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Adjusted Allocation: 0.00

Remaining: -1,000,000.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Princeton Personalizes Education!

2. Project Tweet: Please limit your responses to 140 characters.
Princeton Personalizes Education!

This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.

This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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4. Explanation of any additional students to be impacted throughout the life of the project. 
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Our attendance is projected to grow in number and those on free and reduced lunch.

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

First and last name of contact for lead applicant
Valerie Hawkins

Organizational name of lead applicant
Princeton City Schools

Address of lead applicant
3900 Cottingham Drive Cincinnati Ohio 45241

Phone Number of lead applicant
513.864.1031

Email Address of lead applicant
vhawkins@princetonschools.net

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Currently the population of Princeton City Schools has a free and reduced lunch percentage of 60%. Our state data shows that our gap closing in an F. We are not reaching our populations of Economically Disadvantaged, Hispanic, Limited English, and African American students at an acceptable level. We will offer students an a la carte approach to education by allowing them to choose their path based on their goals and interests, and then mentoring them so that we can meet their essential educational needs. For this, we will have to decimate the traditional school day and bell schedule. Instead, students will choose or propose a challenge-based learning opportunity (their Passion Course) which will include real-life experiences, teacher and community mentorship, and educational modules to provide the educational skills and foundations they need to pursue their path.

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

For this vision, teachers will transition to standards-based grading, so that students can master state-required standards via the projects they are completing and can continually work toward development instead of a grade that represents knowledge at a finite point in time—grades would not be fixed or punitive, rather temporary indications of a student's level of mastery at a certain point in time. Essential standards that are not met via their individual path project will be offered either by blended/flex learning (online and in person combination) modules, or students will have the opportunity to take any classes offered that are offered at the traditional high school. Learning will be stressed outside of the walls of the school, and students will be taught to make connections with peers, community and around the world. Additionally, as an
9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

1. Increased proficiency in mathematics at the middle and high school levels 2. Increased proficiency in reading at the middle and high school levels 3. An increase in students taking at least one AP course and scoring a 3 or higher 4. An increase in the 4 and 5 year graduation rate 5. An increase in post secondary placement in college, career, or the military

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Student-initiated & adult supported learning projects: students will work with a mentor to create a proposal that incorporates their passion, essential real-world experience needed for their future career choice, and foundational educational knowledge (educational standards). After creating their proposal, the student will work with a team of content experts to align their vision with academic standards to determine which traditional courses the experience can replace. To meet the desired outcomes we must partner with the students to show how education is relevant through the personalized education forum.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Blended/Flex learning: After the student's pathway is created, her teacher-panel will create modules to help her learn necessary skills (such as a statistics module for a student who needs help analyzing survey results from their political internship, or a chemistry or biology module for a chef who is learning how to create flavors or pickle). While the modules would be online, and available for students to complete at their own pace, the student would also schedule meeting times with his teachers to receive individual support and guidance regarding how to shift the skills and knowledge learned via the module to her real-world experience. Happiness/whole-human electives— More than anything, people want to be happy, and our students’ responses indicated that! Additionally, they said something we didn't expect: that they want more life skills instruction, such as financial literacy, child care classes, and cooking classes—they want school to prepare them for life: all of life! In his publication in American Psychologist (2011), published by UC Irvine's Medical School and recited 181 times, Dr. Walsh extols the virtues of simple lifestyle changes for overall mental and physical health, including exercise, nutrition and diet, time in nature, spirituality, and recreation and enjoyable activities. Considering so many of our students felt school did not treat them as a whole person, and was lacking when it came to preparing them for a balanced life, we are creating "happiness/hole human electives," and students must take at least one (though they could take all of them depending on the time requirements of their passion project). Options will include the arts, inner peace, nature, physical health/movement. Much like their passion projects, the electives will be student guided, with teachers offering as much or as little input or direction as the student requests. For example, a student wants to study meditation or prayer for the "inner peace" elective, or they could pursue hiking for nature or recreation. Also, we will also finance-applications course; although it might not be related to "happiness" (unless that's your passion), since so many students indicated it was a need to be made whole in high school. Connectedness: Inspired learning environments in unexpected places: Students will be guided through learning experiences in nature as well as internships and job-shadowing. Cincinnati also has a high quality zoo, library system and several museums that can be accessed by students in Princeton Innovation Academy. We live in a digital age, and there is no reason to just research Nigeria: students can Skype with a Nigerian business owner to find out how micro loans have affected his life. Students don't just need to read about world hunger, they can make connections with local businesses to make donations to a Micro Loan company in India.

