Budget

Focus North High School (012529) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (281)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	0.00	0.00	1,680,817.43	0.00	1,680,817.43
Support Services	0.00	0.00	181,883.12	0.00	384,147.00	0.00	566,030.12
Governance/Admin	0.00	0.00	23,738.82	0.00	0.00	0.00	23,738.82
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	205,621.94	0.00	2,064,964.43	0.00	2,270,586.37
						Adjusted Allocation	0.00
						Remaining	-2,270,586.37

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Focus InTel (Integrating Technology to Enhance Literacy)

2. Executive summary: Please limit your responses to no more than three sentences.

Focus InTel will address improving the reading, writing, speaking and listening skills of our students. We will do this by integrating technology in the classroom through the following program.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

750 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- [ ] Pre-K Special Education
- [ ] Kindergarten
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [x] 9
- [x] 10
- [x] 11
- [x] 12

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

First Name, last Name of contact for lead applicant
Kate Hussein

Organizational name of lead applicant
Focus North High School

Address of lead applicant
4807 Evanswood Drive Columbus, Ohio 43229

Phone Number of lead applicant
614-310-0430

Email Address of lead applicant
kate.hussein@focuslearn.org

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

- [x] 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

- [x] Yes
- [ ] No

If you are partnering with anyone, please list all partners 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. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School have an enormous need to improve literacy skills and provide updated and innovative classroom technologies to meet student needs, interests, learning styles and achievement. Our Focus schools have been in existence since 2006 serving students ages 14-22 in a dropout recovery and prevention environment. We have a diverse student population with 99% being economically and/or academically disadvantaged. Many of our students have responsibilities and challenges outside of school that make it difficult to attend a traditional school setting. To address their unique needs, Focus offers a flexible, online curriculum in a brick and mortar school that they can complete at their own pace. However, this presents challenges to teachers presenting lessons to students working on a variety of topics in class. In addition, being a charter school, we operate on a much lower budget making it difficult to provide up-to-date technology equipment and literacy tools for our students. Our current 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 tests Comprehension, Spelling, Vocabulary, and Word Recognition. Students who enroll with Focus and have not already passed the Writing OGT are also administered a 21st Century Writing assessment. Our Ohio Graduation Test Data shows low passing scores in both Reading and Writing.

The proposed innovation and how it relates to solving the problem or improving on the current state.

To increase student achievement in literacy, Focus has designed an innovative program utilizing technology and a greater share of resources in the classroom called Focus InTel (Integrating Technology to Enhance Literacy). The major components of this learning program include utilizing the latest technology, hands on, student driven projects tied to common core literacy standards, collaboration, formative assessment techniques, peer reviews, and showcasing student work. Focus InTel will allow students to apply acquired and entry-level skills to a range of projects such as blogs and creating their own webpages. Students will have the opportunity to participate in a variety of roles which will help them to master specific literacy skills. Focus InTel will enhance our already existing new online curriculum, FuelEd, in addressing reading and writing skills. Students can practice and showcase their writing skills on iPads, Smartboards, and shared internet sites, allowing others to review and provide feedback. Further, it will provide new, creative opportunities for students to practice their speaking and listening skills. Upon enrollment into the program, students will be interviewed by staff to make a video recorded biography that will serve as a baseline of their speaking and listening skills. Students will use technology to create presentations, perform interviews, teach each other lessons, listen to peers, and participate in discussions and debates. They will have the opportunity to collaborate with other students within and outside of their classroom using Skype and online chats. Students will receive quarterly assessments through the use of rubrics to assess their growth in speaking and listening. Teachers will be able to teach more efficiently and accommodate students' flexible schedules; they will have their own webpage and video recorded lessons that can be accessed at any time online. With a wide range of new technology products, professional development will be essential for the success of this program. A technology coach will provide teachers with training on 21st Century skills as it relates to literacy, and how to effectively teach using technology-based methods that result in higher student achievement. These concepts all align with our current PD plan, PARCC preparation, implementation of the Common Core State Standards, and formative assessment techniques.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

☑ Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

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 and implement the same goals together. The aforementioned project proposal is directly aligned with our OIP Plans and Professional Development Plans. The Focus OIP Plans include the following aligned goals: GOAL 1: Full academic year students will increase passage rate on the state Reading and Writing assessment by 10% over previous year. Student Performance Indicator: 75% students will maintain or improve reading and writing skills in all core content areas, as measured through a uniform district wide rubric and other data sources. Action Step: Work collaboratively with all teachers to implement the 10 Common Core Literacy standards in all course assignments. GOAL 3: Increase graduation rates by 10% over the previous year. Furthermore, through participation in Focus InTel, students in all grade levels (9-12) will show improvement in all core content areas of at least one rubric point in the duration of a course.

