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Adjusted Allocation: 0.00

Remaining: -535,283.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Increasing Student Opportunities to Learn Science Through Digital Media

2. Executive summary: Please limit your responses to no more than three sentences.
Teachers and their students will learn and collaborate to develop digital media assets and master content within Ohio’s new science learning standards through applied life science and environmental science learning using a project-based context. A diverse collection of five school districts and WVIZ/PBS ideastream Education will collaborate to develop on-demand media assets in the form of content-based and science content-based ‘e-Books’, web-based informational videos, blogs and collaborative web-based professional communities. The participating schools will implement a project-based STEM instructional format in which teachers and students use the expertise of ideastream professionals to create digital products that address the New Ohio Learning Standards’ (NOLS)

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

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

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

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

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Ken Veon
Organizational name of lead applicant
Beachwood City Schools
Address of lead applicant
24601 Fairmount Blvd. Beachwood, OH 44122
Phone Number of lead applicant
216-464-2600
Email Address of lead applicant
kev@beachwoodschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

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

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

This project’s goal is to improve the college-ready and work-ready skills of students. Schools involved will reflect the emerging and authentic technologies that change the ways people communicate and collaborate to support students through collaboration to develop and master the content of Ohio’s new science learning standards through applied STEM learning. The goal is to make science relevant and engaging to students through project-based learning that explores problems that are facing their respective communities. Northeast Ohio has a critical need for current and future citizens who are scientifically and technologically literate; skilled students who can contribute to our economy and improve the quality of life and of the communities in which they live. Businesses predict a growing need for qualified STEM employees and engaging STEM educational media resources will help teachers in underserved communities to offer students opportunities to learn skills that contribute to new and relevant career choices. This project is based upon, and uses materials from, QUEST, a science, nature and environment series produced by KQED Public Media in San Francisco. Since its inception, QUEST has reached more than 60 million viewers and listeners through its traditional television and radio broadcasts, its Web audience, educator training and community outreach. In 2012, QUEST received a prestigious National Science Foundation grant to focus storytelling around sustainability science and to expand its multimedia science reporting model to other public media partner stations across the country. WVIZ/PBS ideastream, in Cleveland, is one of those stations and will be the primary partner with the NE Ohio schools in this project.

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

ideastream Education will facilitate a year long professional development program for the consortium member school districts, designed to support multimedia integration in middle and high school science programs. Support and coaching for teachers will be conducted by people within the media profession and professional education staff members. As needed, ideastream will provide direct instruction to teachers and students to support production and editing of digital media assets. These assets will range in scope from narrated slide show (low production demand) to television quality video production (high production demand). Teachers and students will learn relevant communication and technical skills while skills telling a story through deep understanding of the science within the production piece.

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

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

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

  Student achievement: this program will focus on the development of digital multimedia in science and journalism classes, thereby increasing students’ skills in the use of multimedia applied to academic settings.

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

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

  Utilization of a greater share of resources in the classroom: Through professional development provided by educators and producers from a local PBS station, teachers will learn how to use free and available digital assets to increase student learning.

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

  Implementing a shared services delivery model--instructional resources will be available to all educators in the entire state in an on demand format

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

- New - never before implemented
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

* Enter a project budget in CCIP (by clicking the link below)
* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)
* Upload the Financial Impact Table (by clicking the link below)
* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

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

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

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

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

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

535,283.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total project cost is $535,283 $184,000 of this total is requested for multimedia equipment and software. $351,283 of this total is a contracted service with ideastream Education, part of the PBS network, to assign 8 experienced employees and a project manager to provide the professional development and weekly instructional support for 18 teachers and 450 students to effectively produce science media assets as part of science instruction in the participating schools. The ideastream team will consist of two media producers and two science education specialists provided at 60% of their 250-day work year. Each is responsible for providing 2 days of service to each school during each of the 8 academic months of the grant period. These four will also conduct 6 days of teacher workshops across the year and be available for up to two days of on-site meetings with ODE representatives. The project cost for these services is $170,100. A project director will provide 40% of their work year to handle administrative support for such things as scheduling, pre-planning with member districts and ODE, evaluation, and the compilation of reports and artifacts. Projected administrative cost is $44,000. Fringe benefits for ideastream employees are projected to be $53,525. ideastream will provide 3 days of videography and 3 days of editing per school (27 days of videography and 27 days of editing) to professionally co-produce a digital media asset that will be contributed to the national QUEST network and incorporated into the local television broadcast schedule at a projected cost of $21,168. A facilities cost of $25,650 will allow for state-of-the-art HD cameras and non-linear television editing at ideastream's studios. Two university interns will be assigned to this project to provide on-demand face-to-face or virtual technical and production assistance. Interns will graduate level communications or media production degree candidates. Projected cost of interns is $12,000. A mileage allowance of $0.60 per mile will be provided to each of the eight ideastream employees not to exceed a total project mileage cost of $8,640 (Assumes seventy-two 40-mile round trips per person during the grant period.) To provide the six days of professional development, each of the 18 teachers will be paid a daily stipend of $150, or the school district will be compensated $150 for the cost of a substitute (released time). This projected cost is $16,200. Equipment costs are projected to be $184,000. Each school and ideastream will receive matching sets of equipment. ideastream's equipment will also serve as backup to any school equipment that might fail and need replacement or repair. In essence, all school facilities will be standard and matched to assist in troubleshooting and support, whether technical or instructional. ideastream equipment will ensure that each ideastream employee participating in the project has access to the full suite of equipment and software as part of the technical and instructional support. 100 Go Pro Hero Video Cameras - $30,000 100 MacBook Computers $100,000 100 Phillips Digital Voice Recorders $11,000 100 Canon (or compatible) Digital Still Cameras $20,000 100 Licenses Adobe Photoshop $8,000 50 Licenses Final Cut Editing Software $15,000 It
13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

