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Adjusted Allocation: 0.00
Remaining: -2,817,252.00
Barbara Kliner is the grant manager of the project. She has successfully written and managed several grants including a federal U.S. Department of Health and Human Services grant for $500,000 to purchase a mobile medical unit for the district.

Joseph Nohra, Superintendent
Struthers City Schools District
914 Euclid Ave, Struthers, OH 44471, 330-558-9975, joseph.nohra@strutherscityschools.org 2. Tommy Bruno, General Manager, The Summit FM Radio Station - Friends of 91.3 Non-profit 2611 Mahoning Ave, Akron, OH 44301 330-761-3095 tommybruno@913theresummit.com

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

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

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

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

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

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

11. Describe the innovative project.

Our goal is to create the OSBN program that would be accessible to all students. By utilizing current school facilities in the three districts and enhancing the already established technology and services, we believe we are creating a one of a kind program. This innovative program will provide students with a 21st century approach to digital media production, radio broadcasting, and television broadcasting. Our approach takes the traditional methods of teaching and producing radio and television broadcast programming and flips the classroom. The students become the hands-on production team that creates all
audio and television programming for the network. The teachers act as facilitators empowering the students by providing training, support, and feedback as they work through the production process. The digital technology will enable the students from different schools to participate in distance learning and sharing classroom projects via the Internet. With two districts providing the television production, the partners can, by using their technological facilities in other locations, have students join in projects from their home school without the expense of having to travel a long distance. The television network is already established through Armstrong Cable in both Austintown and Boardman with over 169,000 potential viewers. Struthers School District has the radio station. The mobile portion of the program will concentrate on engaging media students in KIDJAM! Radio, a highly accessible, "healthy" channel for pre-teens, developed by a program committee that includes local educators and a well regarded psychologist.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Our goal of Student Achievement will be accomplished by the following: 1. Engages students in all aspects of production which would enhance their media production experience and raise their achievement benchmark: The two districts (Austintown and Boardman) are utilizing digital radio production rather than just one or the other. 2. Creating a common curriculum schedule within the consortium provides a platform to facilitate student achievement by inspiring creativity, collaboration, critical thinking and creative problem solving. 3. Enhances reading comprehension and promotes clearer understanding of new media concepts and related curriculum 4. Provides an innovative technology which students of varying learning style can develop digital media production skills through shared services. 5. Encourages connecting students with advanced technicians to engage in hands-on advanced television techniques to nurture the desire to succeed within the profession. 6. Encourages the television and radio networks, which are the future of the schools so that students are exposed to the media field and the possibility of progressing to be media professionals.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:
   a. Enter a project budget
   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecast for each consortium/lien school in the budget.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

This section is not applicable. We have uploaded the Financial Impact Template.

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

$2,817,252.00 Total project cost

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

If there are no new/recurring costs, please explain why.

$732,000.00 Specific amount of new/recurring cost (annual cost after project is implemented)

16. Are there expected savings that may result from the implementation of the innovative project?

$999,000.00 Specific amount of expected savings (annual)

There would be potential savings beyond the fiscal year listed for the Financial Impact Report. Austintown Schools currently operates a television/media studio program. All of the district's equipment is currently analog and they must change to digital in the near to immediate future in order to stay in operation. The $950,000 this grant would provide for the new equipment will save the district from purchasing that equipment from the general fund in the future. The same applies to Boardman Schools. This is not reflected in the Financial Impact Report because in all likelihood the districts could not afford to purchase this amount of equipment at this time. The reality is that the districts would continue to buy various pieces of equipment as needed and the districts are certainly far below their knowledge and ability repertoire in this digital world. The Struthers City Schools would be responsible for the hiring and salary/benefits package for the audio production teacher. Struthers will utilize a currently employed digital production technician for the first two years and the third year would be a paid position. For the first two years, the technician would be paid $35,000/year and for the third year, the position would be a paid position. The expected cost for the digital media production teacher at Struthers (salary plus benefits) would be as follows: Year 1 / part-time - $26,500 Year 2 / 3/4 time - $35,000 Year 3 / full-time - $43,500. Over the 5 year period this would total $198,000 for the Struthers School District. EQUIPMENT COSTS: With this innovative program, there will be new/recurring equipment costs. When dealing with technology, the potential for repair or replacement of any digital media production equipment is inevitable. Therefore, our expected project cost for repair/replacement per year would be an estimated $15,000 per district (totaling $45,000 each fiscal year). This would include all cameras, microphones, computer workflow equipment, equipment software upgrades, and audio repair. The total of this for 5 years for all schools would be $225,000.