☐ Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

☑ Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be

enhanced in the classroom as a result of this innovation in the box below.)

Focus schools are fully supported by the Board of Directors, community, staff and students to implement this grant. We have full capacity to implement a grant of this nature and expect a high success rate. Each of the three schools has adequate space to implement each of technology resources. Each school will work together to assist in the program execution and ensuring students have the resources they need to be successful. Focus Learning Academy Southeast, Focus Learning Academy of Southwest 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 conducive with federal guidelines and student achievement. The Focus InTel proposed project will advance the improvement plan by increasing the abilities for Focus to greatly increase the resources available to our students; preparing them for state tests, greater course achievement and college and career readiness by increasing their literacy skills. Teacher's time and talent will aso be more greatly realized through Focus InTel. Teachers will be able to teach more efficiently and better accommodate students' flexible schedules.

☐ Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

☐ New - never before implemented

☐ Existing: Never implemented in your community school or school district but proven successful in other educational environments

☑ Mixed Concept: Incorporates new and existing elements

☐ Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

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. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide 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.

2,270,586.37 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Total Project Cost $2,270,586.37. Technology Equipment $1,454,507.43: In order to implement the Focus Intel program, new & updated technology is needed in all three Focus High Schools. Technology equipment to be divided between the schools include 500 Acer Aspire 27" All in One computers with touchscreens ($926,500), 500 Sennheiser headsets ($25,000), 32 Smartboards ($177,344), 35 classroom sound systems ($62,965), 30 HP Laserjet printers ($9,000), 35 Canon PowerShot digital cameras ($6,650), 35 Canon VIXIA video cameras

($15,750), 35 tripods, & 35 podiums with LCD display ($18,550). With new computers, students will be able to access current online curriculum, teacher webpages & recorded lessons, conduct online research, & collaborate with others. Students will record biographies, speeches, debates & other performances using the Canon camcorder in order to monitor progress in speaking & listening, give peer feedback, & showcase work. Additional Web Server storage is needed for videos at a cost of $35,940. Students will practice their public speaking skills behind podiums with LCD display that enable them to upload photos or graphics. They will take digital photos with the Canon PowerShot to use in conjunction with their projects & speeches. Images can be saved on Transcend flash memory cards. Students will learn to use the latest software, Microsoft Office ($9,860) & Adobe Photoshop/Premiere Elements ($68,686). Centrify provides an automated, centralized computer mgmt. system of user identities, access controls, & privilege levels. Foronics Insight will allow teachers to view & monitor what is displayed on each computer in a given lab to assist students and keep them on track. Deepfreeze preserves PC & iMac configurations by resetting them each time the computer is rebooted. Deepfreeze & Centrify have 5 year maintenance contracts that cover license renewals and upgraded software. Acronis Imaging System will enable the technical dept. to manage the process of setting up & maintaining the computers by reimaging a master computer setup to all computers. Airserver allows teachers to mirror their iPad to the staff computer and Smartboard to demonstrate apps, give presentations, and navigate the internet while walking around the room. Additional equipment includes 3.5mm cable to patch microphones to video camera, speaker wire for the sound systems, Velcro for cable management, power trips, Ethernet cable, & UPS Battery Backup. 35 locked cabinets will secure equipment when not in use. Security Equipment $384,147.00: Additional security includes 20 desk phones ($5007) for use in the classroom, a 5 year phone system maintenance agreement ($18,900), camera & door card systems, & Kensington locks ($360,240). Apple Products $226,310.00: As part of the Focus InTel program, there will be an Apple Lab in each of the three Focus buildings allowing students to take advantage of free educational apps & display work from their iPads to Smartboards for classroom presentations. An example is the free Pages app where students design newsletters, book reports, & flyers. Each lab will house 20 iMac 21" computers ($90,000), one iMac 27" computer ($7,200) for teacher use, & a combined total of 175 iPads ($87,500). Other equipment includes six iPad carts, Applecare software for the iMacs & iPads, Kensington locks, cable, HDMI adapters, Firewire adapters & Firewire cable. Staff Support Costs $50,130.08: Support costs are allocated for an academic Technology Coach to implement technology into the classroom & give project support. He/she will provide professional development to staff on how to use equipment & utilize resources to engage students & enhance student achievement using technology-based teaching methods. Governance $23,738.82: Grant team oversight, implementation & evaluation. Other Support Services $131,753.04: Year 1 contracted services for daily technical support, building installment planning, setup & monitoring, grant implementation.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the 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.