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

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

No additional costs are expected after ideastream has completed its role in the project, except for one of the consortium schools. The operation of these curricula will become part of the regular operating costs for district staffing. The nature of the multimedia work will not require replacing of these computers after five years.

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

Yes

No

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

18,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

The expenditures for equipment and software will reduce a need in the districts’ existing technology budget. The acquisition of new Cloud-based computers and productivity tools will reduce the districts’ software expenditures by $18,000. If we are able to move to digitally-based (paperless) science classrooms, there is an expected savings of $100 per student in each of the teachers’ sections. At minimum, it is expected that these 18 teachers could eliminate the need for textbook replacement in all science sections that they teach. This projected savings is built on several assumptions. 5 sections of 25 students per teacher is 125 students needing books. 18 participating teachers represent 2250 students. At an average cost of $100 per science book, a savings of $225,000 in replacement costs could be realized by the move to “paperless” instruction. A goal of the project would be to acquire or produce digital assets over the next 5 years that would supplant the need for textbooks.

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

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

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

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

The project will be self-sustaining through the networks of teachers sharing professional development across districts and their ability to create low cost multiple media products within their already established budgets. Because teachers will be in standards-based work-alike situations all media created can be leveraged for learning in other classrooms, and eventually to other job-alike teachers in the state. Over time, the expertise that local teachers develop in applying the QUEST models for science media and issues instruction can support the development of other teachers, building local capacity and consortium capacity to expand the project without further support from ideastream. As such, ideastream needs to be involved only for the implementation year of the grant, with all expansion and sustainability of the project carried by local district capacity of lead teachers.

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

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

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

During the summer of 2014, the ideastream science media team will convene representatives of the five school districts and nine school buildings for a planning retreat. During the planning phase, teachers from each building and students who will participate in the project will be identified. The purpose will be to create science-based multimedia with students to enhance science education. The team will plan for the learning of new media skills and begin to develop a project that they will implement in their science classrooms.

* Anticipated barriers to successful completion of the planning phase

None

18. Implementation - Process to achieve project goals

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

From late summer, and then throughout the school year, the ideastream science media team will run a year long professional development program working with teams of teachers to initiate and support a sustainable district-based leadership cadre, or train-the-trainer model. There will be a late summer (2014) 3-day kickoff retreat where the teachers learn how to use science media in the classroom and how to use the newly-acquired equipment to assist their students in the creation of science media. Ideastream educators, reporters, and producers will lead specific topical workshops during the retreat focused on photography, creating soundtracks and narratives, and how to tell a scientific story. There will be six follow up half-dayworkshops during the school year with an end of the year student showcase event in which the students share their products. Participants will be guided by ideastream staff using the QUEST teacher training online modules which focus on science media production. This project will provide one or two 15-weekcourses (semester) in each building that integrates journalism, science and multimedia production for grades 5-12. Producers, educators, and university journalism interns from ideastream will work directly with students for the equivalent of four weeks, mixing class time with collaborative distance learning technologies. The goal is to help students learn relevant science and technology skills by producing pieces of science media in QUEST formats, such as narrated slideshows, video interviews, short web videos, radio interviews and radio stories. Using QUEST guidelines for production and content, these digital assets will be regionally significant and relevant to students’ lives and communities.

* Anticipated barriers to successful completion of the implementation phase.

