Budget

Southeastern Local (046276) - Clark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (244)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	20,000.00	3,290.00	58,225.00	0.00	357,532.00	0.00	439,047.00
Support Services	0.00	0.00	49,800.00	0.00	0.00	0.00	49,800.00
Governance/Admin	20,820.86	0.00	0.00	0.00	0.00	0.00	20,820.86
Prof Development	6,400.00	1,052.80	24,221.60	0.00	0.00	0.00	31,674.40
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	47,220.86	4,342.80	132,246.60	0.00	357,532.00	0.00	541,342.26
						Adjusted Allocation	0.00
						Remaining	-541,342.26

Application

Southeastern Local (046276) - Clark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (244)

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Get out your cell phones, iPads, tablets...class has begun...breaking the mold of traditional teaching in Greenon/Southeastern/Tecumseh's Grad

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Developing technology-based FLIP teaching classrooms such that all grades 7-12 students have access to information using a shared internet platform is the proposed project.The grant will provide 14 demonstration classroom models of STEM change teachers in three districts that would impact student achievement through archived multi-media opportunities. These change teachers can differentiate and personalized instruction for all students to help students' master challenging STEM content and model for other district teachers the technology classroom implementation.

500 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Stacia A. Smith

Organizational name of lead applicant: Clark County ESC

Unique Identifier (IRN/Fed Tax ID): 046227

Address of lead applicant: 25 W Pleasant Street, Springfield, Ohio 45506

Phone Number of lead applicant: 937-325-7671

Email Address of lead applicant: stacia.smith@clarkesc.org

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

First Name, last Name of contact for secondary applicant: Brad McKee

Organizational name of secondary applicant: Southeastern Local/Greenon Local

Unique Identifier (IRN/Fed Tax ID): 046276

Address of secondary applicant: 226 Clifton Rd., PO Box Z, South Charleston, OH 45368

Phone number of secondary applicant: 937-462-8388

Email address of secondary applicant: bmckee@sels.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

David Shea, Southeastern Local, 0462776, 195 E Jamestown Rd, PO Box Z, South Charleston, Ohio, 45368, 937-462-8388, dshea@sels.us Daniel Bennett, Greenon Local, 046235, 500 Enon Xenia Pk, Enon, Ohio 45323, 937-864-1202, dbennett@greenon.k12.oh.us Bradley Martin, Tecumseh Local, 046243, 9700 W National Rd, New Carlisle, Ohio 45344, 937-845, 4458, brad.martin@tecumsehlsd.org Stacia Smith, Clark County ESC, 046227, 25 W Pleasant St, Springfield, OH 45506, 937-325-7671, stacia.smith@clarkesc.org

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

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.

The CCESC Superintendent, Dr. Stacia Smith,will take the lead in coordinating all activities of the grant, facilitating meetings,visiting individual teachers in schools,implementing and evaluating progress towards meeting the goals of the grant,acting as a liaison to the Dr. Rhodlus OSU professor, expert in interactive communication,and teachers,districts and evaluation procedures.The secondary person is the shared services treasurer,Mr. Brad McKee,from Southeastern/Greenon Local Schools who will take the lead to monitor the grant budget allocated to the goals.As Southeastern Treasurer for more than 6 years,Mr. McKee has maintained a five year forecast that is consistently on or under budget and is a stalwart budget person.The three superintendents(Grennon/Southeastern/Tecumseh), the respective principals from middle and high schools(Greenon/Southeastern/Tecumseh)and the Tech support group have formed a committee that will meet beginning in January once the grant has been awarded to discuss implementation of the model classrooms.At this first meeting, a face to face media conversation will occur with Dr. Rhodus,OSU Professor,as to the best steps to take to recruit the change teachers and classrooms.A specific timeline will be developed with exact details as to the respective roles and responsibilities of each applicant committee member.For recruitment,a brief job description will detail the responsibilities of being a STEM change teacher and will be distributed to all STEM MS/HS personnel so that interested teachers clearly understand their roles and responsibilities in this project.Dr.Smith will meet individually with perspective teachers to outline the specific responsibilities and goals of the grant. Meetings of all major district stakeholders will occur every five weeks to consider these topics with the OSU professor(via face time): teachers' progress towards goals, multimedia opportunities, successes, challenges, and view observational data gathered from CCESC Superintendent's visits to classroom, input from principals and superintendents, input from OSU professor working with teachers, etc.The anticipated meetings will be: Feb 21,March 28,May 1,and June 13.Experiences-The CCESC superintendent has had multiple successful experiences with writing of and implementation of local, state and federal innovative grants and works collaboratively with all three superintendents and principals in Clark County in the implementation of all grants that the ESC has received (over 3-4 million since 2006). Stacia Smith holds a doctorate,National Board Certified Teacher (twice)and is experienced in implementing successful reform movements in both suburban and urban districts.Mr McKee is an experienced treasurer who monitors grant monies accurately for his district has had positive five year forecasts.The three superintendents have been a part of various innovative grants that the CCESC has written and implemented in their districts that have impacted their teachers' instructional practice.All superintendents keep current on recent research, including the just emerging FLIP classroom information featured in books and journal articles.Dr Rhodus is sought out nationally as an expert in bringing technology to education.The school principals are kept informed by their superintendents and hold master's degrees in education.Prior to the writing of this grant,all stakeholders met to outline details of the grant,review research,participated in a face time media conversation with Dr Rhodus, in addition to input as the grant was being written.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

