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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:
Academic and Career Readiness Using Quest-Based Learning

2. Executive summary: Please limit your responses to no more than three sentences.
To assure academic and career readiness of our urban high school students, whose multi-faceted skill lack substantially interferes with their ability to obtain living-wage employment, we will design and implement 15 new courses equating to 6 graduation credits focused on successful demonstration of skills education venues and employers expect. These mastery focused courses will be delivered on an innovative gaming Quest-Based learning platform, with achievement documented in digital backpacks. Community agencies and employers will partner with us to advise on meaningful learning experiences, provide criteria and feedback on student culminating presentations, and support structured internships where skills and abilities will be successfully demonstrated in a real-world environment.

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.

102 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:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Pre-K Special Education</th>
<th>Kindergarten</th>
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<td>10</td>
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<td>9</td>
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</tr>
</tbody>
</table>

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Martin Griffith
Organizational name of lead applicant
Franklinton Preparatory Academy
Address of lead applicant
40 Chicago Ave.; Columbus OHIO 43222
Phone Number of lead applicant
614-668-1298
Email Address of lead applicant
griffith@franklintonprep.org

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

| Yes | No |

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

Add Consortium Members

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

| Yes | No |

If you are partnering with anyone to plan, implement, or evaluate your project, please list partners by name on the "Partner" page by clicking on the link below.
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

This is the first year of operation for Franklinton Preparatory Academy (FPA), a community-based charter high school. All students live in Franklinton, where just 25% of adults have a high school diploma. Local and federal agencies rate this area as the highest risk neighborhood for youth in Franklin County, and at the most disadvantaged levels in the United States. Enrollment currently stands at 102 9th and 10th graders, equally divided between white and African-American students. 95% of the students meet poverty standards. 27% of the students enrolled with active IEPs. This grant is developed based only on this current enrollment and budget. The school anticipates adding 11th grades in FY 2015. Full 9 - 12 enrollment is anticipated to be 300 in FY 2016. Student Needs: These urban high school students are not education-ready. They are not keeping academic pace with age/grade achievement of their peers. The gap grows wider as they get older. They reflect behaviors associated with multi-generational poverty. Community members have identified root causes that are impeding Franklinton students from meeting high school learning expectations, and therefore, from gaining future living-wage employment. Standards are available that higher education providers, military, and employers have identified as essential to successfully learn, and to obtain and remain employed. Analysis reveals that the human relational processes, such as working and solving problems with others, are at least as critical as are more easily measured reading and mathematics skills. All of these skills are needed by our urban students to succeed into their future. Skills identified that education providers and employers expect are: human-relations, personal development, continued learning skills and employment focused. These are essential skills that can be taught, learned, demonstrated and assessed. Ameliorating these deficits is the central mission of FPA.

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

Research indicates that FPA students need guided intentional development and practice of these skills over an extended period of time, within a real world context. Intensive and personalized approaches are needed to close achievement gaps. Instruction needs to be relationally-based, with one to one feedback as an integral part of personalized assessment. Innovation: Badges & Backpacks. To meet all the academic and employer needs, identified in FPA Learning Standards, FPA will partner with GoGoLabs to develop 15 new Academic and Career Readiness courses. Instructional designers will work with local subject-matter-experts (e.g. business, social agencies, educators, community members, Better Business Bureau) to verify experiences and culminating performances that address the standards and verify mastery of content. GoGoLabs will translate desired experiences into a series of quests culminating in Badges. Development includes piloting courses, digital "backpack" set up, editing, analysis of success data, and initial and monthly professional development addressing teacher facilitation roles and use of student learning pattern data. Using the innovative 3-D GameLab Quest-Based learning platform, students work through Quests and earn culminating Badges representing skills and achievements deemed essential. Completed badges are arranged within individual student "backpacks" serving as a digital resume of competencies and experiences. Completion of courses and compilation of the backpack will be an FPA graduation requirement. This platform provides flexible learning pathways that address student diverse entry learning-levels and interests, is competency driven (rather than grade driven -- failure is not an option), and is both rewarding and motivating for our population. Students using this platform have demonstrated increased persistence, and have completed more content in nearly half the time when compared to traditional learning modes.

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.)

This project will address all of the 9 - 12 students in our school. We are calling this content Academic and Career Readiness. As a result of this innovation students will be able to define, identify examples of, engage in projects that require demonstration of, and provide feedback to peers on the quality of the following: Human Relations -- the art of building authentic, stable and lasting relationships; respecting and appreciating the skills and abilities of others recognize the thoughts, feelings, and perspectives of others develop beneficial collaborations with people who work within community institutions build and maintain positive relationships with others respectfully resolve conflicts without hostile intent appreciate diversity work together in productive endeavors value each other's unique talents and strengths Personal Development--emotional stability, and ability to thrive take responsibility to achieve outcomes for themselves solve personal problems set realistic personal expectations analyze personal assets and plan strategies to increase those assets make ethical choices control impulses show confidence in own ability to interpret, respond to, and influence change manage multiple tasks effectively model good health and safety practices Continued Learning -- skills learners need to continue to learn effectively outside of and after schooling use speaking and listening skills to improve understanding demonstrate understanding through relevant responses and questions engage in critical thought processes retain complex information over time and apply it to later work express complex ideas in an organized and concise manner present effectively using well organized format, concise language, and clear enunciation write clearly using content/work related terminology use learning skills
and abilities to stay current in future employment accept and apply constructive criticism to improve performance make multiple decisions weighing risks and benefits to the organization develop creative solutions and preventative action effectively organize and evaluate the relevance and accuracy of information use technology appropriately to identify, prevent, and solve problems develop a career plan including any specific needed skills or education apply to a post secondary institution that meets career attainment needs develop and maintain a digital portfolio of competencies and experiences prepare for and practice interviewing Employment Specialization—retain meaningful employment, and provide for self and family as a result of employment identify training and experiences needed to qualify for multiple career paths begin to develop qualifications needed to work in depth in areas of interest share knowledge with others collaborate with others to achieve work goals initiate and complete projects deliver high quality results on schedule resolve customer/client problems independently adhere to attendance and dress expectations at work model good discretion and honesty demonstrate positive and productive on job relationships and social behaviors establish a project budget manage a personal paycheck to meet needs and wants determine and manage a budget effectively make wise consumer decisions describe the components and uses of a business plan