☑ Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

There will be an additional cost allocated for an academic Technology Coach to implement all of technology into the classroom, support project efforts among teachers and administrators, and provide professional development. The annual cost of this Technology Coach is $50,130.08. The Focus schools will be able to sustain the proposed projects, as all of the equipment will be purchased during the duration of the funding distribution and will not incur new/recurring costs after the grant is expired. The implementation staff will be hired and trained to purchase, inventory, setup and execute the equipment. Professional development will be given to all staff member at the time of implementation. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School each have a contractual agreement with eSchool Consultants, LLC, who serves as the schools' management company. All technical services and support are provided by them; therefore Focus schools will not be required to maintain costs for equipment update cycles and maintenance. The equipment maintenance and support will be absorbed through the contract agreement with the management company and will not be at the further expense of the schools. All remaining proposed staffing costs and grant management costs will be absorbed through Focus schools general foundation funds as they will become a permanent employee of the schools to maintain the sustainability of the program. Finally, Governance costs will not be needed after the first year implementation of the grant. Total estimated annual cost: $50,130.08.

☐ No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

☑ Yes

☐ No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

50,319.79 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

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. Time. At Focus, it is imperative that our students and staff be equipped with computers that are high speed and current so they can 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 $7,500.00 in mileage costs. With this new grant, mileage costs will be greatly reduced. Professional Development. The addition of an academic Technology coach to provide in house professional development will provide an annual savings of $35,319.79. Furthermore, returning staff members will train new staff members during our pre-service week and therefore will not incur additional cost. Computer Repair/Maintenance Costs. Because Focus has older equipment, the three schools are spending approximately $7,500.00 in repair costs each year to keep the labs running at a minimum pace. Having new equipment will nearly eliminate the majority of all repair and/or replacement costs for the schools.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

This proposal seeks funding at the amount projected for initial cost to purchase staffing needs for implementation, technology for the classroom, and governance, with an understanding that successful operation sets the stage for a sustainable program. The Focus schools believe this program will be successful as we will meet many students' needs and interests. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School will be able to fully sustain this grant with the amount awarded. Staff Costs. After the grant, the schools will absorb staff costs though foundation funds and our management company. Technology Coach Position. Sustainability for this position will be realized by projected savings in professional development, staff mileage, and computer repair/maintenance costs. We will also be researching new ways to realign existing funding and looking at non-essential positions to provide further savings. Equipment Maintenance and Monitoring. The management company will absorb maintenance agreements and monitoring services. The company's technical services department will continue to oversee all technical applications. Professional Development. The Technology Coach will provide initial and ongoing professional development. Further, returning staff members will assist in training new staff members during our pre-service week and therefore will not incur additional cost. Governance. Since the costs for governance is only for the duration of the grant, this cost will not occur when the grant duration is over. Purchase Services and Management Company. Should there be any cost thereafter the Board of Directors will use school foundation funds or the schools management company will absorb costs through the contract. All three Focus school buildings contain the necessary capacity for implementing a project of this scale. Due to the nature of the project and our contract with a management company, there will not be any new costs after the duration of the grant. Our management company fully employs a Technical Services Director. After the duration of the grant, the aforementioned employees will remain on staff for future training and support needs.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

This response should include a list of qualifications for the applicant and others associated with the grant. 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 information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range7/2014-1/2015

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Focus schools will begin the planning phase upon the award notification. Our Project Consultant will lead the team in all kickoff efforts with the assistance of the Technical Services Director, Technology Coach and grant team members. All equipment in the aforementioned budget will be purchased at the time the funds are received. The Technical Services staff will be hired and trained immediately. They will complete the necessary ordering, inventorying, and set up services. Focus schools will also follow through with all communications on project updates and awareness. The schools will also begin advertising the new additions coming to Focus - including the new technologies to encourage more students to come to Focus. The grant implementation team will communicate regularly to ensure the project stays on track.