MOBILE PRODUCTION VEHICLES: COSTS: The vehicles purchased would be under warranty for the first few years and we do not expect any repairs needed. The actual cost of the units will just be fuel and regular maintenance. All three school districts have access to a bus maintenance facility to provide the oil changes and regular maintenance. Fuel has been estimated at $1,000 per year because the majority of the events for the students would be within a close proximity to their respective schools. Austintown Schools currently has a van so there would be no expected increase and would actually anticipate saving money because of the repairs needed to keep their old van running. The total of this new expense would be $15,000 for all three schools for the 5 year period.

The district would also seek funding from outside sources such as the cable providers and local government agencies. The two districts operating television studios currently are averaging $19,000 in annual costs for studio equipment. These funds would not be included in the general fund 5 year forecast.

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

The project will have 5 years of funding beginning in 2005. The five districts have been in the process of creating a digital media program in the past 30 years and the project is based on the premise that a digital media program has been in place in the five school districts. The relationship dates back to 1955 when it was a basic radio talk network. These programs in each community are already established and recognized as valuable assets. The fact that they have all become ingrained in the school district's curriculum is a bonus for both the schools and the community. The programs are supported by the local government officials with some financial support through the cable networks. Each program is currently utilizing a multi-talented, multimedia staff which includes a digital production teacher, digital production technician, and their assistants. The Struthers media program currently utilizes a full staff consisting of 1 teacher and 4 student Technicians. The eight high school students are paid $15,000/year. This is a large outlay of money which the district believes it is worth as the students will stay in school longer due to the types of classes and opportunities they will have in the program. Each of the five school districts has a media program that includes digital audio and digital video. Austintown and Boardman School Districts is 21st century learning and works in the digital tool area. The Austintown program has 25 students in the program working on productions each year. Boardman program has 12 students working on productions each year. This difference in students is due to the fact that Boardman has a smaller student base and the program is more recent. The Struthers Program has 7 seniors that are working on media projects.
D) IMPLEMENTATION - Timeline, communication and contingency planning

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

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

Proposal Timeline Dates

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<td>Plan (MM/DD/YYYY): 12/17/2013</td>
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19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The nature of this innovative program is creative and cross-collaborative among three communities. This is itself an organizational change for all stakeholders as it enables us to work together as never before. In addition, students will be able to take part in an online collaborative program that breaks away from traditional classroom instruction. In a typical week, students would be collaborating, sharing and producing programs in a student-centered environment within their own classroom and with other members of the consortium. The teacher acts as facilitator and is not the center of instruction as in a traditional classroom setting. The students in this program would not be limited to the normal classroom environment. With the purchase of the mobile production vehicles the students would be capable of having the classroom and providing remote live programs at various school or community events. This would further enhance their on the job training for career readiness.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the community.

What started out 30 years ago as a consortium of the Austintown Board of Education, Township Trustees and Armstrong Cable has grown from a one camera organization with programming for two hours, three nights a week to a fully operational community and school asset. Austintown Community TV offers a full range of television production and broadcasting opportunities for the students. It enables them as gain skills that would help secure a job after graduation. The students provide services and gain experience by going out into the community and taking local events and athletic competitions. This experience helps the students develop self-confidence and gain communication and problem solving skills. It is the perfect example of project based learning. By creating the opportunity for Austintown to join with Boardman and Struthers to expand the opportunities for all three is the key to achieving our student success goal. Boardman has basically the same history along with Struthers and their local radio station. By merging the television and radio programming and broadcasting we double the exposure to students in all three school districts. With the advance in technology this grant would provide, our students would no longer be limited in their scope of work. They can not only collaborate with students from the other school districts but are now connected to the world with unlimited opportunities. Our goal is to achieve student success by appealing to the students who are wired a bit differently and are more motivated by a "do to learn" instead of "learn to do" approach.

