Richland Academy School of Excellence (011967) - Richland County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (111)

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

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Adjusted Allocation 0.00
Remaining -3,625,782.01
A) APPLICANT INFORMATION - General Information

1. Project Title:
Online Integrated Arts/Academic Common Core K-5 Lesson Plans, Activities & Video Modules

2. Executive summary: Please limit your responses to no more than three sentences.
This two year project will address each of the three application goals: 1. Students will increase their academic achievement through access to engaging online, K-5 integrated Arts/Academic ELA and Mathematics Common Core curriculum, as well as provide all students with equal access to arts education. 2. Ohio's schools will see a significant reduction in curriculum spending through free access to high quality, K-5 integrated arts/academic online curriculum video modules, lesson materials, activities and Blended Learning professional development. 3. Classroom resources will increase as a result of engaging online, integrated K-5 arts/academic ELA & Math curriculum video modules and blended learning lesson materials and activities, teachers will work more efficiently and effectively giving students more "differentiated and personalized" instruction.

3. Total Students Impacted:
79553
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
Sandra L. Sutherland
Organizational name of lead applicant
Richland Academy School of Excellence
Address of lead applicant
75 North Walnut Street, Mansfield, Ohio 44902
Phone Number of lead applicant
419-522-8224 ext. 301
Email Address of lead applicant
sandra.sutherland1@gmail.com

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
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

Not all students have equity and equal access to integrated arts/academic universally-designed-for-learning curriculum activities to enhance student achievement. According to The Status of Arts Education in Ohio's Public Schools, survey data found that a complete lack of access to arts education during the school day is more prevalent among Ohio's community schools and major urban districts. The highest percentages of schools not offering access to the arts were among community schools and traditional public schools in major urban districts with very high poverty rates. Providing equal access to an integrated arts/academic common core curriculum with video lessons and activities will help Ohio address its access and equity gap by making available a free, engaging, online, K-5 integrated arts/academic ELA and Math common core curriculum, encompassing video modules, lessons and activities to all students, parents, teachers and the public. Why is this important? According to The Status of Arts Education in Ohio's Public Schools, high quality arts education engages students in the work of learning, creative thinking, communicating and collaborating which foster the 21st Century skills needed for advanced learning and long term career success. Moreover, arts education helps meet the increasing demand for imagination, problem solving and creativity that enrich culture and drive the economic progress of a complex global society.

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

The U.S. Department of Education National Center for Education Statistics report showed that when arts education is in place, students showed marked improvement in SAT scores, reading and math scores, attendance and overall graduation rates. Large-scale studies have shown that at-risk students with high levels of arts engagement achieved better outcomes in academics, college enrollment, civic engagement and participation in professional careers than did their peers with low levels of engagement. (Catterall, Dumais & Hampden-Thompson, 2012; Catterall, 2009). This project will develop free, online K-5 integrated arts/academic, universally designed learning common core curriculum video modules with lessons and activities that will provide a deeper understanding of content in English Language Arts and Mathematics. These video modules can be accessed through the iLearnOhio learning management platform with video modules and demonstrations created by staff and students of the partnership schools and the collaboration schools. Journey360will videotape the lessons and activities and create the video modules which will be uploaded and accessed through the iLearnOhio learning management platform. Based on The Status of Arts Education in Ohio's Public Schools, survey data found that the highest percentages of school that did offer arts access to their students, were community schools and traditional public schools in major urban school districts with very high poverty rates. Providing the integrated arts activities of this project will help Ohio's educational system close the arts equity and access gap by making available to all teachers, students, parents and community members, a free, online integrated arts/academic curriculum.

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.)

K-5 students will increase their academic achievement through the integration of the arts into the common core learning standards and instructional learning targets. Online video modules, a collaboration of Battelle, Journey 360 and partnering schools, will include lesson plans, formative and summative assessments for benchmarking student growth and tiered activities. Other formative and summative assessments which will be used for Pre/Post testing would include but not be limited to: K/Fall 2014-Kindergarten Readiness Assessment (KRA), K-2: Ohio 2013 Diagnostics for ELA, Mathematics and Writing. Grade 3: Ohio 2013 Writing Diagnostics (ELA) and Fall OAA test scores (ELA and Math). Grades 3-8 would use Spring 2014 OAA scores in ELA and Mathematics for baseline scores at the beginning of the 2014-2015 school year. Mid-year benchmarking would be monitored through formative assessments to include: the research-based Reading Assistant (online) program, DIBELS (Early Literacy Skills), PARCC assessments, STAR assessments (online Reading and Math), classroom short cycle assessments, and project-based assessments with rubrics. Through this monitoring process, any student who falls below the expectation will receive intervention to include tutoring, and Reading Improvement Plans. Ohio’s Next Generation Assessment scores, Spring 2015, ELA and Mathematics, would provide culminating data on student achievement at the end of year one.