None

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

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

By the end of the project, participants will have learned how to use video and audio as effective teaching tools and will have been trained on media making tools such as Google maps, iMovie and Movie Maker for use in science classrooms and programs. A year end celebration will showcase student and teacher products. Evaluation will consist of: the development of student performance tasks, observations of lessons, formative assessment, data analysis, self-reported change data from participating teachers, artifacts of student performance gathered across the academic year to demonstrate growth, teacher reflection on new strategies that contributed to student achievement and increased instructional leadership capacity for standards-based instruction at each school site. The digital production assets represent deliverables for the first year of the consortium. These are anticipated to be: 3 - TV stories (approx. 7 mins) - to air on WVIZ/PBS Ideas or NewsDepth 1 - TV program (30 mins) - which is made up of the above stories - to air on WVIZ/PBS and digital channels 5 - TV interviews - to air on WVIZ/PBS - on Ideas 4 - In-depth radio stories - to air on 90.3 WCPN 5 - Radio interviews/science issues stories - to air on 90.3 WCPN 6 - Web articles by sta and consortia teachers 12 - Education web articles tied to media stories 15 - Web media, eg., slide shows, interactive data, and video 6 Days of teacher training 2 days of ODE Evaluation and Progress reporting. Approximately 1200 total days of face-to-face and online support service to the 9 consortium schools All digital assets will be archived in cloud storage and made available to all participating districts. These assets can be vetted and made available to science teachers across the state at a future date using the ODE Quality Review Rubric for final selection of public materials.
20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

This project will develop a cadre of school-based teaching experts that will serve as leaders to further the development and deployment of NOLS-aligned digital assets across content strands of science. Further, as a result of the project, a rich resource library of standards aligned digital assets will be developed for statewide use. This will increase the opportunity to incorporate emerging digital technologies into Ohio’s classrooms. The participating lead teachers from each school will serve as exemplars in integrating emerging technologies into the classroom setting. They will be in a position that allows them to model the best practices associated with development and deployment of digital assets. Furthermore, this project creates the sustainability for the expert teachers to lead other professional staff into the use of digital production tools and products in instruction. The value of the professional development supported by idealstream will allow the individual schools to sustain the efforts in subsequent years while expanding the local capacity to involve more teachers and students in standards-based media creation.

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

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

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

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

Please enter your response below:

This proposal is supported by two significant pieces on the impact of multimodal learning in education. "Why Use Multimedia in Science Education? The convergence of media and technology in a global culture is changing the way we learn about the world and challenging the very foundations of education. No longer is it enough to be able to read the printed word; children, youth and adults, too, need the ability to both critically interpret the powerful images of a multimedia culture and express themselves in multiple media forms. Media literacy education provides a framework and a pedagogy for the new literacy needed for living, working and citizenship in the 21st century. Moreover it paves the way to mastering the skills required for lifelong learning in a constantly changing world." "As science educators, we know how important critical thinking and new technology skills are in the scientific community. The ability to question and make sense of the world around us is a skill we value highly in the scientific world. We recognize that if our students are going to become the next scientific innovators and responsible citizens, they need, more than ever, skills to gather and evaluate data, make informed decisions, and communicate their ideas to others. As with scientific literacy, media literacy and other 21st century skills are grounded in inquiry, critical thinking, evaluation and communication. As our students are grow up in a world increasingly saturated with information and media messages, they will need to become media literate and well versed in the many modes of communication that surround them if they are to sort through this information. There is no better place to learn these skills than in the science classroom." Media Literacy: A National Priority for a Changing World Elizabeth Thoman and Tessa Jolls | American Behavioral Scientist, Vol. 48, No. 1, 18-29 (2004) http://www.medialiteracy.org/reading_room/article663.html "In general, multimodal learning has been shown to be more effective than traditional, unimodal learning. Adding visuals to verbal (text and/or auditory) learning can result in significant gains in basic and higher-order learning. The meta-analytic findings in this report provide insights into when interactivity augments multimodal learning of moderately to complex topics, and when it is advantageous for students to work individually when learning or building automaticity with basic skills." A set of principles related to multimedia and modality are listed below. They are based on the work of Richard Mayer, Roxanne Moreno, and other prominent researchers. 1. Multimedia Principle 2. Spatial Contiguity Principle 3. Temporal Contiguity Principle 4. Coherence Principle 5. Modality Principle 6. Redundancy Principle 7a. Individual Differences Principle 7b. Individual Differences Principle 8. Direct Manipulation Principle This analysis provides a clear rationale for using multimedia in learning. Multimodal Learning Through Media: What the Research Says - Research whitepaper from Metiri Group and Cisco Education, 2008 The presence of eLearning devices and "anytime, anywhere" information access changes the responsibilities and roles of teachers (and students) in designing and developing relevant project-based instruction, while increasing student achievement.

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or
Dr. Linda J. Williams, Ph.D. (216-916-6338) will oversee the evaluation of the approaches used in the project in conjunction with the ideastream science team and broadcast journalism staff.

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

This external evaluation will occur as benchmarks are reached throughout the year. At each point in the year, follow up professional development and demonstration workshops are held throughout the year as teachers have the opportunity to work with broadcast journalists and the science education team to develop their project.