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

Yes
No

22. If so, how?

[Districts where television and radio production programs exist, the curriculum and technological aspects of this model can be duplicated. The major barriers are in the areas of cost and creation of a consortium. The first hurdle to overcome would be the collaboration from other school districts that would be interested in offering this program. The infrastructure is in place in most districts with the cable companies. Discussions would have to begin with the elected officials of the community and a review of the cable company agreements. That is a source of possible start up money. The relationship of this program with CCA is crucial, curriculum would need to be discussed with school officials. In light of the emphasis on career path choices and career ready graduates, this would be helpful. The opportunities for students choosing not to go on to college upon graduation. Once you secure start up funding, issues such as location and staffing would be researched. Creating an advisory board to help with community outreach would be helpful. Finding program leaders who are creative thinkers and planners is a must. They must understand the 21st Century skills of creativity, collaboration, communication and a career awareness. This type of program is a great example of project based learning for the students and the teachers in this type of program must be comfortable with and possess these teaching skills. Once the students produce their first program and have it debuted on the local TV or radio station, the program will flourish.

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

Our number one goal is to empower students to increase their achievement. Through the creation of the OISBN program, the teacher acts as facilitator for the students as they gain 21st century skills to a career path. Through this cross-collaborative curriculum, students will take ownership of their production roles. We have seen the way the radio and television production curriculum has impacted students even in a traditional setting; the potential for growth through this collaboration is limitless. For example, last year Fletcher Dunham, a Boardman student and senior class president, wanted to focus on a course of study that included both television and radio production. Due to the fact that Boardman does not have a radio program, Fletcher’s curriculum was limited to television production. By merging the television and radio programming and broadcasting we double the exposure to students in all three school districts. With the advance in technology this grant would provide, the potential for increased student achievement is there if we create the vehicles in which students are empowered.
24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Our goal is for this program to offer our students a comprehensive technical foundation in all aspect of digital media production. By balancing theory and hands-on audio and video production classes, students will have opportunities to collaborate, explore, and share through various integrated digital media disciplines. Students will also achieve success in a curriculum that offers multiple opportunities to apply those learned concepts to the aligned Common Core State Standards through their work in OSBN. Success through this medium is measured through formative and summative assessments including, but not limited to: hands-on demonstration of technical knowledge and skills, peer mentoring, surveys, production of programs, rubrics, and the like. Benchmark 1: Create a teacher/manager advisory consortium to review and prioritize the needs and interest in the digital media programs of each school. Benchmark 2: Create a well stocked warehouse of online resources including specific shared classes, courses from other sources such as colleges or other districts that the students could access Benchmark 3: Develop a portfolio, in various media formats, of accomplishments of joint projects to be displayed to the public and potential customers Benchmark 4: - Reach out and create relationships with the local television and radio stations in the tri state area to provide access to field trips, speakers and other resources. This would help students make career path decisions.

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

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

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

The effectiveness of this program will be measured using a variety of data including: questionnaires, student achievement on both formative and summative assessments, a technology assessments provided to IT staff, treasurer's reports, and an audit conducted by the staff of each district to evaluate spending and other cost-effective assessment measures that need to be taken as the program moves forward. Through communication with the cable providers and radio station we will obtain a "digital footprint evaluation" that includes viewership numbers, demographics on users and other information that will help us evaluate our success. We will also be able to monitor services requested from businesses and the public such as announcements, requests for onsite broadcast services, advertisements and production requests. By analyzing the summative and formative evaluation at the close of the first phase of implementation, the consortium would take active steps to modify the curriculum in order to meet the program's initial objectives. In the event that the program's objectives are not met, the consortium will meet on a regular basis to create a plan of action to correct and implement new program objectives and procedures that would be cost-effective, timely, and successful for our students. Due to the fact that a collaborative effort like this does not exist in any school district, barriers may arise. Should this happen, modifications will be thoughtfully measured as the consortium moves forward through this process. In essence, reflection, demonstration, and feedback will be the most powerful indicators of effectiveness of instruction and student achievement. Throughout this process, all stakeholders - parents, administrators, and consortium members - will play an integral role in the development and evaluation of the program. Like a coach during a game, adjustments will be made as we progress through the program as well as after each phase is completed. The goal will always be to make improvements the next year that will strengthen the program and help it to grow.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.