- 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.)

Spending Reductions in the five year fiscal forecast for district curriculum spending would be reduced by $55,741.00 by providing free access.
To high quality, K-5 online, integrated arts/academic curriculum lessons and activities for all students saving the cost of purchasing or leasing integrated curriculum materials. Richland Academy School of Excellence is a small school serving inner city children with a poverty rate of 83%. Any money saved through the reduction of purchasing curriculum materials or being able to align and utilize our staff more effectively while saving dollars, would be a huge gain for the students of RASE. The free access to online integrated arts/academics common core would be of great benefit to our inner city students. This project will increase access for all students at RASE, in Ohio and throughout the United States, to a free easily accessible K-5 universally designed for learning (UDL), common core curriculum in ELA and Mathematics, complete with lesson plans, video modules and activities to insure that all students have a deeper understanding of those standards. Having free access to the video modules on iLearnOhio's learning management platform, will increase dollars for classroom resources and staffing as well as provide free professional development for educators in Ohio. We believe that Ohio educators will take the lead in providing a first class video library, benefiting student achievement and providing substantial cost savings to schools and districts.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)
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.

3,625,782.01 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The application will not require any other funds to be used to support this concept (e.g., Title I funding, Race to the Top money, local funding, etc.) Project: The budget includes all of the required costs to videotape and complete the production of one hundred (100) video-based ELA & Math curriculum lessons, a professional development video and information packet for teachers. During the period from August 2014-June 2016, Journey 360 will coordinate with the Battelle curriculum writers to plan up to 100 videos or 850 minutes of ELA & Math lessons that align with the Common Core standards. Some videos may be ten minutes long, other videos may be two minutes long based on the curriculum design requirements. The final list of ELA & Math standards met and the video length will be determined as part of the curriculum design process with Battelle. We are estimating the production of one hundred video-based lessons that align with multiple Common Core ELA and Math standards as the final product. Fifty (50) lessons will be video-taped and ready for post-production by June, 2015. By June 30, 2016, the remaining 50 lessons of the one hundred (850 minutes) video-based ELA & Math lessons and the professional development video will be complete and ready for upload onto the iLearnOhio platform. Smarter Schools/Education Elements will provide 4 Regional workshops and produce a professional development video for educators emphasizing best practices for Blended Learning. G. Voinovich School of Leadership will provide the formative/summative evaluations and data analysis for the overall project. Project Total is $3,625,782.01 Support / Salaries: $80,000 Grant Coordinator Support / Benefits: $12,360.00 Grant Coordinator Benefits. Support / Purchased Services: $3,533,422.01 Journey 360 (Total of $2,218,422.00) will provide an education producer, assistant producer, as well as a pre-production and development team. Costs include $1,635,000 Journey360 Salaries; $214,000 for Retirement, Medicare & Workers Comp for education producer, education coordinator, assistant producer; $65,600 budget pre-production & development as explained below; $6000 Office & Administrative, $38,000 travel expenses for producer, coordinators, production assistant and project manager; $72,172 Post production expenses; $9,000 promotion; $115,450, Production expenses, $57,200 for Music-Rights-Talent; $12,000 - 4 video cameras & accessories. G. Voinovich School (Total of $178,000.01) will provide the lead evaluators for this grant. The cost breakdown is $90,714.91 Salaries; $72,426.65 for Retirement, Medicaid, Medicare & Workers Comp and Health Insurance for the Lead Evaluators from Voinovich; and $5,000 for meeting expenses & postage. Admin. Overhead state rate is $49,942.45; $6,000 for data agreements/downloads, survey incentives, $3,000 travel expenses/site visits. Smarter Schools/Ed. Elements: (Total Cost $250,000.00) $110,000 professional development video, $100,000 for 4 Regional workshops, $40,000 Outreach & Advocacy; Battelle For Kids: (Total Cost $881,000) will provide curriculum development, consulting services, training, teacher stipends, technology support, post production transfer to iLearnOhio.

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.

There will be no costs incurred in sustaining the project after the grant year and no other funds (ie., Title I, Title II, local funding etc.) will need to be used to continue the work of the grant. The activities of the grant will be self-sustaining because the free online, K-5 integrated arts/academics lessons and activities for ALL districts, schools, teachers and parents will be housed at no cost for access to the iLearnOhio learning management platform. Smarter Schools and Education Elements will provide 4 professional development workshops for Ohio educators on Blended Learning which will provide teachers with access to free professional development. Battelle will provide the Unit Design Template at no cost to teachers, so that they may design their own lessons and Journey360 will provide the video cameras to the
partnering schools to help teachers in collecting their own stock footage in their classrooms. Journey360 will also provide a professional development video for educators detailing how to make their own video modules. These modules may then be uploaded to iLearnOhio at no cost as well. Districts and schools could save between $3.5–$5 million in production costs through this grant if schools were to contract for this type of production themselves.