ACT preparation &/or Career Certification: All students will be guided in ACT preparation skills, which will lessen the gap between our lower-socioeconomic students and their more affluent peers when they apply to college; additionally, that preparation will be another way of meeting basic educational standards that aren't addressed in their individual project, and another way of better preparing them for college. Although all students will receive ACT preparation, some students may choose to pursue a career certification as their graduation path, in addition to the passion project and happiness path that all students will pursue, rather than the minimum college-readiness ACT score. Part of their individual pathway will include "happiness electives," where students will be required to pursue at least one human potential elective path: the arts, inner peace, nature, physical health/movement. The shifting from the "butts in seats" schedule will allow for more individual growth, more focus on authentic learning, and an increase in physical and mental well being.

Upon entry to the program, students may rely more on adults, such as selecting pre-designed Passion Modules, but by the end, we hope they would design their own path, thereby climbing Hart's "ladder of youth participation" to an educational experience that is child initiated and adult guided. We also will remove any barrier such as lack of internet access to give all students every opportunity to grow and achieve.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

The state report card will be our measure of success in the areas of: graduation rate, gap closing, progress, and achievement. We will use formative indicators to check student progress in relation to their starting point. The district has already invested in MAP and mastery
v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.


vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Revision and reflection are integral to the personalized approach to education. Students will work with an advisor to create or select a project-proposal that combines interests, standards, and experiences within the community. During the project, mentors will provide ongoing feedback to help students master the pre-targeted learning-standards. Additionally, students will take at least one "whole-human" elective, and take classes to receive credits for any standards not met with the community project. Student interest and career goals will determine the internship selection. The freshman and sophomore year will involve shadowing/externships to expose students to a variety of careers; we want them to see what job options look like in the 21st century and help them find their interests. That will build toward the larger capstone projects within in the community. Students will see the world as a learning opportunity to develop mindfulness, a growth mindset, and enhanced metacognition. Regardless of who they are, our students will all complete externships to explore areas of interest, create their own internship to develop those interests, and take "whole-human" electives and classes, like ACT prep or vocational licenses, to prepare them for college and the working world. Through curriculum planning using the Understanding by Design model, students will focus on Enduring Understandings that will transfer content knowledge to real world skills. (see attached sample found online). John wants to study engineering in college. He will work with a mentor to create a project he is interested in as a hands-on way of meeting learning standards: he choose a project that involves working with a local engineer and designing a water testing machine, working with Green Acres farm to test his projects, and presenting at the city council meeting about findings and recommendations based on the tests. Revision is part of our culture.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

Through interviewing our students, we find that while students enjoy learning and actually crave information, they oftentimes share that don't enjoy "school" as it exists. (see video, "Why I Hate School"). We will seek to make school a part of life rather than simply a preparation for life. ("Is School Enough") According to the article by Ready by 21, students need to feel productive, connected and safe. This is when their learning is most impactful. We must expand the education of the

