

PROJECT NARRATIVE: The Learning Apps Media Partnership (Project LAMP)

The Hispanic Information and Telecommunications Network (HITN) proposes to harness its broadcast strength, distance learning, and internet technologies and combine them with the content development and animation talent of Callaway Arts & Entertainment and the powerful evaluation tools of the Michael Cohen Group to produce and distribute three standards-based, educational, entertaining, innovative, transmedia properties. These educational programs will be designed to serve children age three to eight years old who are socio-economically disadvantaged, and/or English Language Learners. This application is in response to the Department of Education Ready To Learn grant program (CFDA #: 84.295A), and the narrative that follows addresses Invitational Priorities 1 and 2, as well as the Competitive Preference Priority for the project evaluation.

(1) NEED FOR THE PROJECT

Our nation faces a crisis in education. Many children in our nation are not learning and a disproportionate number live in poverty or at the lower economic strata of our society (Vellutino and Scanlon, 2003). Research indicates that mathematics and literacy learning begin at a very young age (National Mathematics Advisory Panel, 2008; National Early Literacy Panel, 2008; National Research Panel, 2009). This means children's learning opportunities are deeply affected by their home environment and differ sharply among income, ethnic, and language demographic groups (Klein, L.G. & Knitzer, J., 2006). Without proactive intervention, the achievement gap will continue to grow.

Moreover, learning problems are disproportionately greater for the disadvantaged populations. Because race and ethnicity are strongly correlated with economic status (Natriello, et al., 1990), African-Americans, Hispanics and Native Americans face overwhelming obstacles.

The population of children at risk for educational failure is increasing, including substantial numbers of those whose first language is not English. The implications for our nation's future are disturbing (Boyer, 1991). An ill-educated population threatens the nation's global standing, destabilizes our workforce, and dissipates our national potential.

At the same time, interactive media of all forms permeate the lives of families and even the youngest children (Cohen et al., 2009; Tarpley, 2003), making transmedia a logical vehicle for teaching children critical literacy and numeracy skills. Children ages two to eight years old spend about half of their media technology time (nearly 21 hours a week) in co-usage with their caregivers (over 10 hours per week). This includes nearly seven hours of television, two hours using the computer, and one hour of video game playing per week (Cohen, M., et al., 2009).

Studies published about the impact of educational television on very young children have found that children who were encouraged to watch Sesame Street regularly made larger gains in literacy and numeracy, than children who did not watch Sesame Street (Bogatz, G. & Ball, S., 1971).

Transmedia as a viable learning tool, however, requires a convergence of disciplines, knowledge, and expertise. Educators, media content creators, evaluation professionals and distributors must join together to create and develop newly conceived methods of literacy and numeracy instruction and delivery, and the technology infrastructure must be accessible.

Through the development and delivery of Project LAMP's new educational transmedia properties, disadvantaged children and English Language Learners who typically experience academic challenges at an early age will have a new medium for learning that will boost their literacy and numeracy skills. These benefits will have a ripple effect on student achievement in

the “persistently lowest-achieving schools” of each region as the project participants move up through the grades.

The LAMP Partnership submits this proposal with the primary objective of significantly increasing children's literacy and numeracy skills, specifically targeting low-income, disadvantaged children and their families. To achieve this goal, Project LAMP will create and deliver transmedia content with effective reading and math curricula to the most disadvantaged of our young children, along with support materials for their families, caregivers, and teachers. The expert use of scientifically-based research will establish strong evidence as to the efficacy of our interventions, as well as identify and develop appropriate new outcomes and measures for media platforms in convergence.

A. Magnitude of the Need

In 2009, the National Assessment of Education Progress (NAEP) revealed that two-thirds (67%) of fourth graders failed to attain reading proficiency and 61% failed to reach mathematics proficiency. This failure rate is even higher within low-income families (81% & 78%), minority groups (83% & 78%), and the growing number of English language learners (94% & 88%).

Twenty-five years ago, the National Commission on Reading published *Becoming a Nation of Readers* (Anderson, R., Hiebert, E.H., & Scott, J.A., 1985). The study found that children who experienced early reading success overwhelmingly were the ones who experienced excellence in high school and beyond. Studies have found that students who have difficulty with reading have difficulty with all academic subjects and are more likely to fail as students (Allington, R., 1994; Kamil, M.L., 2003). The most recent National Assessment of Educational Progress shows that many eighth- and twelfth-grade students do not have the capacity to perform the higher-order cognitive work required for deep learning of content through reading (NAEP,

2009). The challenges of the 21st Century require rigorous content that prepares all children to succeed in a global economy and society (Wagner, T., 2008).