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.)
not doing this

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.)
The 15 new courses address student achievement identified as essential by educational providers and employers. These are noticeably and critically missing from our students, many urban students, and many students in poverty. All students will be engaged in these courses, which equal 6 required graduating credits for FPA. Students may test-out of these by successful demonstration of the culminating project. Courses are identified in the FPA Learning Standards as follows: Human Relations: 1. Interpersonal Skills; 2. Life Management Skills; Personal Development: 3. Emotional Intelligence; 4. Leadership and Advocacy; 5. Basic Health and Safety (including food safety); Continued Learning Skills: 6. Improving Learning and Thinking Skills; 7. Information Media and Technology Literacy; 8. Employment Readiness; 9. Job Searching Skills; 10. Post Secondary Application Process; Employment Specialization: 11. Job Keeping Skills; 12. Entrepreneurial Literacy; 13. Financial Literacy (managing your paycheck); 14. Ethical Business Leadership; 15. Internships/Apprenticeships. Included throughout these courses are 20 Character Traits defined in Declaration of Uncommon Sense, and 6 Ethical Enterprising traits both endorsed by Central Ohio Better Business Bureau. This organization makes annual awards to businesses who demonstrate these traits in their business practices. These businesses will be involved in the development and assessment of these courses. Course delivery is an enhancement to classroom resources. The innovative Quest-Based learning platform is highly engaging and motivating for our target population. Each student works at their own pace on a workstation. Quests are digitally tied to specific standards and competencies with a series of trials, puzzles and tasks that the participant must conquer to advance to the next game level. Experiences and competencies have been identified by agency and institutional personnel who are subject matter experts in the various identified areas. Digital systems within the platform record the progress and offer students multiple pathways (differentiation) that lead to equivalent educational outcomes. Quests can contain any combination of text, media, or experience and culminate in a student prepared deliverable like a paper, speech, video, project, personal portfolio or other practical artifact. Relational experiences will be included as part of various quests that support collaboration and group problem solving. Teachers facilitate student collaboration and learning to mastery expectations. Earned badges reside in a digital "backpack" that acts as an electronic resume of competencies and experiences, and will also appear on school transcripts. It is anticipated that students will comfortably be able to complete one badge each 9 weeks leading up to the final semester long Internship Badge. Course assessment is an enhancement to classroom resources. Students work to informed mastery of content expectations, therefore they will be able to describe what goals they have met and what criteria are evidence of their success. Students will own their own learning. As part of these activities with teachers, students will critique expected work against standards in a true learning community environment, and be able to modify their work as needed to assure on-going high quality performance. Using quality performance scoring rubrics, that subject-matter-experts have validated, assures that students have mastered critical academic and career readiness expectations. Peers, education and employer personnel will provide an audience for student culminating-demonstration of these abilities. This participation provides a real-audience; supports a genuine opportunity for meaningful feedback to students; and permits agencies to form a deeper understanding of the school's purposes and student ability.

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.)
not doing this

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.

We are not submitting a metric table because our school just came into existence July 1, 2013.

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 case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

305,664.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Support Services - Salary (100) & Benefits (200). Salary of $25,000 with benefits @ .1545 of $3863. Total $28,863. This is for our work-force liaison position, who is currently a part-time employee. He will increase to full time for the duration of the grant year in order to be additionally involved with the development of these courses. Student ability to demonstrate the competencies contained in these courses is essential to be able to place students in internships, and to be able to work with students to secure meaningful and lasting employment. Professional Development - Salary (100) & Benefits (200). Salary of $42,000 and benefits @ .1545 of $6499. Total $48,489. This is $3,500 for each of 12 faculty members to work in developing questing content, validating the content, editing content, piloting the new courses with students, participate in training of the new platform, developing scoring rubrics that are consistent with course and graduation goals, and accessing and using platform data. Equating to 17 days of anticipated work. All stipend paid work will be conducted beyond the school contract day, on weekends, and during the summer. Support Services, Purchased Services (400). Total of $144,650. Included are a project manager @ $1,375 per month, for a total of $16,500, (pay on 1099); Contract with the gaming-platform development company GoGoLabs @ $128,150. This includes instructional design, graphic design, setting up digital backpack, teacher training with the platform and with needed pedagogical shift, project management on their part, travel to Ohio for development team, data mining evaluation, and video/media production to include as an introduction to each badge; and includes 60 months beyond the grant for platform access that also includes professional development support @ $4,500 per year. Support Services - Supplies and Materials (500). $76,612. This is for the purchase of 100 lap-top computers @ $354 each and includes printer and connection set up and management license for each; 3 networked black and white printers @ $299 each, 1 color printer @ $399. Quote includes 4 hours per month of maintenance/management for 60 months ($23,200), toner and paper for printer for 60 months ($16,316.47). Support Services - Capital Outlay - New (600). $7050.00. Three (3) charging docking stations for the 100 lap-top computers @ $2350 each. Included in the above contract for maintenance.