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

We are in a district/greater metropolitan area rich with business. General Mills and General Electric are within our district borders, and in the past, we've partnered with General Mills to give students STEM and internship experience. We also have an established relationship with Northrop Grumman and Beacon Orthopedics. Proctor and Gamble, Dunnhumby, Macy's, Kroger, and AK Steel all have their headquarters in the greater Cincinnati area—less than 15 miles away. Both for the students interested in varying technical career fields, as well as for those exploring opportunities requiring a degree, we have substantial opportunities for partnerships, internships, service learning, and mentorships. We are also fortunate to live in an area surrounded by major Universities. Our school has an established relationship with the University of Cincinnati, and we would seek to expand that relationship as well as add connections to other local universities.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the
The top challenges facing our students are deficits in literacy skills, in sustained critical thinking, and in investing critical populations who have no reason to believe school will help them. In recent interviews, many local employers expressed a need for critical thinkers—they want workers who can assess a situation and respond. Yet schools create compliant codependent learners: we tell them where to go, when, and how. While literacy is a top need for college and employment, Princeton has an 80% passing average sophomore state literacy tests. And there are deficits in critical thinking too: According to "The Challenge of College Readiness," observational studies illustrate that students can only complete "prescribed tasks," and "resist solving problems with ambiguous or multiple solutions..." and are unable to process information with conflicting viewpoints (Conley 2). Those findings aren't unusual. According to a 2012 Harvard study, 45% of students in public college and universities dropout, and students from lower socio-economic backgrounds fare worse. At Princeton we see our English-learners (15% of our population) dropping out at alarming rates. Even students who graduate don’t believe we fully prepared them: Our graduates' social media feeds are full of posts asking "Why didn't you teach me to pay bills and balance my checkbook," and "Um, why didn't we learn to cook?" It's clear, we're not meeting students' needs to the best of our abilities. So what do we do? Students need not only a rigorous education, but one that involves critical thinking, literacy skills, problem solving, and sustained tasks, and mentored self direction. We need to "unschool" our students to transition them from mindless robots to people who must set course and think. We must provide an educational experience that prioritizes literacy for all while also helping students create a schooling experience that meets their unique needs. Through interviewing our students, we find that while students enjoy learning and actually crave information, they oftentimes share that don't enjoy "school" as it exists. (see video, "Why I Hate School"). In Princeton Innovation Academy, we will seek to make school a part of life rather than simply a preparation for life. ("Is School Enough") According to the article by Ready by 21, students need to feel productive, connected and safe. This is when their learning is most impactful. Students are excited about their future. Even Freshmen are asking for skills such as financial planning and cooking as they look to being prepared for adulthood. When it comes to careers, they want to do better than their parents. They want flexibility in their schedules to make family a priority, they thrive on creativity and problem solving and want to be truly happy in their careers. (student video). They need help navigating all of this and rarely see the connection between traditional subjects and the real world of work. At Princeton Innovation Academy, students will be guided based on their career interests to develop skills for the future knowledge economy. One of the strongest insights we want to highlight is that meaningful adult interaction is critical for student learning. According to the Gallup Poll, only 87% of students strongly agree with the statement, "there is an adult in my life that cares about my future." We want to revolutionize the role of the teacher. Teachers should become not only content specialists, but also life mentors. We should seek opportunities to place students in positions to advance their personal learning needs and goals. We want to have a clear understanding of the everyday our challenges our students face as well as use family engagement and partnerships for foster resiliency.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

The district expense per pupil is $10,602 with $7137 allotted to classroom expenses and $3464 allotted to non-classroom expenses. The implementation of more technology, creation of business partnerships, and training in personalized learning will lower the overall expenses per pupil and raise the achievement level of all populations. Giving the student a voice in their achievement pathway is essential for achievement.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

1. Performance Index 2. MAP data 3. 8th grade indicator for mathematics, reading, and science 4. Progress score for english and mathematics for 6th, 7th, 8th grade students and high school 5. 4 and 5 year Graduation Rate 6. Gap Closing Data for all populations 7. Cost per pupil ratio

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We must be ready to alter our instruction if the data shows we are not making progress. The most important thing for those working with adolescents to understand is that the adolescent brain works differently than adult brains, and therefore needs to be treated differently. This can manifest in three different ways. First, Lawrence Steinberg notes from a Temple University study that. "The adolescent brain is malleable," meaning that we can still change it, either in positive ways or negative. That means we should encourage teens to have a growth mindset, reminding them that hard work and dedication lead not only to mastery, but also brain growth. In her research, Carol Dweck observed that students with a growth mindset, reminding them that hard work and dedication lead not only to mastery, but also brain growth. In her research, Carol Dweck observed that students with a growth mindset (those who believed they could improve with work) performed better on assessments. Because of this, the second important insight is that teachers and mentors should create a growth mindset using techniques such as JoEllen Lynch and Karen Mahler's "5 Tenants of Youth Development." In a nutshell, this involves creating trusting and supportive relationships where adults hold students accountable for maintaining high expectations through engaging experiences with opportunities for metacognitive reflection. It also requires using learning techniques that match the student's brain; such as Nutt and Jensen's ideas from The Teenage Brain of having students use repetition to truly integrate new learning into practice. Overall, teachers need to pair research and support to help students develop. We are prepared to continually check progress to see how students are achieving and alter our approach to make sure students' succeed.