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

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

- [x] 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.

Todays'e-generation students are digitally connected.They individually navigate apps, blogs,etc.&mobile devices with ease.Using students'technology embedded skills,and linking it to learning is an excellent motivation for classroom instruction where the learning becomes more personalized& individualized.Each student can access apps/lectures to address their individualized needs.This project addresses the need&problem to motivate students to engage in STEMcourses,get passing grades&continue taking more advanced courses to be prepared for 21st century jobs and careers.This project incorporates the concept of flipping instructional delivery of STEMcontent,using outside resources through a shared platform,i.e.,EVERNOTE,such that the information developed can be accessed on any

mobile device.However,it goes beyond the concept of flipping&watching teacher lecture videos to helping students locate millions of apps for personalized learning&sharing that information with all teachers&students.It involves teachers who are willing to change using embedded technology.The grant is in two phases/two years:SY2014 Flipped Classrooms 101-District Pilot Model Classes;SY2015 Flipped Classroom Practicum-full district implementation.This grant is for SY2014 only.Year One/SY2014 Goals are:To advance student achievement in MS/HS math &science courses through the development of classroom technology embedded teaching.This will be accomplished by recruiting 14 change teachers(6/Math,6/Science,2SpecialEd)to set up 14 pilot content classrooms to model technology embedded teaching for the other teachers in each district.Second,to empower the change teachers to learn the hows of embedding mobile technology teaching through the use of instructor made lecture videos&the use of EVERNOTEshared platform,who then act as facilitator coaches for SY2015 implementation.With the correct multimedia equipment,teachers can develop instructional materials such that students can become more engaged&progress towards mastery of STEMcontent,make passing grades&continue to higher level courses using this multisensory approach. Beginning in January/2014,working with Dr. Tim Rhodus,Ohio State Professor of Horticulture&Crop Science specializing in interactive communications&an expert in applying technology to education,&based on the successful work of two Colorado math/science teachers(J Bergman&A Sams)since 2007,secondary STEMcontent teachers across three Clark County districts and partnering with the CCESC,will develop technology embedded content management systems&multimedia databases to help students succeed in STEMContent.These change teachers will reverse their content delivery practice after exploring technology theories&research with Dr. Rhodus, flipping their content lectures/notes to video/audio files through the use of multimedia&sharing with other change classrooms on EVERNOTE&other available platforms.Classroom times will be spent working with hands-on concepts/labs or interactive activities,clarifying&applying the new knowledge gained.Students of all learning levels will have the advantage of reviewing lectures/notes beyond the school day in some of the most difficult STEMmastery courses.Students lacking home support now have teachers guiding them in classrooms.Multimedia options can be viewed many times thus helping students revisit difficult key learning concepts.Students receive instant feedback instead of being frustrated at home.In class work becomes inquiry-based activities,independent problem solving,&project based learning, instead of listening to lectures.Timeline for SY2014:Jan/Feb-identify teachers,equip multimedia carts;train teachers with Dr. Rhodus,set up classrooms.March-Dr. Rhodus works with the change teachers on development of lessons&implementation in pilot models;visits from other teachers,meeting of 2015 interested teachers;April/May-visits to pilot models from other teachers;June-seminar of interested STEMteachers for SY2015.

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.