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 brief narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

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

Course development on Quest-Based platform will be completed at the end of the grant period. Continued access to this platform, and its associated professional development is $4,500 per year for a school-wide adoption. This cost is included in the contract with GoGoLabs. Work station, docking station, and printer purchase includes a five-year maintenance contract. Printer toner, and printer paper is also contracted for five years. Current levels of internet access are sufficient for increased use. There will be no increase needed in the current 500 mbps capacity bandwidth to support grant activities. Extended time stipends for faculty to work on project development activities will cease; the project manager will no longer be needed to manage the project; the work force liaison will return to his previous duties that did not involve...
14. Will there be any expected savings as a result of implementing the project?

Yes

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 address 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.

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

Money will not be saved, but we will be more efficient with the budget we currently have. We are currently operating with a 1:20 teacher-student ratio, and have a per-pupil cost of $6818.00 (which is half the cost of area high-performing districts). We will be able to accomplish a significant increase in student programming by making better use of the time and staffing we currently have. We will be adding 15 new named courses in which all students will participate. This will equate to 6 elective graduation credits. No additional staffing is needed to accommodate this substantial additional learning content. The school currently operates in a blended-learning environment with course content delivered through GradPoint, a Pearson digital learning solution, combined with highly-qualified teacher instruction and interaction. Teachers and students are accustomed to this teaching and learning mode. The new courses will be delivered in a similar blended-learning environment during the already scheduled and operational daily 50 minute Academic Advisory time slot during the student day. Teachers are already assigned to this instructional period with a cohort of students they remain with for four years. This new content provides meaningful learning that is in keeping with Academic Advisory relationship-building purposes. We are planning that this direct facilitation and management of these courses would take place 2 to 3 days in any given week during Advisory. Time for students who may want additional opportunities to work on these courses will be included in the schedule of daily elective-class periods. Courses are available through any internet access. Now and in the future, Academic Advisory time will always be an integral part of the school, and all teachers will always be assigned an Advisory. Therefore, while significantly increasing graduation learning requirements (a 20% increase in focused student learning), no new staffing is needed.

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.

Brief explanation. FPA’s Academic and Career Readiness Courses (ACR) will be self-sustaining in the same way that any course is self-sustaining. The content is wholly aligned with FPA’s vision and mission. Successful completion of ACR validated content is identified as a graduation requirement. ACR courses will be delivered in the currently scheduled Academic Advisory period. Support of technology and professional development is assured for ongoing implementation of the ACR courses, including support of “backpack” development. Current ongoing faculty collaboration around examination of student work quality will continue to be focused squarely on student learning. Detail:

Content & Courses. The focal point of this project is developing a means to effectively teach and authentically assess content that has long been recognized as important, even critical, to overall education of young people, yet has remained routinely unavailable in most educational settings. 15 Academic and Career Readiness courses will be identified, equating to 6 graduation credits. At the end of the grant period the content expectations will have been validated by subject matter experts, piloted and are ready for use. Quest-Based Gaming platforms have been demonstrated to be engaging and successful in improving the persistence and focus of learners. Development of validated courses and expectations accessible on a Quest-Based platform will be complete at the end of the grant period. As part of the development process, access to the courses, through this platform is assured for the next 5 years. Staffing. The Quest-Based courses will be delivered in the existing 50 minute Academic Advisory period. Students will quest at individual workstations while their Academic Advisors provide facilitation, oversight and opportunities for real-world learning through individual and group quests and presentations. No new staffing will be required to sustain FPA’s Academic and Career Readiness courses. Technology. The grant requests 100 workstations and classroom printers. The budget includes extended maintenance contracts to assure continuous functionality. Toner and paper supplies are also included in the 5 year agreement. FPA’s existing 500 mbts of Internet bandwidth through Time-Warner is sufficient to support all FPA programs. Professional Development. Ongoing PD will provide teachers with strategies to support student learning on the Quest-Based gaming platform; to make educational decisions using the imbedded data; and to make additions or modifications to the courses over time keeping expectations fresh,
current, and responsive to effectiveness data. PD platform is an online learning-community environment, creating a user-group for questions and discussions about best-practices. Collaborative planning is already an expected part of the FPA teacher day. As part of the development process, access to the professional development site is assured for the next 5 years. Backpacks. Mozilla provides the digital "Backpacks" through a free, open-source application. GoGoLabs professional development includes supports for teachers to manipulate, display and access the Backpack Badges. Business and community partners. FPA’s Work Force Liaison position is currently responsible for bridging internship relationships between students and area businesses. This already funded position remains and serves as a key link between the school, community and business partners. Course development activities would no longer be needed. Data gathering. Post-graduation and scoring rubrics will be validated by business and agency subject-matter-experts. These will be embedded within Quest and Badge requirements, and used during Internships. These will be completed and ready to use at the conclusion of the grant. Scores will be recorded in GradPoint grade book, maintained overtime, analyzed on data days.