- d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.
iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.  
*These should be measurable changes, not the accomplishment of tasks.*  
*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.  
*Example: change in the number of school buses or miles travelled.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

- [ ] a. New - Never before implemented
- [ ] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [ ] c. Replication - Expansion or new implementation of a previous Straight A Project
- [ ] d. Mixed Concept - Incorporates new and existing elements
- [ ] e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

- a. Enter a project budget in CCIP (by clicking the link below)
  
  ![Enter Budget](Link)

- b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

- c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

  ![Upload Documents](Link)

  *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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

1,000,000.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.  
*Responses should provide a 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.*

The following is a general outline of budget items 1. Four staff members would need to be hired to create the personalized learning units detailed in our grant. This is the amount represented by salaries and benefits. 2. We will need to purchase chrome books. The district has committed to purchasing most of the chromebooks but the grant allows for the purchase of an additional 110. This is a one time cost. 3. We will need mobil hotspots for each computer. The cost of the hotspot is $99 per device for a total of $199,980.00 Shipping is an additional $2000. This is a one time cost. 4. The cost of service for the mobile hotspots would be $475,760.00. This charge includes filtering and data collection regarding usage related to the hotspots. 5. The professional development will be conducted by district personnele at no additional cost.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

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15. Please provide a narrative explanation of sustainability costs.  
*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual
**D) IMPLEMENTATION**

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below: |
| Add Implementation Team |

**For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.**

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

| Date Range6/2016 - 7/2016 |
| Add Implementation Team |

| Scope of activities - include all specific completion benchmarks. |
| June/July 2016 or when grant is awarded 1. Hire innovative staff 2. PD for staff 3. Selection of students for program (target low income students and students that are in the lowest 40% of academic performance) 4. Planning of units 5. Order computers and hotspots needed for program August 2016 1. Orientation for parents and students over several days to accommodate all stakeholders 2. Week orientation into the program 3. Home visits to distribute computers and hotspots as well as create strong collaborative relationships 4. Start of Program September 2016/May 2017 1. Continual data collection of progress in relation to standards using district purchased mastery connect 2. Each week a mentor for each student will check in to review progress and goals 3. Each week the staff will meet to review data for students and develop plans for progress based on need 4. Students will take benchmark checks monthly to check progress and revise unit activities June 2017 1. Review and revision of program and activities based on collected data 2. Review of test results for participating students |

22. Implementation(grant funded start-up activities)

| Date Range6/2016 - 5/2017 |
| Add Implementation Team |

| Scope of activities - include all specific completion benchmarks |
| August 2016 1. Orientation for parents and students over several days to accommodate all stakeholders 2. Week orientation into the program 3. Home visits to distribute computers and hotspots as well as create strong collaborative relationships 4. Start of Program September 2016/May 2017 1. Continual data collection of progress in relation to standards using district purchased mastery connect 2. Each week a |
23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range 6/2017 - 6/2021

b. Scope of activities - include all specific completion benchmarks

Each year the data will be reviewed for students in relation to state standards and state mandated exams. Students will be added each year to the program and the program will be adjusted based on data results. Each year the program will be funded more by the district and less from the grant as detailed earlier.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Student-initiated & adult supported learning projects: students will work with a mentor to create a proposal that incorporates their passion, essential real-world experience needed for their future career choice, and foundational educational knowledge (educational standards). After creating their proposal, the student will work with a team of content experts to align their vision with academic standards to determine which traditional courses the experience can replace. Blended/flex learning: After the student's pathway is created, her teacher-panel will create modules to help her learn necessary skills (such as a statistics module for a student who needs help analyzing survey results from their political internship, or a chemistry or biology module for a chef who is learning how to create flavors or pickles). While the modules would be online, and available for students to complete at their own pace, the student would also schedule meeting times with his teachers to receive individual support and guidance regarding how to shift the skills and knowledge learned via the module to her real-world experience. Happiness/whole-human electives—More than anything, people want to be happy, and our students' responses indicated that! Additionally, they said something we didn't expect: that they want more life skills instruction, such as financial literacy, child care classes, and cooking classes—they want school to prepare them for life: all of life! In his publication in American Psychologist (2011), published by UC Irvine's Medical School and recited 181 times, Dr. Walsh extols the virtues of simple lifestyle changes for overall mental and physical health, including exercise, nutrition and diet, time in nature, spirituality, and recreation and enjoyable activities. Considering so many of our students felt school did not treat them as a whole person, and was lacking when it came to preparing them for a balanced life we will prepare them to engage in learning.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Valerie Hawkins 513.864.1031 513.478.0258