Literacy is generally equated with success in life, with notions of a person being 'educated', obtaining a job and having access to the 'goods' and trappings of wellbeing that are valued highly in society. High school graduates, on the average, earn \$9,245 more per year than high school dropouts (National Center for Educational Statistics, 2002). In today's workplace, only 40% of adults who dropped out of high school are employed, compared to 60% of adults who completed high school and 80% for those with a bachelor's degree (Alliance for Excellent Education, 2003).

Proficiency in mathematical skills is essential for success in school and later social and economic self sufficiency. Early mathematics understandings and skills provide the foundation upon which later mathematics builds (Griffin, S., Case, R., & Siegler, R.S., 1994; Miller, K., 1992). Without a strong grasp on the big ideas of number, operations, geometry, and measurement, students struggle in upper elementary mathematics and algebra, which follows them into high school (Griffin, S., 2007). A strong grounding in high school mathematics, through Algebra II or higher, correlates powerfully with access to college, graduation from college, and earning in the top quartile of income from employment (Horn, L., & Nuñez, A., 2000; Horowitz, J., 2005). College graduates are more likely to vote, use new technology, and become civic leaders (Pascarella, E.T. & Terenzini, P.T., 1991).

The large disparities in mathematics achievement related to socioeconomic status are devastating for individuals and families. Without math skills, children will not be able to compete in the 21st century job market as the National Science Board (2008) indicates that the growth of jobs in the mathematics-intensive science and engineering workforce is outpacing

overall job growth by 3:1. Command of mathematical skills is necessary in medicine and health, technology and commerce, navigation and exploration, and defense and finance for all of society.

During most of the 20th century, the United States possessed peerless mathematical prowess, measured by the depth and number of the mathematical specialists who practiced here and the scale and quality of its engineering, science, and financial leadership (NMAP, 2008). But without substantial and sustained changes to its educational system, the United States will relinquish its leadership in the 21st century.

B. Gaps and Weaknesses in Current Services, Infrastructure, and Opportunities

The foundations of language learning, literacy and reading begin at birth. Conventional reading and writing skills that are developed between birth and the time a child enters kindergarten have a consistently clear and positive relationship with later conventional reading skills (National Early Literacy Panel, 2008). By age three, Hart and Risley (1995) report that low-income children hear an average of 30 million words fewer than peers in working class or professional families, putting them at a huge disadvantage. Lower levels of foundational skills, such as those in language, reading, and mathematics, are present in at-risk groups, and average cognitive scores are much lower as these children enter kindergarten (Barbarin, O., Bryant, D., et al., 2006; Lee, V.E. & Burkam, D.T., 2002).

Additionally, most children develop considerable knowledge of numbers and other aspects of mathematics before they enter kindergarten. When they enter kindergarten, most children with the risk factors of low-parental education levels, low incomes, and single parents bring less foundational knowledge for learning school mathematics than does the average child from more advantaged backgrounds (National Mathematics Advisory Panel, 2008).

Children's experiences at home also shape their proficiency in engaging with technology. With advances such as wireless technology appearing in the marketplace and radically changing the way in which information systems and computers are viewed, a new literacy has emerged, a literacy of technology. How disadvantaged children are able or unable to access and engage technology is leading to a participation gap. This gap is due to their unequal access to the opportunities, experiences, skills, and knowledge that will prepare them for full participation in the world of tomorrow (Jenkins, 2007).

This participatory culture includes formal and informal online communities, production of new creative forms, collaborative problem solving, and a new flow of information (Jenkins, H., 2003). For example, most households may have access to relatively inexpensive dial-up internet service if they have a phone, but the new software and interactive nature of the Internet require a faster connection, severely limiting the user's capacity to explore, retrieve, download and store information, to utilize the Internet as a learning tool.

Disadvantaged children need members of society to work together to address these issues. Media companies must work with telecommunications entities to address achievement disparities, especially those of low-income youth. Projects must be informed by research and most rigorous evaluation methods to ensure the most highly effective outcomes for these youth.