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 Range July - August 2014

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

| Scope of the Work: Establish communication pattern, verify grant expectations, clarify roles and responsibilities July: Establish vision, and logistics. Notify all of grant award, teachers, students, Board, area businesses, and local agencies. Identify and meet with those working on grant activities, including teachers, students, significant others. Review the vision of this grant, why these results matter, what success will look like. Identify what is important to them to be included in evaluative information. Review scope of the work, planned activities and events; verify time-lines, expectations and responsibilities. Review evaluation responsibilities as outlined in the grant application. Obtain input on planned communication avenues: Google Group for those involved in grant activities; a Blog-site on the FPA web site, and a weekly e-mail “drip” to the broader community- brief 2-3 item pieces. Include feedback opportunity, include teachers, students, parents, grant partners, Board, all local businesses, local newspaper, local agencies interested in Franklinton Growth: Franklinton Develop. Assoc., Franklinton Area Commission, other charter schools, career organizations, Columbus State Community College, West Franklinton Planning-- Mayor's Commission, Mt. Carmel Community Health Resource Center. Obtain contact information. Establish calendar dates and associated responsibilities for: the weekly Implementation Team meeting, teacher PD with GoGoLabs resources, the 3 yearly data-days with faculty for review, days with GoGoLabs, implementation activity dates. Set up Gantt chart, and communication templates. Begin to identify and contact potential subject matter experts from among local community, area, business, agencies to participate. Order all lap-tops, docking stations, and printers. Establish protocol for toner and paper replacements. |

* Anticipated barriers to successful completion of the planning phase

August: With FPA staff. Review content standards, and divisions for badges, identification of resources. Align badges to standards, establish sequence and pre-requisites, assign to grade levels. Align character indicators with several badges. Review essential scoring rubrics for use with quests, student presentations. These will be further vetted with SMEs. Consider ways to introduce this project to all students. Plan how to launch for Sophomores, and then to all students. Sophomores to be involved. Prepare materials for SMEs for their first meeting. Materials from GoGoLabs, flowchart examples, sample badge curriculums. Distribute. Meeting with post secondary and business representatives. Obtain from standards, what are the critical skills they believe graduates need to be successful in the future. This needs to be in good draft form before the Instructional Designer's meeting. Install access to docking stations and printers on lap tops. Set up in classrooms used for Advisory. Verify the are working, security measures in place. Potential Barriers: July is sometimes difficult to gather people together-vacations. Gather as many as possible to identify communication networks and begin to set these up. Additional meetings may need to be scheduled so that all are involved. Can begin now to identify SMEs for badges, and set a potential meeting date now to avoid as many conflicts as possible. May have difficulty identifying 21 (3 for 7 content clusters) SMEs in the right categories; and further being able to commit 2 to 3 days to this project. Need to begin early. Prepare some materials to describe the project and why it is important. Meet with senior leadership people, and from the companies that Better Business Bureau has recognized for character features in their companies. They will have a stronger interest than most in this project. Technical difficulty setting up large e-mail large group. 2 smaller ones.

18. Implementation - Process to achieve project goals

* Date Range August 2014 - June 2015
**List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).**

Scope of the Work: Develop questing courses, prepare teachers and students for use, pilot and launching of Gaming Quest-Based learning platform. Communication: At least weekly e-mail will be sent and blog will be updated, describing activities, achievements, student work, celebrations. Weekly Implementation Team meetings, minutes shared via Google Group. Expectations on Gantt chart reviewed weekly. Board report updates. 2nd week of August: GoGoLabs designers meet in Ohio for 2 days with local SMEs and teachers. Establish look and feel of the site, establish story-line, skill base, discuss available and desired content resources to be integrated into quests, develop high level flowcharting of quests to badges, create road maps for each badge including ranks, rewards, quests, and prerequisites. August - October: GoGoLabs create 180 authentic quests aligned to standards and competencies. 35 Graphic designs completed for badges, awards, and achievements. Studio quality video clips will be created locally and included as an intro to each badge. Set up PD site. November: SMEs and teachers review quests and rubrics, and provide feedback/edits, verify that quests are valid experiences to indicate mastery. This is quality assurance opportunity. December: Editing completed. Final changes to quests. Student and teacher data loaded. PD on archiving courses, use of multiple sections, extracting data. Set up GradPoint for data collection. December: Conduct a online PD to prepare Pilot teachers to understand aligned pedagogical shifts. Assure that the PD is accessible and meeting teacher needs. January - March: Pilot with all sophomores for formative evaluation. Assure that all is working, identify any logistical problems. Gather information that students are learning.

**Anticipated barriers to successful completion of the implementation phase.**

February: Refine teacher use of embedded data. Ensure teachers and students can use Mozilla back pack for badges, and for personal resources, and evidence of all high school course completion. This will be an electronic resume of accomplishments. February - March: Conduct online PD for all the rest of FPA teachers to implement courses and understand aligned pedagogical shifts. April: Launch with all students during the last 9 weeks of the school year. Sophomores to provide leadership. ID audience members for student presentations. Rubrics will be used to record achievement. Obtain student feedback. June: Celebrating with students as part of end of year assembly, student achievements, school role in this new learning environment, recognition of partners who have supported students, SME's. Barriers: and what to do about these. 1. Asking students to do their own thinking for the first time may be unexpected from a student point of view. So really need to get their attention. Draw them into the entire process, grant, and new platform. Lots of patience. Teachers to model their own thinking out loud so students can see this. Expect personal thinking in all classes. Review with teachers in the fall, develop examples together. 2. All student launch at the end of the year could encounter student apathy. Assure that Sophomores in the pilot get lots of attention and support, and sharing of what they are doing. Ask Sophomores to provide leadership to the rest of the students in April. Lots of support, attention, media coverage. Begin to build enthusiasm in the fall for the entire process. 3. Keeping business people committed to be engaged over time may be difficult. Will need a much bigger pool of people/contacts to keep this working. Keeping everyone informed of progress will keep the topic fresh and lively, creating interest. Treat them well, be grateful, make sure they know how important they are, letter from our Board to their boss.