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The primary data collection tool is mastery connect which will be paid for by the district. MasteryConnect is an online resource that helps teachers identify and track student mastery of Common Core State Standards to inform teaching practice. MasteryConnect's site is programmed with every standard from all fifty states and the District of Columbia, over one million standards in total. Teachers have the option to manually input student raw scores or take advantage of MasteryConnect's digital resources to create online assessments, then generate reports based on student progress towards standards mastery. MasteryConnect is free to users, however, the company offers upgraded features for teachers at $249 a year, or for schools and districts at $7 per student per year. MasteryConnect allows teachers to keep track of student formative assessment data. Teachers input student data into MasteryConnect in one of four ways:-By entering raw student scores from formative assessments -By using MasteryConnect's GradeCam to take pictures of bubbled scoring sheets -By uploading rubrics and determining mastery based on observations -By assigning online assessments generated with MasteryConnect's online item bank of tech-enhanced questions MasteryConnect makes it possible to share data between teachers and to generate collaborative reports across multiple classrooms. The MasteryConnect site includes standards-aligned curriculum maps to help guide unit and lesson planning, as well as shared assessments between teachers Administrators can utilize MasteryConnect to view district data. MasteryConnect generates reports based on the total percentage of standards assessed, progress towards mastery of the standards assessed, and information on individual assessments and standards. Administrators determine how broad or how granular they would like each report to be, making it possible to look at district, school, classroom, teacher, and individual student data. MasteryConnect includes a Resource Pins feature. Teachers can "pin"
standards-aligned resources they find online or materials they upload to the MasteryConnect site to their curriculum map. Teachers can also pin resources to student "playlists" where they can be accessed from each student's personal page. Beyond standards-tracking tools, MasteryConnect offers "Socrative", a real-time assessment tool, and "Mindful", a professional development resource for teachers and administrators. Through Socrative, teachers can gauge student comprehension through multiple choice, true/false, or short answer questions, a quiz game, or through an exit ticket. Students answer questions using their personal device, while teachers can view a live results table that populates as students respond. Teachers can use Socrative to create, save, and share assessments and to review data from past quizzes. Mindful guides teachers through MasteryConnect's suite of online tools through various learning modules and videos. Lessons are self-paced and include an embedded notetaking feature and reflection questions. Administrators can generate reports to see teacher progress and completion. The MasteryConnect site provides users with a number of resources, among them a user guide, training pack, videos, and a blog. MasteryConnect is accessible across multiple devices, including tablets and smartphones. The company offers several free iOS and Android apps, including one for Common Core, State Core Standards, and NGSS Science. Teachers can also take advantage of the MasteryScan app with the GradeCam feature that can instantly score bubbled test sheets. We will also analyze the data from state assessments and MAP.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

This program can and should be a model to other districts. We are already planning the units that we will use in the center. I have attached a unit in the supporting documents section. The fact that far too many students leave high school unprepared to become contributing members of society is hardly news. What is news is the growing number of schools that are proving public education can work for every student. Unlike a decade ago, when it was hard to find more than a handful of highperforming public schools, today many such schools exist. As a result, the goal posts have shifted. The question is no longer, "Can we create schools that will achieve outstanding results for all their students?" but rather, "How can we replicate schools that we know can work, without sacrificing quality outcomes and within the constraints of the existing funding environment?" We will track our journey so that we can share at the state and national level our process. This will allow other districts to replicate our work. Our work will specifically target underserved populations. This work will be instrumental in raising achievement for all schools across the nation.

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).

Princeton City Schools agrees to abide by the Straight A Assurances outlines in the document library section.
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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. |
| First Name | Last Name  | Title                          | Responsibilities                                                                 | Qualifications                                      | Prior Relevant Experience                                                                 |
|-----------|------------|--------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------|
| Valerie   | Hawkins    | Director of Teaching and Learning | PD for staff Data Collection and Analysis, Purchasing of equipment Hiring and Training of Staff Training Staff to work in community with parents and students | Teacher of Biology and Chemistry for 12 years, Administrator for 10 years, Curriculum Specialist | Has written and implemented grants through ODE and other organizations. Worked with non-traditional programs to reach at risk students |
|           |            |                                |                                                                                  |                                                     | BA Zoology Masters of Education PhD in Educational Leadership |
|           |            |                                |                                                                                  |                                                     | 20                                                                 |