Disadvantaged children are not the only population group to lag in accessing new technology. Public schools have difficulty keeping pace with new technology and teachers have not been trained in using many of the new applications and computer-based tools that could benefit their teaching and administration tasks. Without training and a comfort level using technology, teachers are not likely to employ it in their classrooms. With the assistance of higher education institutions such as Bank Street and Arizona State University's teacher certification

programs, materials will be developed to be used in familiarizing teachers with the properties and their implementation.

Another gap that is evident when examining transmedia as a tool for education relates to the lack of research available on the medium. Ensuring effective interventions means utilizing rigorous measurement tools. Much of the existing literature related to early learning and media is focused on formative stages of media product development. Formative research has been useful in assessing specific learning from children's media among small populations of children (see Truglio et al., 2001, for examples), identifying the most effective ways to convey educational messages in children's television shows (cf. Cohen and Rosen, 1992; Tobin and Cohen 1997), or in the assessments of overall comprehension (cf. Truglio, Scheiner, Segui and Chen, 1999). However, there has been less research using large-scale measures to identify replicable models, or summative research conducted using a scientifically based research design on programs conducted with fidelity.

There are exceptions, growing out of research on the 35 years of "Sesame Street" and more recently in newer educational programming. This work has drawn from social scientific quantitative methods, including experimental design (Ball and Bogatz, 1971; Singer and Singer, 1998; Naigles et al, 1995; Ready to Learn, 2001), longitudinal research (Rice et al., 1990; Huston et al., 1990; Wright et al., 2001), and cross-sectional studies (Zill, 2001) to assess impacts on a variety of explicit educational skills such as literacy and language learning, (Wright et al., 2001; Rice et al., 1990) and other important outcomes like pro-social skills (Paulson, 1974; Zielinska and Chambers, 1995).

Even when outcomes are measured, there is little attention to the mechanisms (Valkenberg, 2001). Most media research has studied the impact of messages mediated through

television, with far less attention to how children receive, evaluate, and learn from newer media platforms. Moreover, transmedia storytelling has only recently emerged as an area of social scientific study (Jenkins, H., 2006). The Project LAMP partnership will contribute significantly to this body of research while forging new ground by assessing different media platforms both individually and collectively as a transmedia experience.

C. Addressing the Needs of Students At-Risk of Educational Failure

In response to the nation's need, the Learning Apps Media Partnership (Project LAMP) will create highly engaging, age-appropriate, transmedia learning experiences that contain scaffolded curricula (each concept built within and across properties in a developmental sequence of complexity) designed to promote achievement in the essential literacy and mathematics skills identified by the National Early Literacy Panel, the National Reading Panel, the National Research Council, the National Mathematics Advisory Panel, and reflected in the 2010 Common Core State Standards. Each property will include multiple platforms: books, websites, mobile phone applications, handheld games, touch screen applications, broadcast television/DVDs, and audio CDs, allowing each platform to do what it does best – present stories, change attitudes, and influence behavioral outcomes through increasingly complex interactions. Each property will also provide training materials for families, educators, and caregivers to ensure that researched-based instruction is infused into all aspects of children's daily lives. The Outreach effort will benefit from the collaboration of Clearwire Corporation in its utilization of HITN Educational Broadband Spectrum (EBS). Broadband Internet access over a 4G (WiMax) wireless network will be provided to schools and community based organizations to provide seamless mobility and higher data speeds. This will enable the use of mobile products like the iPad or computer like the tabletPC with a wireless Broadband Internet connection.

(2) SIGNIFICANCE

Utility of the Products Transmedia storytelling is the next step in digital information delivery. Project LAMP's transmedia products will create multiple opportunities for student choice, allowing greater self-regulation and more quality time spent on high-interest activities. Sequential learning will be driven by students' need to know, and thus will engage learners in selecting individualized paths to their own success. Learning will be scaffolded on each media platform, so learners can choose a balance of complexity that is at exactly the right level of challenge and success. Thoughtfully designed transmedia worlds, with stories designed to reinforce each other and with educational goals and objectives interwoven into the plot lines, distributed through open educational resources and brought into communities with well-crafted outreach programs, will change the learning experiences of children and families who have been underserved by traditional education.