Professional Development will be held for all staff members in mid-August so the resources can begin being used on the first day of school. Teachers will design and have their own webpages up and running.

* Anticipated barriers to successful completion of the planning phase

The ordering, inventorying, and setting up of services will be a time consuming, labor intensive task for staff. With starting this process in August, it will be difficult to get everything up and running prior to the first day of school. To address this barrier, Focus InTel will start the implementation process with seniors, and then rollback to include juniors, sophomores, and freshman. The technical team will assess what the priorities of the program are in relation to the delivery of equipment and ease of setting up. This way, as equipment is setup, students will participate in the program in increments until the entire student body has full access to all of the new technology and is able to fully participate in the program. Delays in delivery is another anticipated barrier due to the volume of some items being ordered. Again, with the program being implemented in increments, not all equipment will be needed at once. The technology team has checked with local vendors to be sure that a substantial portion of equipment is already in stock and ready for shipment.

18. Implementation - Process to achieve project goals

* Date Range8/15/2014-5/30/2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Focus InTel will begin with seniors and will then rollback incrementally to include lower grade levels. A technology coach will be available to travel between all three Focus schools to provide training and guidance to teachers and students on using technology in the classrooms to enhance learning. Upon enrolling, students will be administered the DORA test to determine reading and comprehension level, and a 21st Century writing assessment. Seniors will be interviewed to provide a biography that will be video recorded and later used to assess growth in listening and speaking skills. Teachers will guide students in the use of technology to enhance their literacy skills. Teachers will continue to update their webpages and provide video recorded lesson plans that students can access at their convenience. There will be mandatory speeches in each class as well as oral presentations. These will be incorporated into collaborative, student driven projects and receive peer feedback. Teachers will provide quarterly assessments in reading, writing, speaking and listening skills. Seniors will create their own webpages at the beginning of the year and this will incrementally be rolled back to include lower grade levels.

* Anticipated barriers to successful completion of the implementation phase.

An anticipated barrier to the implementation phase of this project is that our student population faces many challenges and responsibilities outside of school that can affect their attendance and performance. Focus InTel was designed with this barrier in mind, offering the teachers and students the tools and flexibility to work around those issues. Students will receive the training they need to utilize the new technology. Focus has flexible school hours that allow students to work around their other responsibilities. In addition, Focus will encourage students to utilize community resources such as YOUmedia at the Columbus Metropolitan Library and Teen Open Studio at the Columbus Museum of Art which both offer free access to updated computers, video cameras, digital cameras, and more, in order to complete assignments. With the use of Google Docs, Skype, and online chats, students will be able to collaborate with students from within any of the Focus High Schools. Teacher taped lessons will allow them to access lessons at any time from an outside computer, such as home or public library. A second barrier is differentiation in grade level skills among Focus students. To address this barrier, lower level learners will be offered more resources, such as extra online materials, educational apps, one on one teacher instruction and peer instruction to help them progress. Higher level learners will be challenged by involvement in specially designed student driven projects and college level courses through our articulation agreement with Harrison College.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range5/30/2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Evaluations of the resources and program will be evaluated quarterly throughout the school year through the use of rubrics, with a final summative evaluation at the end of the school year. Evaluations will be comprised of student and staff surveys, through the use of rubric based assessments. At the end of the program, students will be administered a final DORA test, writing assessment, and a final taped biography to demonstrate their growth and progress in all areas of literacy. Graduation rates will also be used in making the summative evaluation.

* Anticipated barriers to successful completion of the summative evaluation phase.

A barrier to the summative evaluation process is the somewhat transient nature of our student population. We have many students who are not full academic year (FAY) students. They may enroll in the middle of the school year, transfer out early or have disrupted services in education due to issues outside the school. We anticipate this and will include reports of progress for all students. Assessments will be kept on record for those students who may withdraw and later re-enroll.

