in every corner of the building. Creating on line courses can be fun for teachers if they are given the opportunity and the time to experiment with the technology. This professional development will take the teachers through a module approach where common core and/or new learning standards are developed around Understanding by Design Units. Experienced curriculum writers will work with teachers to help them develop their course from start to finish and use a rubric to ensure the rigor of the course before implementing it in the classroom. The actual facility will utilize the latest in furniture and technology that are typical desks convert to tables at a turn of a chair. Pads of laptops are placed together for a collaboration space where students can share their latest creation of innovation. White boards are not fixed to one spot which enables learning to quickly and easily move to another room, hallway, or space. With the equipping of computers, this room will also double as a place where schools may bring groups of students in on a scheduled basis to take the next generation assessment tests. This will enable many schools to save their money and not purchase their own equipment for test taking time.

- Teach others how to develop on-line courses: With the development of on-line courses, the idea of learning anywhere at anytime will occur. Teachers hours will change, students will be able to choose more courses through the offerings and work out their schedules accordingly. Teachers will be able to have many more students enrolled in a classroom with the on-line environment which will cut down on salary costs across districts. College level credit will be able to occur at the same time that high school credit is granted. Students will be able to interact with students from all over the State and World through the on-line environment. Students will be college and career ready with the skill set offered by on-line courses. Textbooks will not be needed with the material posted or search through the internet. We do not know what this world will be like in 20 years, but we do know that technology will be a part of the future. It is imperative that we begin to prepare our teachers and students for the unknown by giving them the skills to think through problems with other people that come from many walks of life. 2. Provide a place and professional development for 21 Century research based strategies for teachers: This type of learning requires a revisiting of existing teaching styles. Professional Development is the key to making these changes. Our staff will provide an environment where technology is integrated into...
lessons that directly affect the teachers and provide an urgency for the need to change. With an equipped professional development center, teachers will work with leading experts on delivering on-line instruction and face to face technology integrated instruction. After spending a week in the professional development center, our coaches will provide follow-up coaching back in the home district to ensure the fidelity of the training. Teachers will come back to the center to share their learning experiences and help new recruits come the program. This collaboration among teachers will provide communication among and between districts. This will truly break down the barriers that have been built between districts from rivalry sporting events and comparing academic status in local news media. Provide a place for on-line testing. With the next generation testing upon us, school districts are scrambling to try to schedule students in a 20 day window. The Professional Development Center would double as a testing center twice a year for those testing windows. Schools would schedule groups of students to come to the center to complete their testing and then be bussed back to their school district. This type of sharing among school districts will save everyone from purchasing equipment just for the sake of testing.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:
   a. Enter a project budget
   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.
   The forecast budget is not necessary due to the nature of this project. We are providing an open source type of center where all schools are welcome to attend and participate. As the entity housing the project, we will use the grant to get it up and running and then sustain the center through low pricing options to schools.

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

   3,001,000.00 * Total project cost
   * Specific amount of new/recurring cost (annual cost after project is implemented)

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
   * Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

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

16. Are there expected savings that may result from the implementation of the innovative project?
   * Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

   500,000.00 * Specific amount of expected savings (annual)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made 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 self-sustaining due to the set up of fees for collaborative partners to continue the running of the programs. The only cost would be the startup costs to get the facilities up and running the first year.

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 and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

   Describe the ongoing communication plan 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.)

   * Narrative explanation

   **Proposition Timeline Dates**
   Plan (MMD/YYYY): 09/03/2013 to 11/24/2013
   Summative evaluation (MMD/YYYY): 6/15/2014

   **Narrative explanation**

   Communication and public relations groundwork will be developed providing information to all stakeholders. Communication planning includes public announcements, media development, project web presence, community events and forums, marketing campaigns, and open house opportunities. A construction timeline will be developed and distributed with the public announcements.

   Implement (MMD/YYYY): 12/1/2014 to 6/24/2014

   **Narrative explanation**

   Sessions will begin in December and run through June with cohorts being formed every week. Staff training sessions will be continuous and occur on a weekly basis. The first PARCC tests will occur in March and again in May and testing tabs will be available at that time. Marketing will be the responsibility of ODA and will be continuous to gain new members and place on professional development calendar as they are secured as a partner. There will be a continuous outreach to area businesses to support the learning both monetarily and with innovative ideas. Vendor Companies such as Steelcase furniture will be asked to set up pilot rooms to help offset the cost of new and innovative furniture used in 21st Century Classrooms. Universities will be contacted to utilize the space and help with student teacher training.

   Summative evaluation (MMD/YYYY): 6/15/2014

   **Narrative explanation**

   The summative evaluation will be conducted by an inside and outside reviewer. Surveys will be sent to partners to gather baseline data for the program. A program brochure and annual report will be developed and distributed for future replications.

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

   We expect change to occur in many districts. We expect the ratio of teacher to student to increase while sustaining a differentiated curriculum through the on line delivery method. We expect school districts to begin collaborating on more shared services as they see the benefit of housing one professional development center where all can benefit. We expect our program to grow into an on the-road type of 21st Century Mobile Lab to reach places beyond our border counties. We expect our own digital academy to expand based on the publicity from the facility.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of
According to Generational Learning Styles by Julie Coates, members of Gen Y learn well by interacting with their colleagues, elating to innovative and effective collaborative learning techniques. The internet gives teachers an unprecedented opportunity to treat learners as individuals, helping them to strengthen their unique strengths and address their individual weaknesses. It is clear that we do not all learn one way, at one speed, or at one proficiency. In preparing students to be knowledge workers, we aim to treat each student as an individual. The lasting impact of Quaker Learning Center is that it will show teachers how to develop and teach online courses. We are welcoming teachers into the 21st century through our grant. We are trying to write a new chapter for schooling. We are going through a total change in society. It is not just a new century to which we are witness. It is the moving from one age, the Industrial Age that all of us adults have grown up in and known, and moving into the next age, the Information Age or Knowledge Society. That is why we choose to try to help all schools transition into a new and exciting era of education.

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

Yes [ ] No [ ]

22. If so, how?

As teachers become more confident, our hope is to offer more sites across Ohio and possibly outside Ohio to continue this model to help education across America keep up with the fast changing society around us. We would like to reach each school district with a few teachers at a time. With our connection to the college level, our hope is to have similar training centers developed on campuses for preservice teacher training.

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

This is the destruction of the traditional classroom and replacing it with an even better way to learn and teach. Research shows us that learners learn more over the Internet while working at their own speed, time and manner. There is more interaction among teachers and learners when they come from different walks of life. It is more convenient, cheaper, and faster when we learn on line than when we all show up at school at the same time every day. For the past two decades, the research reported that online learning is equally as effective as learning in person. More recent research shows online learning can be more effective than the traditional classroom, and that hybrid learning, the combination of in person and online, is superior to both totally classroom and totally online learning.

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.

Student Achievement: With the blended learning approach, we would expect to see students coming ready to take the on line performance based assessment as early as one year into the program. In five years, we hope to have all of our school partners in the 20% of the state on all state wide assessments. Reduced Spending: With the fees associated with the program, we would anticipate to help other districts with savings while keeping our program running on the start up grant funds. In 5 years, we anticipate a self-sufficient running program with partners buying into our services. Share of Resources: We are providing an open source type of collaboration. We anticipate in 5 years, that schools will be seeking other ways to collaborate due to the benefits of our program.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

By virtue of applying for the 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: Dr. Richard Varrati 10/25/2013