Achievement-Students need multiple opportunities to learn/relearn difficult STEMconcepts/content to progress towards more advanced courses.This is accomplished through multiimedia archived lessons-media(lectures/notes/apps) developed by teachers.Through media platforms based on class learning needs,students review difficult concepts multiple times outside/inside classrooms.This develops prior knowledge concepts to learn new concepts.Change teachers develop sequential media lessons to help students master content.The classroom is an interactive lab with teachers as coaches/facilitators. Learning becomes more personal through use,such that the teachers can differentiate instruction,tests, grades, assignments, etc.Students help each other&apply their knowledge to projects.The archived media is available to other students in the three districts with the sharing of teacher resources. Research says to retain new content,students need multiple opportunities to view/review the content.Students who miss class can access previous days'work immediately.For struggling/ELL students,lessons are visual and reviewed multiple times.Gifted students can master general curriculum with media&concentrate deeper into content.With media,the teacher can have richer discussions in class,pursue more problem solving, inquiry based projects& model critical thinking skills while practicing the close reading of the Common Core.Reductions-Once teachers have archived lessons, students can access them for credit recovery and help in tutoring for better grades.Costs are reduced for parents&districts because of less manpower needed.More students can pass existing courses without going to summer school.The archived lessons include multiple apps within the media platform such that tutoring for a STEMsubject can be individualized.i.e.,Kahn Academy lessons(or similar free apps)can be placed on the platform by the teacher in a succession of lessons based on the preassessments to help students learn or review content.With media,students have multiple opportunities to review for tests, pass&meet the graduation requirement.Since platform is mobile,when college bound students graduate,they can have access to help current coursework, reducing remedial classes.Resources-Classrooms have traditionally been brick& mortar.With Dr Rhodus' beyond FLIP model,classrooms incorporate availability of targeted worldwide apps by teacher.Teachers'media go beyond classroom walls when placed on platform, ie,EVERNOTE. Parents&other interested adults can learn&interact with their children as they progress through STEM content material at home.The consensus among the three district stakeholders is that the change teachers will develop and share resources across Clark County.This is an advantage to the students since they have access to more teachers' expertise.New-In the past two years, research on the advantages of the FLIP classroom concept has been released in books and professional journal articles.Dr Rhodus has been implementing technology in his OSUcourses with successful achievement outcomes.He has researched best practices and under his guidance will help teachers implement research strategies.This approach helps students move outside the classroom walls to make learning ongoing Dr Rhodus model is not limited to the videotaping lectures,but moves the accessibility of resources to encompass worldwide resources&access 24/7 on any mobile device.Hisresearch method/practices is the vision for the future of the way students learn using technology.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

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

541,342.26 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

OSU Professor Dr Rhodus,lead expert,will work with all stakeholders in the effective& efficient way to implement the goals of the project:help teachers develop multimedia lessons that will be placed on an interactive platform(EVERNOTE)for students to learn and master content STEM information.He will work,consult&train teachers in the ways to use the multimedia platforms and how to design media presentations.Teachers know their content&will work collaboratively with Dr Rhodus on ways to teach using technology with accessibility 24/7 for students. ESC: Support/Implementation Coordinator/Evaluator/ PD Total-The ESC superintendent will act as coordinator&grant evaluator.Professional development opportunities for all teachers to learn from the change teachers will be available throughout Jan-June, 2014.The ESC will be the liaison between OSU and teachers, districts.The ESC will visit and do observations and collect data from teachers on implementation challenges and successes. Cost of media cart to properly implement a multimedia platform the following items need to be on a multimedia cart 14 additional carts are being purchased if non-change teachers want to participate in pilot project during 2014 year: Casio XJ-A141 Slim DLP Projector XJ-A141 from B&H Photo Video - $999 Epiphan Lecture Recorder x2 from Epiphan - $1,999 Mac minicomputer from Apple - $599 Swivl: Multipurpose robotic platform for mobile and DSLR by Satarii - $229 Sony UWP-V1 Wireless Lavaliere Microphone Package for B&H Photo Video - $499 Anchor Audio AN-130+ Speaker Monitor (White) from B&H Photo Video - $175 Velbon EX-Macro Aluminum Tabletop Tripod with 3-Way Head from B&H Photo Video - $39.00 Kramer 1:2 High Resolution UXGA Distribution Amplifier VP-200K from B&H Photo Video - $112 Da-Lite Pixmate Cart with 18" x 24" Shelf (PM2-42E) 42" Tall from ProjectorZone - $190 NetGear N300 wireless router for use with the student iPads - $90 Shipping expenses - $200 Miscellaneous cables - $100 Power supply - $50 IPad mini 32GB WI-Fi - $429 Apple Store for Education Institution : iPad Learning Lab (1 cart with 10 iPads and AppleCare+) - $7,059 Mobile cart-rest of money Tech Support-Outsourcing per classroom - to coordinate the installation of equipment,trouble shoot and work with local district tech people and train district tech people such that this cost does not occur the next year for the change teachers. Teachers' MOU-since teachers are being asked to learn a new way of teaching,extra time is needed beyond their allotted plan period,plus discussions with other teachers and acting as a pilot classroom for their school Substitutes-allow time for teachers to work with Dr Rhodus - 8 per teacher if needed 4% of total for lead district indirect cost