20. 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 or duplicative 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:

Staff Impact and Lasting Value. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School intend to empower our staff members by giving them the technology and resources needed to impact student achievement in reading writing, speaking and listening. Throughout the duration of the grant, Focus staff members will further increase their knowledge of best practices, strategies and techniques for research based, proven skills for raising student achievement using literacy foundations in reading, writing, speaking and listening. So often we find that teachers struggle to meet every students needs individually. With these classroom technologies,

staff can better assist students with appropriate reading tools through the use of iPads, upgraded equipment, and Smartboard capabilities. The administration commits all students be college and career ready when they graduate from Focus. The team, through the use of a Technology Coach, is committed to provide all necessary professional development so that each teacher can feel fully knowledgeable and equipped to use this technology at the highest levels of implementation. Student Impact and Lasting Value. Students will be directly impacted as Focus InTel will meet every student where they are. Focus will meet every individual student at their current reading, writing, speaking and listening level, as well as their knowledge of the use of modern digital technology. This grant will allow students to have a top notch learning facility where they can greatly increase their literacy skills and truly learn to be college and career ready. They can be given the experiences and tools to help them prepare for the next level of life after Focus. Overall, Focus hopes to make a large impact on student achievement by giving students the opportunity to work with advanced technology they have never had the opportunity to use. We expect to meet the needs of all students with teacher guided use of technology to enhance their literacy skills in reading, writing, speaking and listening. Focus Intel will allow teachers to impact the way a student learns as they view the world as their classrooms and have new opportunities. Rubric based assessments and surveys will be given periodically to evaluate student growth, program effectiveness and overall school impact. The hope of our Focus schools is that these assessments will show additional growth in, state mandated assessments and graduation rates thus improving our overall school improvement goals. Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School intend to empower students and give them the confidence for being college and career ready. Taking students to a new facet of education by introducing new experiences is a high priority at our Focus schools and aligns with school improvement and strategic planning goals.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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 resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Rationale. The rationale for the proposed project is based on our students need to increase literacy skills; highlighting literacy through the use of technologies will allow Focus to work with every student individually at every grade level & offer they guidance, teaching & support they need. Supporting Research for Student Achievement & Utilization of a Great Share of Resources in the Classroom. Our grant proposal is supported by research 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 learning; (3) technology-based scaffolds for learning; (4) cognitive scaffolds for learning; (5) professional development & support for teaching at-risk students; & (6) effective connections to home & the community" (Cognition & Technology Group at Vanderbilt University (1994). It is critical for Focus to grow with the future of digital literacy & multimedia. According to a Kaiser Family Foundation study, kids in the U.S. ages 8-18 spend an average of 6 hours or more using media each day, making it important for educators to become fluent in digital literacy" Tannenbaum, Barbara. At-Risk Students Make Multimedia, 2009). In "Pioneering Literacy in the Digital Wild West (2012)," the Joan Ganz Coonley Center & New America Foundation found that low-income families are less likely to have the latest technology or to use apps. Students in higher income families received more guidance in the use of technology. Focus Intel will help bridge the gap by providing teacher guidance in the use of technology & apps to increase literacy skills. Research is weaved into all facets of our Focus schools. Our schools have participated in numerous professional development opportunities on Common Core literacy which is built on a framework from Fisher & Frey (2012); Schultz & Hull (2008) & Irvin (2006). Each of these theorists has studied adolescent literacy & high school content reading. Fisher & Frey's work has given us literacy frameworks to build comprehension & foster deeper reading with complex texts; Schultz & Hull's work provides us with support for helping our teachers connect student's home, interests & school literacies; and Irvin's work helps us draw on research to motivate & engage high school struggling readers. Our work in formative assessment is guided by Rock Stiggins & the Assessment Institute which has helped our teachers make data-driven decisions in regard to instructional & assessment techniques. We use a variety of mixed method frameworks to inform our research base & work with our administrators & teachers. Past Success. The YOUmedia Network is a group of libraries, museums & community-based organizations that invite young people to create, learn & build skills with traditional & 21st century digital tools. It is supported by research through MIT (MIT Press. Hanging Out, Messing Around, & Geeking Out: Living & Learning with New Media, 2009) & the John D. Catherine & MacArthur Foundation series on Digital Media & Learning. YOUmedia are spaces where kids explore, express, & create using digital media. YOUmedia's core philosophy is that youth are best engaged when they're following their passions, collaborating with others, & being makers & doers, not passive consumers. The program uses student driven signature projects that are interest driven, reflective, collaborative, hands on & interdisciplinary. With programs already in existence in cities across the country such as Chicago & New York, The Columbus Metropolitan Library started a YOUmedia program at its main branch which celebrated its one year anniversary in February 2013. Focus Learning Academy will utilize this existing community resource to inspire classroom ideas & collaboration.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

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 failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or

external evaluation.