**Date Range: May - June 2015**

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

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

**Scope of the Work:** Does it appear that this content, on this learning platform, has been at least initially, successful in ameliorating the multifaceted skill deficit that our high poverty urban students exhibit? Do facilitator roles contribute to increased student interest, engagement, and completion of work? Long term, will this content, that includes real-world performance expectations, begin to cause our students to strive toward improved learning, and to begin to see themselves in a path toward meaningful employment? July-August: Essential Skills were reviewed, and used as pathway indicators in quests and rubrics, so that progress toward the end goal could be monitored along the way. November-December: Administer Essential Skills Likert-type surveys to at least students and teachers as baseline reference. May - June: In this development year changes in behavior may be small, but we hope for noticeable changes. 1. Completing various quests and badges includes evidence of those defined skills. Each contains at least one scoring rubric, in GradPoint grade book. 2. Teachers will complete a student profile that includes content attainment, and general learning approaches students demonstrate; assess the facilitator role, how it impacts learning. 3. Parents views about their children that can be gathered in a similar manner, explained at open-house gatherings to garner support. 4. Students will be ask to assess themselves on these same Essential Skills indicators. They will also review the learning experience in Questing courses. 5. Survey information from business and students from Internship assignments. The surveys will use constant indicators making it possible to analyze along those indicators, and form a picture of how the various populations view the Essential Skills. Analysis along a vertical chart line, recommended by Victoria Bernhardt, are easy to use and produce an analyzable picture.

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

Long Term Inquiry: Data will be collected for the current year and into the future. It will be analyzed against ODE assessments when that data becomes available. Other questions of long term interest: Does participation in ACR courses improve attendance? Is there a correlation between ACR skill success and improved learning on Math, Science, Social Studies, Reading and/or Writing? Does achievement in ACR impact Value-Added indicators that would help to close the achievement gap? Are students with success in ACR able to obtain and be productive in institutions? Are students with success in ACR able to enter and graduate from post-secondary education? Are students with success in ACR able to obtain and keep employment? Data of quest and badge success will be included in the GradPoint Grade Book on a student-by-student basis and saved for at least 12 years after graduation. We will set up a Post Graduation "course," and an Employment "course" in the Grade Book to easily manage long-term data for review over time. Barriers: 1. Staying in touch with graduates in order to gather the needed long-term information is not always successful. Use of cell phones and email improves the likelihood of communication. Franklinton families tend to stay in Franklinton, and we will encourage students to remain engaged with the school through mentoring activities, and volunteer opportunities. This topic would need to be discussed frequently with students in their Jr. and Sr. years to encourage useful long-term data gathering. 2. Data gathering over time is often difficult to keep track of as personnel change. Information on data use and analysis needs to be included in the teacher handbook as an expectation, and the data-days should be scheduled at the beginning of each year so that this does not get lost in the day to day needs of teachers and students. Teacher use of data is on Appraisal.

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:

**INSTRUCTIONAL CHANGES**

1. Courses 15 new courses, equaling 6 graduation credits, will be added to learning expectations for all students. Successful demonstration of these abilities will positively impact student success in core academic content, in post secondary education, and to obtain and keep employment. 2. Students will engage and persistent in the learning presented in the Quest-Based platform, thereby increasing their competencies. The platform also assures consistent experiences for future classes of students. 3. Students will increase participation in culminating presentations that demonstrate valued criteria. These are imbedded in Badging requirements. This provides an important opportunity for students to demonstrate those abilities in a socially-expected real-world context. 4. Students will be able to use the performance criteria and scoring rubrics beyond these classes. They will be able to describe these characteristics, provide suggestions to others against this criteria, and able to self-assess against this criteria. Students will demonstrate thinking, problem solving and evaluative reflection. Students will own their own learning. 5. Faculty will model a facilitator role in support of Questing and Culminating experiences. They will guide students to mastery of content with opportunities for feedback from peers, teachers and community members to improve presentations against quality indicators. This role strengthens the relational role between teacher and student around quality learning. Facilitator roles will be included in Instructional Context document expectations for faculty, and included as part of the teacher appraisal process. ORGANIZATIONAL CHANGES 1. Policy Graduation requirements will be increased for all FPA students to include the successful completion of these 15 new Academic and Career Readiness courses equating to 6 graduation credits. 2. Resources Technology resources will support student physical access to workstation delivered course content and digital information. (Student intellectual access and productive use of technology will be increased in the Information Media and Technology badging requirements). 3. Data collection Achievement on the expectations in the 15 new courses, and the longer-term education and employment success, will be included and kept over time in the currently used GradPoint grade book. This is an easily managed data collection process assuring that information can be analyzed on scheduled data-days for educational decision making. Comprehensive data provides faculty with factual indicators of student growth and provides direction for future instruction. 4. Faculty will be provided with common Academic and Career Readiness content to use during Advisory. This content is critical learning needed by this population, and is also supportive of the relational development purposes of Advisory. 5. Faculty will increase their review of student work during team collaboration, implementing “professional learning community” features. This includes data analysis, student feedback of course performance expectations, and review of course content up-dates. Focusing teacher attention on examples of student work, against standards, improves common understandings. There is much collective power in focused collaboration. 6. Community Engagement will increase and become more meaningful. Personnel will serve as subject matter experts during the development of the new courses and culminating performance expectations; and will continue to be consulted for future changes. These and others will be recruited to continually provide an audience for student presentations, and to provide student internship sites. This is a genuine interactive opportunity for adults, beyond the immediate faculty, to have active and meaningful interaction with students. Communication and involvement are important beginning steps in relationship building.