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

15,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

Phase two of grant to be implemented with more teachers. 2014 teachers do not need reimbursement for plan time, Cost of carts for new teachers - sharing of ipad stations and additional for teacher.No new costs should occur since teacher salaries are district established, outside tech support will have trained district support personnel, and the equipment has been purchased for the 2014 teachers. Plan time of teachers would be during their school designated plan time with no cost to district. Phase Two, 2015 grant would address second phase of teachers learning to teach with technology. Dr.Rhodus' time/input for 2014 grant would be in kind to 2014 change teachers. Listing of equipment here: Casio XJ-A141 Slim DLP Projector XJ-A141 from B&H Photo Video - $999 Epiphan Lecture Recorder x2 from Epiphan - $1,999 Mac minicomputer from Apple - $599 Swivl: Multipurpose robotic platform for mobile and DSLR by Satarii - $229 Sony UWP-V1 Wireless Lavaliere Microphone Package for B&H Photo Video - $499 Anchor Audio AN-130+ Speaker Monitor (White) from B&H Photo Video - $175 Velbon EX-Macro Aluminum Tabletop Tripod with 3-Way Head from B&H Photo Video - $39.00 Kramer 1:2 High Resolution UXGA Distribution Amplifier VP-200K from B&H Photo Video - $112 Da-Lite Pixmate Cart with 18" x 24" Shelf (PM2-42E) 42" Tall from ProjectorZone - $190 NetGear N300 wireless router for use with the student iPads - $90 Shipping expenses - $200 Miscellaneous cables - $100 Power supply - $50 IPad mini 32GB WI-Fi - $429 Apple Store for Education Institution : iPad Learning Lab (1 cart with 10 iPads and AppleCare+) - $7,059 Mobile cart- 28 multi-media carts are being purchased to accommodate teachers who will want be part of the Beyond FLIPPED classroom model for 2015 and attend the summer seminar.

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

449,803.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Expected savings-Students who receive multi ways of support could graduate and pass the OGTs and not need remedial tutoring or summer school for STEM content.The savings would be the cost of teachers' salaries/benefits. Equipment purchased would be a savings since it is a one-time expense. Sharing of resources means districts can allocate courses to other districts. Once teachers learn how to use multimedia their MOU stipends go away because they are planning on district allocated plan periods.

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

Once teachers are trained on how to create multimedia platforms, the media lessons are archived and can be used repeatedly or shared across districts. The teachers can build from their original lessons

and add modified lessons, or add new content. The platform is free. The sustainability of the project is related to the degree of teacher involvement and willingness to teach in a new way. Every effort will be made to encourage the change teachers to stay with the district so new teachers do not have to be trained. The equipment can be shared among other teachers depending on teachers' plan times. Ongoing costs might be: further pd for teachers to further their knowledge; repair of equipment if broken or stolen; recruitment of teachers if change teacher left district;outside tech support if current district tech person left for training. These costs would be absorbed by the districts.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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

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

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/06/2014

* Narrative explanation

Meetings with all stakeholders to determine:vision&action steps of results,roles and responsibilities of each participant,recruitment of teachers,development of timelines for implementation /summative evaluations,MOU with associations,Dr. Rhodus'guidelines,ordering of media items;Dr. Rhodus/Smith's meetings with teachers with demonstration of how,expectations,discussion of how to implement,addressing concerns about technology,inservice days with Dr. Rhodus.