Director, Kelley Straight will be responsible for conducting internal evaluations for Focus North High School, phone: 614-310-0430, email: kelley.straight@focuslearn.org. Director, Jason Morton will be responsible for conducting internal evaluations for Focus Learning Academy Southeast, phone: 614-269-0150, email: jason.morton@focuslearn.org. Director, Kerry Hill will be responsible for conducting internal evaluations for Focus Learning Academy Southwest, phone: 614-545-2000, email: kerry.hill@focuslearn.org.

* 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 project's progress).

Directors will measure progress towards short term objectives through the use of diagnostic assessments, rubric based assessments and surveys given quarterly to evaluate student growth in reading, writing, speaking and listening, program effectiveness and overall school impact. Students will also be expected to improve by at least one rubric point in core content areas in the duration of a course.

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

If measured progress is insufficient to meet objectives, the academic Technology Coach will work will work with staff and students in modifying the program for success.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

First and foremost, it is the absolute priority that our students leave us as literate as possible so they may have a successful future. Within our Focus schools, we have been able to demonstrate small literacy gains in the past and present, and believe we have the ability to take it to enormous heights. Our current shortcomings lie in the technology to advance our students to be prepared and literate for the 21st Century. Focus believes it is imperative to provide high quality college and career readiness skills for our students. It is our goal to provide the kind of education to our students that they will feel completely prepared to enter college or the workforce. If we could provide students with multiple opportunities to learn to use various forms of technology and literacy skills, then students will be able to carry those skills with them whatever path they choose. It is our hope that these foundational skills will remove barriers for students that are lacking literacy and technology skills, thus preventing the need to take remedial courses in college.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Short Term Goals: Quantitative.1) Quarterly assessments will show an increase of at least one rubric point in core content areas for all grade levels. Qualitative. 1) Focus InTel will increase student engagement & participation in class & 2) Provide students with a literacy rich school culture through technology. Long Term Goals: Quantitative:1) Increased passage rates for full academic year students by 10% over previous year on the state mandated reading & writing assessments, 2) Increased speaking & listening skills by 10% over previous year, & 3) Increase in student rubric scores in core courses. Qualitative:1) Complete student portfolios & post on individual student webpages, and 2) Greatly increase student reading, writing, listening & speaking skills, helping students to be college & career ready. Measurement Periods.Because Focus is 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. The three schools will continue to collaborate through our teacher based teams (TBT's) 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 & make instructional changes. Focus will continue to concentrate 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 that will be integrated in their classes. Even though we will begin collecting data immediately, Focus believes we will begin to show a success point within the first 6 months of implementation.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Short-term:Quantitative.1)Technology Coach will provide 100% of teachers with professional development in 21st Century skills as it relates to literacy, 2)100% of teachers will receive PD on how to effectively teach using technology-based methods, & 3)Teachers will create their own webpages with video recorded lessons which can be accessed by students. Qualitative.1)Focus InTel will increase student engagement & participation in class, and 2)Teachers will have more time for individualized 1-on-1 & small group instruction with students, & 3)Students will be better equipped to utilize community resources for educational purposes. Long-term:Quantitative.1)Increased completion of core credit hours, & 2) Increased graduation rates by 10% over the previous year. Qualitative.Through Focus InTel & the use of technology in the classroom, teachers will be better able to utilize their skills as an educator & individualize their lessons to meet their students' unique needs. Measurement Periods.Because Focus is self-paced, 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. The schools will continue to collaborate through our teacher based teams (TBT's) & 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 & make instructional changes. Focus will continue to focus on the use of rubrics for a clear measurement of student progress. Anticipated Success Points. PD will

begin immediately & will be an ongoing process, utilizing the knowledge & expertise of the Technology Coach. We anticipate a success point within the first 6 months of implementation.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

☑ Yes

☐ No

If the applicant selects "Yes" to the first part of the question, 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 the 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 included here.