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.

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

We anticipate that we will be able to save part of an Art teacher’s salary and benefits. The annual savings in Years 1-5 are listed below. Salary Savings: Benefit Savings Year 1 $7,973.00 $2,419.00 Year 2 $8,190.00 $2,468.00 Year 3 $8,490.00 $2,657.00 Year 4 $8,738.00 $2,846.00 Year 5 $8,918.00 $3,045.00

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.

The activities of the grant will be self-sustaining because the free, online K-5 integrated arts/academics curriculum and supplemental video demonstrations and activities for all students, districts, schools, teachers and parents will be housed at no cost on the iLearnOhio learning management platform. Battelle will provide the Unit Design Template for stakeholders who wish to design their own curriculum modules, allowing for a consistent and uniform product. Journey360 will create a professional development video which will help partners and stakeholders collect stock footage to be used in a final production of their own videos for uploading to the iLearnOhio management platform. Additionally, the dissemination activities of the grant will provide students, districts, schools, teachers, and parents access to video lessons and demonstrations on how to create and post integrated arts/academic ELA and Mathematics common core curriculum videos and lessons on the free iLearnOhio LMS. We anticipate that these opportunities will prompt all stakeholders to create and post integrated arts/academic ELA and Math common core curriculum videos and lessons on the iLearnOhio learning management platform, thus allowing for a consistent and continuous video library. Also, this project will collaborate with a number of other schools which provide integrated arts/academic ELA and Mathematics common core curriculum videos and lessons on the iLearnOhio learning management platform, thus allowing for a consistent and continuous video library. Therefore as above, they are not required to complete any of the budget info or submit Straight A Financial Impact Table requirements because there will be no new/recurring costs for the project to continue once the grant has expired.

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.
A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range August-September, 2014

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<th>List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).</th>
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<td>The planning process will include hiring a Grant Coordinator, Project Manager, a Coordinator of the Curriculum, a Coordinator and Producers of the Video Lessons, and the online Curriculum Developers. Leaders for each partnering organization will be involved in identifying a Project Manager; the Project Managers and Sandra Sutherland, Superintendent/Director of Instruction, Richland Academy School of Excellence (RASE) will be involved in identifying a Coordinator of the Curriculum; Sandra Sutherland, Director of Instruction, Richland Academy School of Excellence (RASE), the Project Manager and a representative of Journey360 will be involved in identifying a Coordinator and Producers of the Video Lessons; Sandra Sutherland, Director of Instruction, Richland Academy School of Excellence (RASE), the Project Manager, and Coordinator of Curriculum will be involved in identifying the Curriculum Developers. All project managers will meet weekly during August and September in person or via online meetings to develop and clarify the responsibilities, deliverables and time lines for each partner and establish the communication process for all partner project managers. All meetings will have Ohio Improvement Process (OIP) process agendas with progress reports and next steps established. The agendas will serve as the history of the meetings and the work.</td>
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* Anticipated barriers to successful completion of the planning phase

The one barrier that we may encounter would be establishing common meeting times for the major partners of this grant. However, we have already taken steps to begin establishing a specific monthly meeting date and time for full partnership meetings for the designated calendar years included in this grant as well as establishing specific meeting dates for Project Managers.

18. Implementation - Process to achieve project goals

* Date Range August, 2014-June, 2016

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<th>List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).</th>
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<td>The implementation process will include the writing of the curriculum modules with collaboration from Battelle, Smarter Schools/Education Elements, Richland Academy School of Excellence and Falcon Academy of the Arts as well as collaboration with Journey360 for the filming of the video modules and coordination with iLearnOhio for the uploading of the integrated arts/academic video modules to the learning management platform. The five activities to achieve the outcomes of this project are: 1. Battelle will develop a comprehensive K-5, Universally Designed for Learning, integrated arts/academic common core curriculum which meets English Language Arts and Mathematics academic standards from September, 2014-May, 2015. 2. Journey360 will coordinate with the curriculum team, and the partner schools in designing and videotaping content footage for 50 video modules by May, 2015 and the remaining 50 modules by June, 2016. In February 2015, they will also develop the professional development video for educators. 3. iLearnOhio will house a self-sustaining, free online K-5 integrated arts/academic curriculum and supplemental video demonstrations and activities for all students, districts, schools, teachers and parents on the iLearnOhio LMS. 4. Education Elements/Smarter Schools will produce a 10-20 minute video highlighting “Best Practices for Blended Learning” and present 4 regional workshops for Ohio educators during the 2014-2015 school year. 5. The Partnering team will develop a Dissemination Plan which includes sharing information with stakeholders (students, districts, schools, teachers, parents, arts community, professionals, etc.) on the project and provide access to video lessons and demonstrations on how to create and post integrated arts/academic ELA and Math common core curriculum on the free iLearnOhio LMS. The project will plan to be showcased at the OSBA and OAASFEP Conferences in 2015-2016.</td>
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* Anticipated barriers to successful completion of the implementation phase