Implement (MM/DD/YYYY): 02/03/2014

* Narrative explanation

Creation of multimedia lessons,consultations with Dr.Rhodus,teacher visits from ESC;network meetings for change teachers.Dr. Smith observational visits,input from administrators,classroom walkthroughs with administrators,support from tech group to teachers/district tech support.March&April-progress monitoring of implementation;work with Dr. Rhodus;continuation of support to change teachers as they develop lessons,PD offered to other teachers in districts discussing 2015 grant&recruitment of teachers;April/May-other district teachers visit model classrooms;student/parent input;recruitment for 2015 grant;evaluation complete by ESC;June seminar with change&2015 teachers;five meetings of major stakeholders.Barriers-Teacher buy-in to change the way of teaching,overcoming technology deficits, time to learn tech.The grant offers 2 pilot teachers in math/science per building familiar with technology & solid content knowledge.The change teachers will work closely with Dr.Rhodus to visually model for other staff ease of using technology,creating media,& be compensated for the extra plan time needed to begin transition.Once mastered,this compensation is gone.Tech issues is outsourced to a group working directly with teachers but also training district tech support staff.Recently hired teachers who are younger than veterans may be attracted to FLIP beyond classrooms.Attracting more teachers for 2015 grant implementation is a consideration here.

Summative evaluation (MM/DD/YYYY): 02/03/2014

* Narrative explanation

Summative evaluation happen per month based on timeline outlined to teachers in January.Evaluation is an ongoing process throughout project to determine if modifications need to happen based on teachers/students/administrators input.Dr. Smith will visit classrooms weekly to progress monitor implementation & problem solve.Change teachers will meet face-to-face periodically to discuss their views/concerns/etc. with Dr. Smith,bringing data from lessons,critiquing multimedia lessons.Stakeholders' communication&collaborative meetings will occur per month with email/cell talking inbetween.Students-Students interaction with media will be collected through observational walkthroughs by principals, superintendents,Dr.Smith.A pre-assessment of students'needs will be gathered & progress monitoring will occur throughout the project.Locating access to outside hardware for students will be problem solved by teachers/principals/superintendents /Dr.Smith.Data will be collected from all major stakeholders.Time-Plan time for teachers may be obstacle until thinking switches to a multi-media platform.Dr. Rhodus & Dr.Smith will be available to problem solve.Parent buyin to thinking beyond lecture style learning will have to be addressed.Project will begin to be implemented to fidelity when teachers commit to being change teachers.Dr.Smith will collect data throughout the complete six months.The summative evaluation will be based on following: number of students involved,students' perception of learning,attitudes toward learning, grade comparisons,impact of learning vs. traditional way,teachers' use of equipment,media number of lessons,cost effectiveness vs. time involved for lessons,number of students signing up for courses 2015, administrators/parents evaluations of course work/goals,participation results from ODE assessment.Answering questions:what is net impact?What is effectiveness?Impact on other teachers?other students?linking to standards?Rigor of coursework?

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

The change teachers will teach key concepts through media created lessons (video lessons, notes, and other apps) available to students and parents. This is a total change from the lecture approach in most MS/HS brick & mortar classrooms. Students will be accessing and/or working with peers or the teacher doing a lab/hands-on applications, or group/individual differentiated instruction. Teaching with technology is slowly infiltrating HS/MS classrooms, but not to the extent of this project. Change teachers will work with other existing staff so that they can help model for the district the hows of teaching with technology in a FLIP liked classroom. 2014 grant implementation will set up model classrooms to model for others. Sharing resources across three districts will occur with set times for the collaborative discussions. Teacher change to impact student learning is the core of this grant to attract more students to STEM classes. The expectation is that teachers will implement media lessons such that the summer & 2015 school year will be a richer array of lessons for students, with more students passing STEM classes. The students'lessons move beyond textbooks to outside classroom resources that meet Common Core standards, changing the instructional practice. Teachers are highly qualified in their content area but need to turn their knowledge/content into accessible multi-sensory media lessons. The teachers' collaboration across districts allows for resources to be shared instead of working alone-building networks of job- embedded conversations and professional learning communities anchored in student achievement. Realistically, complete change will occur during 2015 school year, when change teachers have had opportunities to process &create additional media lessons. Students' expected change would be mastery of content with higher STEM grades.

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 classroom.

Dr.Rhodus &Dr.Smith have had experiences with successful implementation of grants and working with teachers that have impacted student achievement gains.A clear vision of goals,open communication between all stakeholders, addressing issues in timely manner, networking with stakeholders are critical to success of this project. Anticipated results will depend on the varied experiences of teachers and their level of technology implementation and comfortableness.The success of the two Colorado classrooms and Dr.Rhodus' OSU college courses successful student experiences are important factors in the success of this grant. In past several years, recent research has outlined the positive results of flipping classrooms, infusing technology into education, teaching with technology and the impact it has had to help students master content.Using technology options has also been noted by researchers as a means of inteverntion practices for ELL students.The multisensory media experiences helps students who learning styles differ from typical lecture like classroom instruction.