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

Observation, Use of Textbooks, Satisfaction Survey, and Next Generation Science Assessment Scores.

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

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

Please enter your response below.

The initial investment in this proposal can be leveraged and sustained over the next five years and beyond because it substantially contributes to rethinking the roles of teachers and students in a digital environment, while providing the professional development and support necessary to bring authentic skills and practices into the classroom. The cohort of 18 regional teachers and their 450 students become local capacity to sustain and expand the program. They will be able to learn in new ways while being supported by a strong group of technical and education experts.

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

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

* Student Achievement

This project will lay the groundwork to begin integrating digital media assets aligned to the New Ohio Learning Standards to support changes in classroom instruction. The availability of these resources will allow schools systems to make use of relevant and ever-available assets and decrease their dependence on the traditional textbook-based and static model of education. This project will also provide metrics of use and bandwidth demand for many of the technology and infrastructure upgrades that become necessary as web-based devices and on-demand digital assets further penetrate the school environments.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Through professional development provided by educators and producers from a local PBS station, teachers will learn how to use free and available digital assets to increase student learning

* Implementation of a shared services delivery model

Implementing a shared services delivery model--instructional resources will be available to all educators in the entire state in an on demand format

* Other Anticipated Outcomes

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

☐ Yes

☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Yes. All instructional resources are available from our media partners at KQED: http://blogs.kqed.org/education/media-making-toolkit/. Making media, such as videos, narrated slideshows and online maps, can be an engaging way for students to demonstrate knowledge, build critical thinking, and learn relevant career skills. Find instructions, videos, worksheets and rubrics for implementing media-making projects with students. WVIZ will provide KQED's professional development courses and classroom visits to support participants as they learn media production. It would be necessary for schools hoping to replicate this approach to invest in production equipment, as summarized at the KQED Education site.
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).

Ken Veon
Director of Curriculum and Technology
Beachwood City Schools
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216-464-2600
kev@beachwoodschools.org
## Consortium Contacts

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<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
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### Implementation Team

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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>Ken</td>
<td>Veon</td>
<td>Director of Curriculum and Technology</td>
<td>The Beachwood City School District has demonstrated its ability to manage a grant of this scope through the participation in the state/national Race to the Top (RtTT) grant. Over four years, our district team developed a targeted plan, managed its funding and improved classroom instruction with the support of the RtTT grant. This is evidenced by improved performance on OAAs, OGTs, ACTs, and SATs and the fiscal responsibility demonstrated in our use of the grant funds. Currently, the Beachwood City School District serves as the fiscal agent for several Tech Prep consortium units enrolling students from nine area school districts including Beachwood. The district also houses several special education units that enroll students from throughout Northeast Ohio. As fiscal agent, Beachwood oversees the annual budget for these programs, totaling $4 - $5 million dollars. That fiscal experience, coupled with Beachwood's history of perfect audits and its AAA bond rating, serve as evidence of its ability to manage effectively any potential Straight A Funding.</td>
<td>WVIZ/PBS ideastream, as the state's largest public television, radio and multimedia station, is a State of Ohio Educational Technology Center providing expert technological assistance to northern Ohio schools for nearly 40 years. Most recently, ideastream has blended its education and content departments to produce mathematics and science media assets for the QUEST project. ideastream has also provided ongoing multiple media product support for the Ohio Broadcast Educational Media Commission's (BEMC) standards work. The SMART Consortium, which is a division of ideastream Education, was established in partnership with the Ohio Department of Education in 1998 to support improvement in science and mathematics learning in Northeast Ohio. The SMART Consortium is comprised of 50 school districts and three Educational Service Centers. ideastream Education and the SMART Consortium has extensive experience in creating digital learning assets and providing professional development in STEM fields. The SMART Consortium has learned from this extensive experience that it is vital to provide ongoing support for teachers when using new technologies to enhance academic achievement. ideastream Education and the SMART Consortium partnered with Michigan State University to implement an 8-year National Science Foundation research project which focused on improving math and science instruction and learning in K-12 schools by identifying gaps in teacher understanding of the content they were expected to teach. As a result, they were able to show the profound effect that strong pedagogical content knowledge of teachers has on student achievement. ideastream will provide the services of two producers, two educators, two university interns, a videographer, and an editor to support the schools during the initial year. Several members of the ideastream support team have produced Emmy award-winning productions and have served as the QUEST science development team for the past 3 years.</td>
<td>The member schools that are participating in this project have taken the lead in other SMART Consortium projects by assisting Consortium districts in facilitating professional development and serving as experts in teaching and learning. Each superintendent in the 5 participating districts has supported the concept of learning science journalism with and through new media technologies. Each supports the pivotal role of ideastream Education and WVIZ-TV to provide the necessary technological and content-area leadership.</td>
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