The writing of module lessons could be a barrier since this is the first step in the entire process. To counter this barrier, initial weekly planning meetings will take place in August/September to develop the framework and schedule of work and to monitor progress.

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

* Date Range 09/1/2014 through 05/31/2016

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<th>List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).</th>
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<td>A Formative Evaluation will examine the ability of the partners to develop a high quality curriculum and complete the prescribed hours of video and make these materials accessible and free to teachers, students, and parents. The summative evaluation will focus on outcomes at two levels, changes in teacher practices within the two target schools and related changes in student measures for their students and changes in teacher practices beyond the two targeted schools. Data collected will include curriculum and documentation review, web site statistics about use, workshop participant information, satisfaction surveys, and interviews with key partners. Summative Evaluation Data will include teacher surveys, classroom observations and assessment of lesson plans from 2013-2014 academic year (baseline) and 2014-2015 and 2015-2016, focus groups with teachers and students within the targeted schools about their experiences with the development of the Integrated Arts curriculum. Student summative assessments: K/Fall 2014-Kindergarten Readiness Assessment (KRA), K-2: Ohio 2013 Diagnostics for ELA, Math and Writing, Grade 3: Ohio 2013 Writing Diagnostics (ELA) and Fall OAA test scores (ELA and Math). OAA scores in ELA &amp; math will be used for baseline scores at the beginning of the 2014-2015 school year. Teachers, who participate in either the workshops or online professional development, will be asked to complete an online survey upon completion of the professional development, about their intentions to incorporate blended learning. A follow up web survey will be sent 6 months later requesting information about changes in classroom practices and their observations about how this has impacted student achievement. The Evaluators will work with the website developers to incorporate survey tools and other feedback tools so that teachers can communicate their experiences. Web site data about utilization will be used as one measure of dissemination.</td>
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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:

A U.S. Department of Education National Center for Education Statistics (NCES) report showed that when arts education is in place and children have a chance to express themselves artistically, they show marked improvement in SAT scores, reading and math scores, attendance, and overall graduation rates. Despite this solid evidence arts programs are often the first to be eliminated or cut from schools struggling with budget constraints. "Arts Education in Public Elementary and Secondary Schools": reported that arts instruction has not seen an increase since 1999-2000 and precipitous drops were seen in elementary instruction in both drama and dance. Furthermore, an "equity gap" exists between the availability (and quality) of arts instruction in high-poverty schools compared to low-poverty schools. Sadly, at-risk student populations, those who most need and could most benefit from access to quality arts education, are the populations with the least access to arts education." (ALEXANDRIA, VA. (April 5, 2012)-National PTA? President Betsy Landers) An analysis of literature indicates high-quality arts education engages students in the work of learning, thinking, communicating, creating and collaborating. It also fosters the 21st century skills needed for advanced learning and career success. Moreover, arts education helps meet the increasing demand for imagination and creativity that enrich culture and drive economic progress and help solve the problems of a complex, global society. The Status of Arts
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

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

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Voinovich School of Leadership and Public Affairs Ohio University The Ridges, Bldg. 19, Office 113 Athens, Ohio 45701 Contact: Lesli K. Johnson, LISW-S, Ph. D 740-593-9739 johnso12@ohio.edu External Evaluation Method

* 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).

Method by which progress will be measured: Both formative and summative evaluation activities will be conducted, utilizing both quantitative and qualitative methodologies. Baseline data as available will be used to compare results at the end of 2014-2015 and 2015-2016. Data will be collected at the partner level, teacher level and student level. Partner Level: Data will be collected through documents, curriculum, website statistics, professional development enrollment, products (including videos, curriculum and lesson plans). Teacher Level (targeted schools): Data will be collected through surveys, classroom observations, lesson plans and focus groups. Teacher Level (Other): Data will be collected through surveys upon completion of professional development and then 6 months later surveys to follow changes in classroom practices. Students (targeted schools): Data will be collected through the following formative and summative assessments: Kindergarten Readiness Assessment (KRA), K-2: Ohio 2013 Diagnostics for ELA/MATH and Writing, Grade 3: Ohio 2013 Writing Diagnostics (ELA) OAA test scores (ELA and Math), to be collected annually. Additionally, mid-year benchmarking using formative assessments: the research-based Reading Assistant (online) program, DIBELS, PARCC assessments, STAR assessments, classroom short cycle assessments, and project-based assessments with rubrics.