* Explain your response

Focus schools believe this project can be implemented in any school district given the level of student interest and mid-low literacy skills. Focus InTel is appealing to any school district that has student interested in technology. Schools will have the opportunity to provide students with the literacy equipment to help them become successful in all of their core classes as well as become college and career ready in a comprehensive format. Focus schools will build this model program to show that schools can meet every student where they are in their literacy ability and utilize technology to greatly increase their skills in reading, writing, speaking and listening. Focus InTel also helps schools utilize a greater share of resources in the classroom. This aids in the replication of the program since districts can save money by enhancing already existing resources. Further, Focus InTel encourages collaboration with other schools and educational programs in the community such as the YOUmedia, which has been implemented and proven successful in cities across the nation including Columbus, Ohio. This team approach makes Focus InTel a strong, effective, and replicable program for the future.

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 agree, on behalf of this applicant, and any or all identified partners, to abide by all assurances outlined in the Straight A Assurance (available in the document library section of the CCIP).

Consortium

Focus North High School (012529) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Kelley	Straight	614-310-0430	kelley.straight@focuslearn.org	Focus North High School	012529	4807 Evanswood Dr, Columbus, OH, 43229-6285	
Jason	Morton	614-269-0150	jason.morton@focuslearn.org	Focus Learning Academy of Southeastern Columbus	142935	4480 Refugee Rd, Columbus, OH, 43232-4459	
Kerry	Hill	614-545-2000	kerry.hill@focuslearn.org	Focus Learning Academy of Southwest Columbus	142927	190 Southwood Ave, Columbus, OH, 43207-1133	

Partnerships

Focus North High School (012529) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Donnie	Musick	614-322-7996	donniemusick@eschoolconsultants.com	eSchool Consultants, Inc.		4480 Refugee Road, , Columbus, OH, 43232	

Implementation Team

Focus North High School (012529) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Erin	Metzger Scott	Project Consultant for Focus Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School	As the Project Consultant for Focus, Ms. Erin Scott will oversee 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. Ms Scott will manage and control grant budget execution, resources, schedules, time lines and program evaluation. She will also serve as a liaison between the individual schools and state to ensure that all requirements are being met and best practices are being used.	Ms. Scott 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.	Ms. Erin Scott has served as the Project Consultant for Focus since July, 2010. While in her current role, Erin has overseen other grant projects including implementation and oversight of Race to the Top (2010-2014). She will also oversee the Year 5 extension period for Focus Southeast and Southwest. Ms. Scott has also provided oversight of budgets and resources with other grants awarded to the Focus schools including the Title II D Grant and Dollar General Grant.	
Jason	Morton	Director of Focus Learning Academy Southeast	Mr. Morton will oversee Focus InTel within the school and assist teachers with the implementation of the project. In addition, he will be responsible for evaluating the impact of the strategies used in the project, progress toward goals, and necessary modifications to ensure success.	Mr. Jason Morton has been the Principal of Focus Learning Academy East for the past two and half years. He was born and raised in Columbus, Ohio where he attended Easthaven and Shady Lane Elementary, Southmoor and Johnson Park Middle School, and Independence High School. In 2000 he accepted a full scholarship to play football at Bowling Green State University where he received his Bachelor's Degree in Sociology. Jason made a decision to move to Tiffin, Ohio where he coached at Heidelberg College while working towards his Masters in Education. In 2012 Jason earned his Masters in Educational Leadership from Capella University.	After a brief stint in coaching at Bowling Green State University and Oklahoma State University Mr. Morton returned to Columbus, Ohio where he worked at Focus Learning Academy North as a Vocational Instructor for the Career Based Intervention Program. In 2009 he transitioned into the Student Affairs Coordinator at Focus Learning Academy. Jason has also continued his coach career in Columbus helping to build productive lifelong learners at Independence High School, Mifflin High School, East High School and Capital University.	
Kathy	Williams	Executive Director of Focus	As the Executive Director of the Focus schools, Ms. Kathy Williams will oversee all	Ms. Williams graduated from Walsh University in 1979 with a bachelor's degree in	Ms. Kathy Williams worked with Dr. Coletta Musick to form the Focus Learning Academies and	