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

The responses in this section are focused on the ability to design a model 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:

Valid Content Standards. We have identified state and national skill sets that businesses, employers and education venues indicate are needed to be successful in continued learning, and to obtain and keep employment. Local businesses support the importance of actually demonstrating these behaviors. All of the standards from the following have been included. There is an 85% overlap among these. Sources for our Academic and Career Readiness Learning Standards are: U.S. Dept. of Labor, SCANS Report; ODE. Employability Skills; Ohio Dept. of Job and Family Services, Work Readiness Skills; ODE, Family and Consumer Science Content Standards; American School Counselors Association, National Standards for Students; Partnership for 21st Century Skills, Framework for 21st Century Learning; International Society for Technology Education, National Educational Technology Standards for Students, 2nd. ed.; Ohio Board of Regents, the College Board, & ACT all for post-secondary application resources; American Center for Civic Character, Declaration of Uncommon Sense, and Ohio Partners in Character Education—Ethical Leadership Profile both endorsed by the Central Ohio Better Business Bureau; Innovative Solution -- Game-Based Learning Platform. Game-based learning is currently being successfully used to improve learning with "Digital Native" learners. Various research reports, informational articles, and conference presentations support that for today's students the gaming platform is motivational, engaging, improves persistence, increases student knowledge, and does so in less time than traditional approaches. Aspects of computer and video games are included to create effective new learning applications and tools. It engages the mind as students are focused on thinking, making choices from among possibilities, achievement, winning, problem solving, and beating the competition. The platform has rules, structure, interactive flow, and immediate feedback. We believe this is a successful and extremely promising instructional approach for our student population. (Computer Games & Learning: Digital Game-Based Learning, Marc Prensky, 2005). Success of GoGoLabs. The developers of 3DGamingLab, the first fully gamified learning platform supporting personalized and mastery learning using game mechanics such as quests, and badges. 3DGameLab has won multiple national awards. Their project with National Oceanic & Atmospheric Administration "NOAA Planet Stewards" has been acknowledged as an exemplar badges project by the National Science Foundation, HASTAC, and Mozilla. The project developed career pathways in science areas with open-source badging for high school
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.

The project will be evaluated by Dr. Anne Hyland, the internal project manager. annehyland104@aol.com 614-885-0240 Overall Evaluation Plan Focus: 1. Completion of course development 2. Enhancement of classroom resources 3. Evaluation of Student achievement TIMELINE, OUTCOMES, DATA COLLECTION Course Development August: 2 days of planning with designers and local subject matter experts (SME) to identify competencies for 15 new courses: attendance records, summary notes September: Assessment rubrics developed for employer satisfaction and types of student presentations: copies of rubrics October: 15 videos produced, one for each badge: examination of each video October: Backpacks set up: log-in and review of backpacks November: All draft Quests, Badges and rubrics reviewed by SMEs to verify expectations: compilation of editing checklists December: Completed - 180 activity Quests, aligned to 15 Badges, aligned to standards, rubrics included: review of Quests, Badges and rubrics on platform, verify editing against checklists January - March: All sophomores pilot Quest-Based courses: Data records on platform April - June: All students will begin use of Quest-Based courses: Data records on platform

* 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).

Classroom Resources September: 100 work stations, dressing stations, and printers are installed in classrooms, configured and functional: licensing and inventory records, installer verification November: All supervisor advisors complete PD training addressing pedagogical shifts in teaching and assessment to facilitate Quest-Based learning: data records on platform December: GradPoint set up for 15 courses and assessment indicators, including long-term survey and rubric scoring: review of course grade book March: Remaining advisors complete PD training: addressing pedagogical shifts in teaching and assessment to facilitate Quest-Based learning: data records on platform March & May: 10 community partners will participate as audience for student presentations: list of partners, dates, and student they observed June: The revised graduation policy will be approved by the Board: Board minutes and copy of policy June: Each teacher will have participated in a professional learning community review of at least 10 pieces of student work against the new rubric expectations: attendance and meeting notes Student Achievement January -June: All students will be engaged in Quest-Based learning at least one day a week during Advisory: Data records on platform January-June: All students will have completed at least one Badge to mastery including a presentation. Evidence included on transcript: Data on platform, transcript review May: Completed badges placed in digital backpack, along with a description of student's presentation and the criteria met: review of backpack contents February - June: Each student will describe at least one piece of their own work against criteria standards: copy of student completed scoring rubric

* 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.

TRACKING PROJECT PROGRESS. The Implementation team (Hyland, Griffith, Juskalian & Dawley by conference call) will schedule weekly meetings to review progress. All outcomes, steps needed, and dependencies will be included on an electronic Gantt chart creating a task-linked timeline by objective. Future and completed steps will be monitored at each meeting. Information from data-days will be included. Lessons Learned will be a consistent agenda item that will inform decision making, and will document this information toward sharing at conferences and in articles. Minutes will be kept, and shared through Google Group. Modifications: The implementation team, as part of weekly up-dates, will identify the root cause of any delay or missed expectation, and/or consider an alternative course of action. The team will develop a plan to get the project back on track, and one or more team members will be assigned to implement the plan. Action taken and results will be reported back at the next meeting.

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.