* 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.

The evaluation team will work closely with the sponsor and the partners and provide preliminary evaluation results in May, 2015 and January, 2016, so that mid-course corrections, if any, can be made. Additionally, the monthly meetings beginning in August, 2014 and running through June, 2016, with the partnering schools, partners and project managers will be the key to keeping the projected schedule and time lines on track as well as be a tool for monitoring the progress of the curriculum lessons and the filming of the video modules. Given the information from these meetings, we would be able to adjust or divert any curriculum or scheduling issue and “realign” our mission before we had any major issues. These meetings will use the Ohio Improvement Process (OIP) model of using “process agendas” which establish definite core work, who is responsible for the work and the “next steps” that need to be taken.

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

The response should provide specific quantitative 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 activities of this project will help Ohio’s education system to close the arts equity and access gap that exists between wealthy and impoverished districts and schools and between students who attend traditional, private and community schools through making available to all students, parents, teachers and the public an interesting, engaging, Universally Designed arts/academic online K-5 English Language Arts and Mathematics common core curriculum which includes video modules and activities to enhance all student achievement, reduce spending and enable teachers to utilize a greater share of resources in classrooms to focus on meeting identified individual student needs. As large-scale studies have shown that at-risk students with high levels of arts engagement achieved better outcomes in academics, college enrollment, civic engagement and participation in professional careers than did their peers with low levels of engagement (Catterall, Dumais & Hampden-Thompson, 2012; Catterall, 2009) this project will enhance student achievement through easy access to functional arts/academic integrated online video lesson modules and demonstrations developed by students, teachers, professionals and parents that will engage all students in relevant English Language Arts and Mathematics common core curriculum standards activities providing a deeper understanding of content the common core curriculum content. It will also reduce district curriculum spending for schools by providing free access to high quality, age appropriate K-12 online functional arts/academic integrated curriculum activities for all students saving districts, schools,
Spending Reduction in the five-year fiscal forecast and utilization of a greater share of resources in the classroom. Battelle and Journey360 will collaborate with the partnering schools to support students in being the architects of their own learning. Battelle, Journey360 and the partners will design, create and share video-based lessons that will support students and teachers by expanding access to engaging curriculum and allowing them to personalize student learning. This video-based curriculum library will support the shift in focus toward the achievement of learning objectives and "personalized" learning. Students will have digital tools to support and demonstrate their learning and teachers will have digital curriculum to address different student learning styles. Collaboration between the Battelle led curriculum team and partners to develop a production plan for September, 2014-May, 2015, will influence the production schedule framework and the project organizational schedule for the next nine months. In February, 2015, Journey360 will produce a teacher professional development video for all educators accessing iLearnOhio. From March/May, 2015, Journey360 will coordinate with the curriculum team and partners to video tape all ELA and Math content footage for completion of 100 videos (up to 850 minutes). Post production will begin mid-March, 2015, on the video template that Journey360 will use for the creation of the video-based curriculum library. This means editing each lesson and adding the graphics, audio, music and visual elements to complete an engaging video lessons. All completed lessons and the professional development video will be uploaded to the iLearnOhio platform as they are completed. All videos will be complete by June, 30, 2014. This will be the 1st task completed by Journey360 and Battelle.

Spending reductions in the five-year fiscal forecast District curriculum spending will be reduced by providing free access to high quality, age appropriate K-5 online functional arts/academic integrated curriculum materials and activities for all students saving the cost of purchasing or leasing arts and academic integrated curriculum materials. Over time, schools and districts could save between $3,500,000-$5,000,000 in production costs if schools contracted for this production themselves. Districts would save on professional development costs as teachers will be provided with 4 Regional workshops to meet their professional development needs in Blended Learning as well as have access to a free video highlighting "Best Practices for Blended Learning".

Utilization of a greater share of resources in the classroom
A greater share of district resources will be directed to classroom needs by providing all students, teachers and parents with free access to a (K-5) online arts/academic integrated curriculum and activities. Through increasing teacher utilization of the online integrated arts/academic common core video modules with blended learning lesson plans and activities which are already created, teachers will have critical time to provide differentiated, "personalized" instruction in which to develop 21st Century Skills. Teachers will also have more access to online opportunities for reflective practice, collaboration with other teachers and content experts and more communication time with parents. Classroom resources will become more efficiently and effectively purchased and utilized in districts.