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

☑ Yes ☐ No

22. If so, how?

This can be replicated with the following conditions: With the right equipment provided to teacher, the selection of teachers who have strong content knowledge, and familiarity with the use of technology hardware and the support of their administrators to allow them time to learn how to create multimedia lessons, and the willingness to change their traditional way of teaching to impact the learning styles of today's students. Dr. Rhodus and Dr. Smith will document steps to successful implementation for others to read in professional articles. Both will submit proposal to teaching and learning conferences for 2015 school year by ODE. Superintendents and principals have agreed that the change classrooms will be available to other districts to tour and talk with teachers. Sharing of created lessons and successes and challenges will be documented through a multi-media presentation and placed on districts' websites.

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

Results will be measured quantitatively and qualitatively. Quantifiable results will be the number of students passing the STEM courses, number of new students attracted to STEM for 2015 school year, and the number of media lessons developed by teachers based on course outcomes. The goal is to attract more students to STEM courses through a change in the traditional instructional delivery of course outcomes for 2015. After the grant is over, first phase change teachers will continue creating media and sharing across the districts. Qualitative data through parent/teacher/students surveys, observational walkthroughs, analysis of quality of media lessons, administrator input and other stakeholder input will measure the when goals have been reached.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Student Achievement Benchmarks: End of year passing grades for students should increase over trend data; more students enrolled in 2015 change teachers courses; less students needing remedial work to get credit recovery from STEM classes. A slight change should happen in 2014 but more significant changes should happen in 2015 as teachers continue to develop media for both school years. Benchmark: number of media lesson connections to concepts taught and created by teachers in 2014. These lessons should significantly increase by end of 2015. Benchmark:More teachers requesting to use multimedia platforms for 2015 courses. Reductions-Benchmarks should be the number of students not needing remedial work end SY 2014 for summer school. Cost to district/parents to pay teachers salaries for summer school/credit recovery courses. Resources: Benchmarks number of multimedia platforms developed and shared by three districts to help students' master content. This is a new concept and SY 2014 would be baseline data for the next five years. Benchmark:Comparison of students in non-change classrooms in passing subject matter would also be collected and analyzed. Benchmark:Students/Teachers/Parents perceptions of how instructional practices impacted students' learning.

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 evaluation of this project is based on the Friedman Quadrants Model and will also include the reports required by ODE. Gathering data from all stakeholders as they progress through the grant will be but not limited to the following: number of students involved, students 'perception of learning, attitudes toward learning, grades comparisons, impact of learning vs. traditional way, teachers' use of equipment, media number of lessons, cost effectiveness vs. time involved for lessons, number of students signing up for courses 2015, administrators/parents evaluations of course work/goals, participation results from ODE assessment. Answering questions: What is net impact? What is effectiveness? Impact on other teachers? Other students? Linking to standards? Rigor of coursework? Feedback to the collaboration partnership during the 2014 program will guide implementation for the program during the school year as well as for the 2015 program, to better meet the needs of students. Impact on student achievement will be the focus as students' progress through STEM courses. Barriers: successes and challenges impacting students/teachers/district will be included in the data. Collaborative meetings with stakeholders will be held at set dates to review data and revise implementation plan with Dr. Rhodus. Friedman's Quandrants Model includes the following: Quantity - two questions answered: How much? How much effect? Data from number of students in courses; number of students accessing media; frequency of passing summative course tests/formative end of year tests; variety of resources used to develop media lessons; number of teacher lessons created; number of apps/notes/lectures completed by teacher; number of minutes spent per week planning new lessons; passing grades of students compared to previous years; number of students enrolled in 2015 classes. Effect: number of students passing; number enrolled in 2015 classes; number of new teachers want to FLIP; number of parents involved with homework using media lessons. Quality answers following questions: How well? How good was effect? Impact on students' perceptions of STEM, learning impact, impact on teaching practice, impact on student achievement, impact on students' input to lessons, impact on learning environment to district/classroom, impact on content instruction, impact on stakeholders use, analysis of quality of videos developed to content/instruction/learning environment/students, alignment to progression of students from struggling to mastery. This data will be collected midpoint - March, and endpoint June. Dr. Smith will progress monitor throughout the project time. Data collected will be written input, quantitative figures and observational, surveys with stakeholders. Dr. Rhodus' analysis of project will be incorporated into the results. A final written report will be available to ODE and interested stakeholders and in August and posted on all stakeholders' websites.

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.

I Accept, Stacia Smith, Superintendent, Clark County ESC 10/24/2013