1. Important Content. Credible sources have identified standards that are critical to achieving academic and career success. Urban students typically have not developed these skills impeding their ability to take full advantage of high school learning. Grant activities include work with local subject matter experts who will identify learning experiences and culminating projects they believe are valid indicators of desired achievement in the four areas of human relations, personal development, continued learning skills, and employment specialization. They will identify significant resources, and quality criteria that exists in real-world environments. The standards divide into 15 courses representing 6 graduating credits. Rubric scoring criteria will reflect expert expectations, plus Common Core, Ohio assessments, continuing ed. entrance expectations, SCANS and Work Keys indicators. These experts and others will serve as student project reviewers using their developed criteria, and will host student internships. These features validate tangible and high quality learning targets for student attainment. 2. Quest-Based learning platform. Experiences, culminating projects, and scoring criteria will be available on an innovative gaming Quest-Based environment. Students have shown persistence with this instructional mode. Access to resources is included. Teachers are able to make updates keeping content fresh. This platform brings consistency to delivery and performance expectations, so that this content, on this
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

**STUDENT ACHIEVEMENT** 1. Course Learning a. Demonstration of all course skills: obtain all badges, mastery of projects; quarterly b. Evidence of high level thinking, analysis, collaboration and action: performance rubrics; quarterly c. Creation and updating of a digital backpack: one each student: yearly d. Complete employment plan in course #9: criteria on rubric; placed into digital backpack; yearly e. Successful internships, in course #15: quality indicators on rubric for student and employer; end of internship f. Alone or in a group make 3 culminating presentations to an authentic audience: scoring on rubric: each semester g. Provide feedback against standards to 3 peer presentations: scoring rubrics; each semester 2. Proficiency a. Exhibit at least level 4 on YFC and SCANS performance rubrics; yearly b. Meet proficiency levels on Work Keys assessments: testing results; yearly c. Learn, and create information through tech use: tech. use rubric in badging; at completion of badge d. Demonstrate age and grade level proficiency on Ohio assessment: ODE test results; yearly e. Graduation rate will increase to 95%; ODE report; yearly f. The learning gap will be decreased: Value-Added data analysis; yearly 3. Application of Academic and Career Readiness a. Those seeking continuing education will be admitted and successful: higher ed. reports and/or student feedback; yearly b. Employers will view graduates as well prepared to be successful employee: employer survey responses; yearly c. Teachers and students will reflectively review student work samples, make changes to instruction and/or student work: demonstration of all course skills: obtain all badges, mastery of projects; quarterly d. Teachers and students will reflectively review student work samples, make changes to instruction and/or student work: assessment against standards describing work quality; quarterly e. Teachers and students will reflectively review student work samples, make changes to instruction and/or student work: use of criteria rubric, that they helped develop and validate; quarterly f. Agencies support mentoring in internships: list of those who supported internships, dates, quality indicators on rubric for student and employer; quarterly

* Spending Reduction in the five-year fiscal forecast

We are not doing this

* Utilization of a greater share of resources in the classroom

**USE OF A GREATER SHARE OF RESOURCES IN THE CLASSROOM** 1. Increased course offerings a. Students will complete the 15 ACR graduation required courses: appear in "backpacks" and on transcripts; yearly b. Students will produce knowledge as a result of Quest-Based Learning: increased learning engagement and assessment a. Success with badging content leads to academic learning & retained employment: data analysis from GradPoint; yearly b. Able to describe own, or other's work, against performance standards with examples and explanations: use of qualitative student work expectation rubric; quarterly c. Teachers and students will reflectively review student work samples, make changes to instruction and/or student work: assessed against standards describing work quality; quarterly d. Teachers will successfully facilitate Quest-Based Learning: Instructional Context expectations checklist; semester 3. Productive community partnerships a. Agencies will be involved and supportive of FPA students: list of involved partners, date and student event they supported; quarterly b. Agencies willingly provide feedback of student work: use of criteria rubric, that they helped develop and validate; quarterly c. Agencies support mentoring in internships: list of those who supported internships, dates, quality indicators on rubric for student and employer; quarterly

* Implementation of a shared services delivery model

We are not doing this

* Other Anticipated Outcomes

Continuation from Student Achievement above: 4. Social and Emotional behaviors -- all of the following documented from student survey, using YFC rubric scoring criteria; yearly following graduation a. Students will successfully manage their social, emotional, and physical needs b. Students will grow to be healthy, caring, and responsible c. Instances of physical or chemical abuse will decrease d. Positive student engagement in the community will increase e. Students will mentor other students in learning activities and civic engagement f. Students remain connected to FPA through mentoring, volunteering: participation log; yearly