Implementation of a shared services delivery model
This grant project will utilize a shared services delivery model by accessing educators, administrators and support personnel from the partnering schools as well as utilizing the expertise of the major partnering organizations; Battelle For Kids, Journey360, iLearnOhio, Smarter Schools, Education Elements and the George Voinovich School for Leadership and Public Affairs. Battelle For Kids will provide the curriculum developers which will work with the teachers and students of the partnering schools to discuss curriculum and the integration of the arts. They will then write the integrated arts curriculum and provide the lesson plans and activities to the teachers for their instructional practice. Battelle For Kids will also provide the Unit Design Template for later use by educators as they design their own integrated arts lessons for the video library. Journey360 will design the video modules with visual art, music and dance to incorporate with the curriculum developed by Battelle For Kids. Journey360 will also provide the partnering schools with video camera to take stock footage of their classroom activities which can be uploaded to iLearnOhio's learning management platform for free access to all stakeholders. Journey360 will also provide a free video detailing how to make a video for all students and educators. Smarter Schools and Education Elements will provide professional development for all Ohio educators through 4 regional workshops designed for "Best Practices in Blended Learning". They will also provide a video highlighting best practices including Ohio school districts currently part of the Ohio Blended Learning Network. The George Voinovich School of Leadership and Public Affairs will provide the external evaluation, both formative and summative, for the overall grant process to insure that all products of the collaboration and all stakeholders and partnering organizations have met their goals.
Richland Academy School of Excellence, Falcon Academy and the partnering organizations believe that through this grant, ALL students across Ohio and virtually the United States, will have equal access to integrated arts/academic common core standards. We also believe that the integration of the arts will allow students to think creatively, problem solve and come to a deeper understanding of the standards. We also believe that these 21st Century learning skills that we are wanting our students to acquire, are the very skills that will prepare them to be college and career ready and successful in life. We believe that this grant will close the equity gap that exists between the wealthy school districts and the impoverished school districts and level the playing field for ALL students.

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

☑ Yes
☐ No

*Explain your response*

This project is able to be replicated by any other school or district in Ohio or nationally due to the free access of the online video modules on the iLearnOhio learning management platform which will also house the video library of 100 integrated arts/academic curriculum modules. Battelle For Kids will make available to stakeholders and others, a "Unit Design Template" which will allow teachers, students, and parents the ability to design their own integrated arts/academic common core lessons. This template will ensure that all core lessons will have a uniform and consistent look as well as a uniform and consistent framework for the lesson plans. This process will help to ensure the integrity of the curriculum work. Journey360 will develop a professional development video, "How to Make a Video", for educators, partners and other stakeholders that will help them collect stock footage in their own classrooms to be used in the final production of the video which may then be uploaded to iLearnOhio. Dissemination plans for the project include the 4 Regional workshops advertisements, E-Blasts, OAASFEP and OSBA conferences, and the Outreach and Advocacy provided by Smarter Schools and Education Elements.

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).

☑ I Accept  Sandra L. Sutherland  Superintendent  Richland Academy School of Excellence  04/17/2014
## Consortium Contacts

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<tr>
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<tr>
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## Partnerships