		Learning Academy Southeast, Focus Learning Academy Southwest and Focus North High School	operations of the schools 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.	Psychology.	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.	
Kerry	Hill	Director of Focus Learning Academy Southwest	Mr. Hill will oversee Focus InTel within the school and assist teachers with the implementation of the project. In addition, he will be responsible for evaluating the impact of the strategies used in the project, progress toward goals, and necessary modifications to ensure success.	Mr. Kerry Hill has been the principal of Focus Southwest for the past six years. He received his undergraduate degree from Ohio University in Secondary Education History and Government in 1992. Kerry earned a K-12 certification in severe behavior handicapped and a Master's degree in Secondary Administration (7-12) from The Ohio State University in 1995 and 2000 respectively.	Mr. Hill received his undergraduate degree from Ohio University in Secondary Education History and Government in 1992. Kerry earned a K-12 certification in severe behavior handicapped and a Master's degree in Secondary Administration (7-12) from The Ohio State University in 1995 and 2000 respectively.	
Kelley	Straight	Director of Focus North High School	Ms. Straight will oversee Focus InTel within the school and assist teachers with the implementation of the project. In addition, she will be responsible for evaluating the impact of the strategies used in the project, progress toward goals, and necessary modifications to ensure success. As lead agency, Ms. Straight will communicate with Directors of Focus Learning Academy Southeast and Focus Learning Academy Southwest to receive updates on the progress of Focus InTel and to coordinate efforts to resolve any issues that may arise.	Kelley Straight is the Director of Focus North High School and has been in the position for one year. She received her undergraduate degree from West Liberty State College in Mathematics Education in 2002. Ms. Straight earned her Master's degree in Integrated Technology in the Classroom in 2012 from Walden University.	Prior to being Director, Ms. Kelley Straight served as a Math Instructor for 9 years. The first four years of her teaching were at Marion Juvenile Correctional Facility and five years at Focus Southwest. While working for Focus, she has been a part of the Race to the Top team, District Leadership Team, and Accreditation Team. She also served as the Math Department Chair, a mentor for the Residency Educator Program, and the Technology Coach for the ARRA grant in 2010.	
Donnie	Musick	Chief Executive Officer of eSchool Consultants LLC	s the CEO of eSchool Consultants LLC, Mr. Musick will lead eSchool Consultants in all areas related to grant partnering and will be the approving party for all work assignments as they pertain to the grant implementation.	Mr. Musick attended the University of Toledo and The Ohio State University where he majored in communications with a specialty in journalism. He has worked the last 14 years with eSchool Consultants, where he was an important part of developing VCS Ohio, a K-12 statewide online charter school established in 2002.	Additionally Mr. Musick has been a major part of creating the Focus Learning Academy schools that serve students in Columbus, Ohio at three different locations. Currently Mr. Musick serves as the CEO of eSchool consultants, a role he has held for the last 5 years. In his role as CEO Mr. Musick has overseen the servicing of VCS Ohio as a major client as well as the growth of the Focus family of schools.	
Shawn	Mason	Technical Services Director,	Mr. Shawn Mason is currently responsible for researching, developing, implementing,	Associates Degree in Computer Programming, A+ Certified, Completed 2 year	Shawn has over ten years of experience working in the IT field, including seven years with Focus	

		eSchool Consultants	and maintaining technology for all three Focus locations. Shawn manages a team of technology specialists that support Focus students and staff with all of their IT needs. For this grant project, Mr. Mason will oversee the various stages of technology integration for each school. This includes, but is not limited to, proper inventory procedures to ensure all equipment has an asset tag and a funding label, installation of computers and smart boards in each classroom, creation and distribution of computer images, installation and configuration of all server applications for computer management, and installation of security cameras, key card door lock system and other related equipment.	networking program including Network+, Security+, Server+, i-Net+, and Cisco.	schools. During this time he has been involved in several large scale projects. These include: iPad deployment, server design/implementation, network teardown/setup for office move, and network infrastructure design/setup. His experience working with technology in schools has enabled him to determine which products will enhance the classroom learning experience for students and staff and the best way to implement them.	