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

Yes
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

Adoption by Others. The 15 new courses can easily be adopted by others with similar student population needs. Courses could begin at any logical time in a school calendar. Not all 15 of the courses would need to be adopted if a school wanted to feature fewer badges. There would be a fee to access the learning platform from GoGoLabs, that includes costs for long term access to teacher PD resources. General teacher training is in an online learning-community environment, creating a user-group for questions and discussions about best-practices. Training includes setting up the digital backpacks. Updating and/or creating new quests is included in the training. The cost is $245 per any single teacher and up to 175 students per year, or the full school access fee is $4,500. Three weeks of private facilitated boot camp for all teachers is $2800, one day on-site training is $1,500 plus travel, and by-the-month webinars to provide in-depth discussion/training on topics agreed upon between the parties is $500 per each session. In addition, a school would need a time frame when students would have 1 to 1 workstation access and teacher facilitation. Strategies will be developed for identifying and working with community agencies and employers in a school setting, and to be part of the student performance assessment. These guidelines would be available for those wishing to replicate the program. Scoring rubrics, and performance standards would be sharable. Expansion. Once these courses are developed it would be possible for us to offer them to our parents after school hours in our school. There may be interest specifically in the Employment Readiness, Job Searching Skills, Job Keeping Skills, or Post Secondary Application Process. The Financial Literacy, and Information and Technology Literacy might also be of interest. Additionally we partner with several Franklinton area agencies, who might be interested in obtaining access to these courses. Agencies include: Gladden Community House, Franklinton Branch of the Columbus Public Library, Boys and Girls Clubs of Columbus (Franklinton branch), and Mt. Carmel Community Health Resource Center. Conference Sharing/Lessons Learned. We plan to offer a summer 2015 and/or 2016 conference on the topic of Quest-Based Learning and our use of this platform to support the academic and career readiness areas not typically addressed in a school setting. Innovative aspects and lessons learned that would be of interest to other school settings are: the content addressed; the quest-based delivery; the use of a technology base that is able to include activities beyond the school walls and student culminating presentations; the student assessment of expected mastery; the digital backpack feature; the teacher use of formative data that is part of the badging platform; data collected via rubrics and surveys to discern if improved learning is noticeable to employers, and if there is evidence that this learning will have any impact on improving value-added indicators needed to significantly reduce the achievement gap of this population. This is likely to be of particular interest to other charter school, small schools, rural or urban schools. In addition, presentations can be made at various related Ohio conferences such as technology, career education, and Ohio ASCD during the 2015-2016 school year. Journal articles describing the project and lessons-learned are also possible. Tours. As a school we would be pleased to host tours for those wanting to see the Quest-Based learning platform and/or the Academic and Career Readiness Learning Standards and/or student and teacher classroom practices in action. This would also be an area where video-conferencing and web-hosting would also be useful.

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).

Yes. Martin S. Griffith, April 17, 2014
No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
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<th>Prior Relevant Experience</th>
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<tbody>
<tr>
<td>Fritz</td>
<td>Juskalian</td>
<td>FPA Work Force Liaison</td>
<td>Fritz Juskalian, currently serves as a part time FPA Work-Force Liaison. Additional time will be added to his duties for the grant implementation year to 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 culminating presentations and to provide internship sites for students; and be part of weekly Implementation Team meetings.</td>
<td>Mr. Juskalian has a business administration degree, and 21 years of experience 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.</td>
<td>Mr. Juskalian has a business administration degree, and 21 years of experience 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.</td>
<td>-</td>
</tr>
<tr>
<td>Martin</td>
<td>Griffith</td>
<td>COO of Franklinton Preparatory Academy</td>
<td>Martin S. Griffith, is the founder and COO of Franklinton Preparatory Academy. He serves as FPA's principal/ superintendent and as such will have a supervisory/ oversight role in grant activities. He will be an active participant in staff training, and at weekly Implementation Team meetings.</td>
<td>Marty has a law degree and an education degree. He has extensive charter school experience, serving as a founding faculty member at the Graham School, five years as the founding Principal and Lead Teacher for the A+ Arts Academy Middle School, and created and served as the Director of Development and Business Partnerships at the excellent rated Arts and College Preparatory Academy.</td>
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<td>Lisa</td>
<td>Dawley</td>
<td>Founding Partner GoGoLabs</td>
<td>Lisa Dawley of GoGoLabs: will provide a fully functional Questing and Badging learning platform, and long-term professional development. This includes instructional design, graphic design, teacher training, project management on their part, travel to Ohio, data mining evaluation, and video/media production to include in Badge introductions. Included are quality assurance testing of Quests, and analytic tools to provide information for decision making that assure continued effectiveness of the platform. She will participate in Implementation Team meetings via conference calls.</td>
<td>The developers of 3DGamingLab, the first fully gamified learning platform supporting personalized and mastery learning using game mechanics such as quests, and badges. 3DGameLab has won multiple national awards. Their project with National Oceanic &amp; Atmospheric Administration &quot;NOAA Planet Stewards&quot; has been acknowledged as an exemplar badges project by the National Science Foundation, HASTAC, and Mozilla. students.</td>
<td>The project developed career pathways in science areas with open-source badging for high school students and their teachers using real-time data tools. Idaho Teen Game Lab is a successful state-wide project. They currently have thousands of teens and their teachers using this learning platform in 15 countries focused on a variety of per-project content areas. They support monthly questing-focused online education events for teachers and</td>
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<td>Dr.</td>
<td>Hykland</td>
<td>Project Manager</td>
<td>Dr. Anne Hyland, will serve as hands-on project manager. Duties</td>
<td>Dr. Hyland's doctorate majors were Curriculum &amp; Instructional Design, graphic development. This includes instructional design, graphic design, teacher training, project management on their part, travel to Ohio, data mining evaluation, and video/media production to include in Badge introductions. Included are quality assurance testing of Quests, and analytic tools to provide information for decision making that assure continued effectiveness of the platform. She will participate in Implementation Team meetings via conference calls.</td>
<td>Just retired, she most recently worked for 25 years as the</td>
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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 Quests; communication with GoGoLabs project manager; coordinating dates of teacher training; development and validation of both formative and summative student scoring rubric documents; chair and document the weekly Implementation Team meetings; monitor and document evaluation of project process, product and quality indicators; keep track of expenditures and prepare required reporting.

Instruction, Administration & Supervision, and Assessment & Measurement. Just retired, she 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 number of grant projects.

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.