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<tr>
<td>Mark</td>
<td>Hartman</td>
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<td>Battelle For Kids</td>
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<td>Cacciato</td>
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<td>Journey 360</td>
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<td>829 Bethel Road #245, Columbus, Ohio, 43214</td>
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<td>Croyle</td>
<td>614-292-6645</td>
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<td>iLearn Ohio</td>
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<td>Ohio Resource Center, College of Education and Human Ecology, Columbus, Ohio, 43210</td>
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<td>Benson</td>
<td>513-313-5109</td>
<td><a href="mailto:Andrewbenson32@gmail.com">Andrewbenson32@gmail.com</a></td>
<td>Smarter Schools LLC</td>
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<td>P.O. Box 43401, Cincinnati, Ohio, 45243</td>
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<td>Taylor</td>
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<td>Lesli</td>
<td>Johnson</td>
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<td>Voinovich School of Leadership and Public Affairs</td>
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<td>Ohio University, Thre Ridges, Bldg. 19, Office 113, Athens, Ohio, 45701</td>
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<tr>
<td>Sandra</td>
<td>Sutherland</td>
<td>Director of Instruction</td>
<td>This project will be implemented by Sandra Sutherland, Director of Instruction, Richland Academy School of Excellence (RASE). RASE's mission is to provide the best academic core curriculum blended with meaningful integration of the visual and performing arts to solidify 21st Century learning skills for career success.</td>
<td>Director of Instruction</td>
<td>Additionally, RASE was awarded an Early Literacy Third Grade Guarantee Grant in 2012. The grant allowed RASE to implement the Fast ForWord/Reading Assistant computer-based programs which open neural pathways enhancing students’ abilities to become fluent readers, thus promoting significant advancement in reading comprehension. RASE also implemented a &quot;Literacy Camp&quot; which focused on ELA skills with the integration of music, visual arts and dance. RASE is currently working with the Creative Teaching and Learning magazine from the United Kingdom in promoting the &quot;Flipped Classroom&quot; and project-based learning as well as collaborating with national authors and researchers.</td>
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<tr>
<td>Margo</td>
<td>Snyder</td>
<td>Principal</td>
<td>Falcon Academy of Creative Arts will implement the project under the leadership of principal, Margo Snider.</td>
<td>Ms. Snider is well known in the Summit and Portage County areas for starting the Miller South School for the Visual and Performing Arts in 1993 in Akron, Ohio.</td>
<td>The school won many state and national awards from various arts organizations and was also recognized as Excellent on the early State Report Cards. The teaching staff at FACA has been trained in arts/academic integration and in school year 2010-2011, the school and its sponsor were ranked #1 in Ohio. Margo graduated from Illinois State University and received her Masters from the University of Illinois.</td>
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<tr>
<td>Annie</td>
<td>Cacciato</td>
<td>Co-founder of Journey 360 and Granville Studio of Visual Arts</td>
<td>Journey 360 will manage the development of Journey 360's proprietary blended-learning curriculum. Each production team will include a producer/editor, a producer coordinator/editor and a production assistant</td>
<td>Journey 360: Annie Cacciato, graduate of the University of Cincinnati w/ a BS in Marketing and Management, is the co-founder of Journey 360 and Granville Studio of Visual Arts. Journey 360 and GSVA have collaborated with the following partners and advisors in educational design and implementation: Harvard Graduate School of Education, The Ohio State University, School of Teaching and Learning, Project Aspire, KnowledgeWorks/EdWorks, Reynoldsburg City Schools and Encore Academy. Annie has extensive experience in visual communication, production and television marketing. Paul Hamilton</td>
<td>Her experience also includes multi-million dollar project management development technology projects for several large corporations in Ohio and New York. Michael Bontempo, BA and MA from The Ohio State University, is an educational consultant and Journey 360's lead producer of their proprietary blended-learning curriculum. His unique skill set of art education, field research, teaching, production and client relations make him a valuable team member. Jennifer Pentecost, BA-Fine Arts from Ohio University, is a designer of Journey 360's proprietary</td>
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<tr>
<td>Lesli Johnson</td>
<td>LISW-S, Ph.D</td>
<td>Voinovich School of Leadership and Public Affairs will evaluate the overall impact of the concept and the approaches used in the project by all grant partners over a two year period.</td>
<td>Voinovich School of Leadership and Public Affairs, is a multidisciplinary school at Ohio University named after the former U.S. Senator, George V. Voinovich, to honor his distinguished career in public service.</td>
<td>The Voinovich School has an innovative, transformative program of real-world education of Ohio’s next generation of entrepreneurs, training of state government and nonprofit agency leaders in strategic value creation and performance measurement and expert analysis of the state’s K-12 system. Voinovich School will be conducting the overall evaluation of the Straight A Fund Grant.</td>
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<td>John Croyle</td>
<td>Program Specialist</td>
<td>Journey360 will produce 100 arts integrated video module demonstrations and lessons up to 850 minutes. Journey360 will coordinate production with iLearnOhio who will then upload the modules to the learning management platform as production is completed.</td>
<td>iLearnOhio is a comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. This statewide platform includes a searchable repository of standards-aligned educational content (courses and digital resources), an e-commerce marketplace and a learning management system to facilitate the delivery of course content from multiple providers to various end users.</td>
<td>iLearnOhio is administered by the Ohio Resource Center, located at the College of Education and Human Ecology at The Ohio State University under the direction of the Ohio Board of Regents. iLearnOhio is available to all Ohio schools at no cost.</td>
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<td>Mark Hartman</td>