Home: Transmedia learning will allow children to learn by using technology in a variety of settings. While differences still exist in the incidence of ownership by income level, many of these differences are decreasing. Over 50% of lower ES (economic status) households have some media services, including internet service, a computer, a cell phone, a DVD player, and/or a video game system (Cohen, M. et al, 2007; 2009). In addition, both children and their caregivers are reported to spend substantial amounts of time using media technology at home. In fact, lower ES children are reported to spend more time watching TV and playing video games than their Higher ES counterparts (Cohen, M. et al, 2009). These home opportunities allow disadvantaged populations to use their own time to advance their education at even a young age with e-learning experiences.

Schools: The Draft National Education Technology Plan 2010 provides a model for classroom learning where students are in control of their own learning, making it unique to each student's goals, needs, interests, and prior experiences. Transmedia learning applications have the potential to be used by educators in schools to improve students' literacy and mathematics (numeracy) skills directly based on their own individual situations (Department of Education, 2010). Teachers can use Project LAMP's educational learning applications with multiple learning platforms to provide learning experiences for students during school hours, and learning experiences that extend beyond the traditional school day. Project LAMP's learning applications are also designed to track students' progress, making it easy for teachers and parents to determine where and when additional instruction is needed.

(3) PROJECT DESIGN

Project LAMP has been created to address the need of our nation to improve the literacy and mathematics skills of all children. Educational programming through transmedia requires experts who know how to apply scientifically-based research and state standards in math and literacy in and across media platforms, engaging low-income children and their families, caretakers, and teachers. It requires a group that has a deep understanding of the media industry, the expertise to distribute media content and services, and ability to evaluate the effectiveness of the program through rigorous formative and summative evaluation design. HITN, Callaway, and the Michael Cohen Group have the required understanding, expertise, and capacity and they come together with the common purpose of providing standards-based multimedia educational experiences for children and their families.

A. Knowledge from Research and Effective Practices

Project LAMP relies on scientifically based research regarding the skills important for all children to know, when they are developmentally able to learn them, and what strategies are considered best practices for teaching and learning.

Literacy: The National Reading Panel (2000) identified five essential reading skills based on the highest-quality scientific research available. These skills are 1) phonemic awareness, 2) phonics, 3) fluency, 4) vocabulary and 5) comprehension. The National Early Literacy Panel (2008) utilized the NRP's rigorous review strategy to issue a synthesis of early literacy development findings and recommendations for interventions. In 2010, the Common Core State Standards for English Language Arts were unveiled, identifying the core areas of reading, writing, speaking, listening and language, and calling for embedded research and media skills. These standards and the research on which they are based, provide strong guidance for curriculum development, content, instruction, assessment, and intervention for Project LAMP.

In high-quality preschool programs, children (1) learn the letters of the alphabet; (2) learn to hear the individual sounds in words, (3) rhyme as an exercise in breaking words into their separate sounds (segmenting), and put sounds together to make words (blending), (4) learn new words and how to use them, (5) learn early writing skills, (6) learn to use language by asking and answering questions, and by participating in discussions and engaging in conversations, and (7) learn about written language by looking at books and by listening to stories and other books that are read to them every day (US Department of Education, 2002).

By the time a child enters kindergarten, some pre-literacy skill development is expected, including the ability to attend and react to stories, knowledge of some letters of the alphabet and the sounds that these letters make, as well as some basic print concepts, such as knowing that printed words convey meaning (Case, L.P., & Speece, D.L, 2003). Although knowing letters and

sounds is important, perhaps the most significant factors in a child's reading success are oral language skills, especially the ability to carry on a brief conversation. The typical five-year-old has learned approximately 5,000 words, but those words aren't acquired through passive listening alone. Rather, language is supported through verbal interactions and experiences with others (Neuman, 2006).

English language learners: As demographics change in the United States, there are increasing numbers of English language learners in homes, in preschool programs and in schools (Thompson, 2004). Waters (2009) cited three indicators that are effective in teaching ELLs: (1) curriculum activities and materials involve students for real purposes and real audiences; (2) curriculum activities integrate and provide opportunities for the expression of diverse perspectives; and (3) the teacher encourages and responds to children's use of home/native language or dialect. Project LAMP includes an ELL focused property that will consider utilizing these three indicators in its development, in particular providing the learning applications in students' native language, as well as English.

The knowledge and academic skills developed in one language are transferrable to future learning and performance in another language (Genesee, 2006). The National Reading Panel (2000) found that literacy skills transfer across languages. Allowing ELL students to learn in their native language as well as in English supports their learning.