<td>Senior Director of Client Engagement and Ohio Portfolio Manager</td>
<td>Battelle for Kids is a national, not for profit organization that was founded in 2001 through a partnership with the Ohio Business Roundtable and supported by an initial grant from Battelle Memorial Institute to improve public education. will provide the curriculum developers for the 100 video modules (up to 850 minutes) which will include the lesson plan with common core standard, learning target, instruction, arts integrated activity and other curriculum materials. Battelle will work collaboratively with staff from Richland Kong. Battelle provides counsel and solutions to advance the development of human capital systems, the use of strategic measures, practices for improving educator effectiveness and communication with all stakeholders for the purpose of supporting student learning and engagement fostering student success. Battelle’s curriculum developers will provide the online integrated arts/academic common core curriculum for the partnership schools. Prior to joining Battelle for Kids, Mark served in a variety of public education roles, including teacher, high school principal</td>
<td>Mark A. Hartman brings more than 30 years of education experience to Battelle for Kids. As Senior Director of Client Engagement, Mark has led Battelle for Kids’ Ohio initiatives, including a three-year pilot initiative to enable high schools to benefit from providing value-added information to administrators, teachers and counselors. Mark and the Ohio Value Added High School (OVAHS) team support nearly 90 school districts in the creation of a more rigorous curriculum and the usage of a systems approach to professional development to help students obtain the 21st century skills they need for success in college and the workplace. The students participating in the original OVAHS experienced a 5% greater success rate on all four areas of the ACT College Entrance Exam than their peers across the country. In 2005, Battelle expanded to offer a wide array of school improvement services to educators nationwide in more than twenty states and Hong Kong. Battelle provides counsel and solutions to advance the development of human capital systems, the use of strategic measures, practices for improving educator effectiveness and communication with all stakeholders for the purpose of supporting student learning and engagement fostering student success. Battelle’s curriculum developers will provide the online integrated arts/academic common core curriculum for the partnership schools. Prior to joining Battelle for Kids, Mark served in a variety of public education roles, including teacher, high school principal</td>
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<tr>
<td>Andrew Benson</td>
<td>Executive Director of Smarter Schools</td>
<td>Smarter Schools and Education Elements will provide 4 regional workshops on &quot;Personalized Learning&quot; to all Ohio Educators so that they might participate in a hands-on Personalized Learning Tour which will cover innovative instructional models in practice, digital products that can accelerate learning, and what it takes to support teachers and students in making the transition to &quot;Personalized Learning&quot;. Both companies will also produce a 10-20 minute video highlighting best practices for Blended Learning including Ohio school districts in the Ohio Blended Learning Network who</td>
<td>Smarter Schools: Andrew Benson, Executive Director of Smarter Schools, oversees outreach and advocacy for the blended learning project. Mr. Benson started the Smarter Schools non-profit last year to help schools be more efficient and effective. For the previous 10 years, Mr. Benson was the Vice-President of KnowledgeWorks Foundation, an educational philanthropy and social enterprise that has through programs and subsidiaries created Early College High Schools, small school transformation (EDWorks), project-based learning schools (New Tech Network) and community collaboratives (Strive) in hundreds of sites across the country. He holds a Master's Degree in Public Administration from Harvard's Kennedy School of Government, a Master's Degree in Journalism from The Ohio State University, and a Bachelor's Degree in Journalism from Ohio University. Mr. Benson has been responsible for KnowledgeWorks communications and outreach for five years and oversaw its Ohio education reform work for five years, including managing staff, consultants and grant funds of more than $10,000,000. His 14 years as a journalist provides him the background to oversee communications, outreach and advocacy for the consortium project. He currently serves as project manager, grants administrator and outreach coordinator for a FY14 consortium project of the Straight A Fund being implemented in Milford and Cincinnati schools.</td>
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<td>Anthony Kim</td>
<td>CEO and Founder of Education Elements</td>
<td>Smarter Schools and Education Elements will provide 4 regional workshops on &quot;Personalized Learning&quot; to all Ohio Educators so that they might participate in a hands-on Personalized Learning Tour which will cover innovative instructional models in practice, digital products that can accelerate learning, and what it takes to support teachers and students in making the transition to &quot;Personalized Learning&quot;. Both companies will also produce a 10-20 minute video highlighting best practices for Blended Learning including Ohio school districts in the Ohio Blended Learning Network who have worked with Education Elements. They will be responsible for the communication and publication of the workshops for all Ohio educators.</td>
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<td>Anthony Kim is the CEO and Founder of Education Elements which will provide materials and workshops to help advance blended learning in the project. Anthony Kim leads Education Elements, which he founded in 2010 to help school rethink the structure of schooling and the way technology could strengthen instruction and streamline operations. A long-time education technologist, he was the New Schools Venture Fund 2012 Entrepreneur of the Year.</td>
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<td>Education Elements provides professional development and technical assistance to more than 100 schools and districts across the nation. Working with charter school management developers, foundations and technology developers, Education Elements has pioneered new approaches to blended learning. Today, the firm is involved in 75% of the blended learning schools in the country, or more than 50 schools, including, the PA Hybrid Learning Initiative of 15 schools and districts in Ohio (Mentor Public Schools, Reynoldsburg City Schools and Stepstone Academy.)</td>
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