Mathematics: The Common Core State Standards for Mathematics was released in June 2010. It outlines mathematics standards as eight practices and content standards arranged in five domains for students ages 5-8 (Kindergarten through Grade 2). The five domains are Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. In 2009, the National Research Council released

Mathematics Learning in Early Childhood, which was cited in the Common Core State Standards. This work organizes math learning for children ages 2-7 into Number, Relations, Operations, Geometry, Spatial Thinking, and Measurement.

Early number competencies serve as a foundation for learning formal mathematics (Griffin, S. et al., 1994; Miller, 1992). Moreover, efforts to teach number-related skills to high-risk kindergartners show promise for improving mathematics achievement (Griffin, S. et al., 1994). “Within the mathematics arena, preschoolers’ knowledge of numbers and their sequence, for example, strongly predicts not only math learning, but also literacy skills” (Clements, 2004; Ginsburg, H.P., Lee, J. & Boyd, J.S., 2008).

Research on Children and Learning: The National Association for the Education of Young Children (2009) provides general characteristics of preschool activities that provide positive outcomes in preparing children for school. These characteristics include 1) developmentally appropriate, 2) language and process-driven, and 3) sequential and incremental activities. In addition, in Reggio Emilia (Edwards, 1998) and Montessori (Lillard, 2007) schools that apply the concept of child-centered learning, young children select from engaging options for learning. Hands-on and active learning provide opportunities for hypothesizing; playing with ideas, sounds, movement, space; socialization and language development, life-skill development, and learning how to learn. Project-based learning (Katz, L.G. & Chard, S.C., 2000) allows students to delve deeply into a topic while learning across traditional disciplines (subjects), while service learning invites the student to connect learning to real-life problems and needs.

Today, most child development experts agree that play is an essential part of a high-quality early learning program. Play is not a break from learning—it’s the way young children

learn. Early childhood research is clear on the mandate for playful learning, and authors often describe the physical learning space as one that invites imagination (Hirsh-Pasek, 2008).

At their most basic level, transmedia stories “are stories told across multiple media”. In today’s media worlds, many platforms offer several levels of play that allow the learner to build skills that open new levels as the player demonstrates readiness. These self-correcting and highly engaging virtual environments can engage the eyes, ears and bodies for visual, auditory and kinesthetic learners. Games can not only engender practice activities, they can enhance concepts with print or mathematical calculations to solve problems in the virtual or real world.

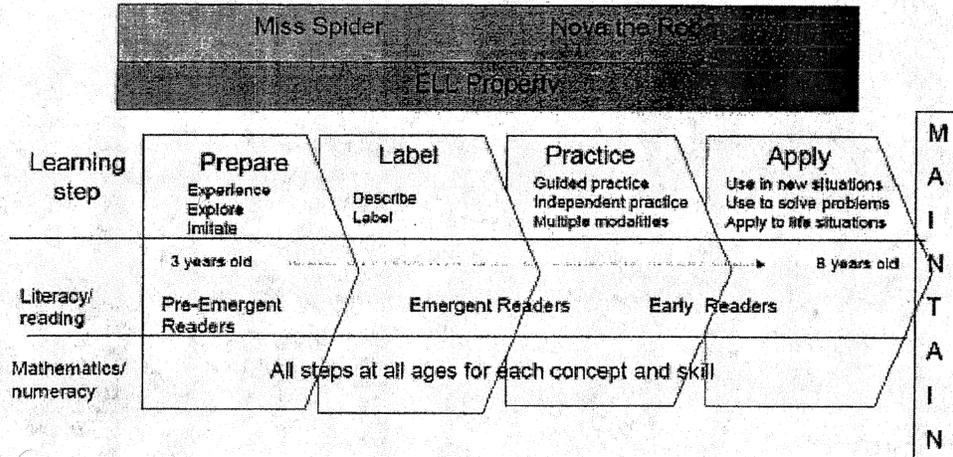
B. Comprehensive Effort to Improve Teaching and Learning

Project LAMP will develop and produce educational programming and digital content, based on scientific research in literacy, mathematics, learning, and technology. This programming will be delivered through the coordinated orchestration of multiple media platforms. Project LAMP will work with multiple partners in low performing schools and higher education to develop effective programming, support materials, and educational resources. This outreach in targeted regions will serve as a model to be replicated by after school programs, preschool programs, and caregivers allowing at-risk children direct access to high quality educational programming via the transmedia platforms.

Educational Programming and Digital Content Development

Project LAMP will develop learning application properties that target different stages in literacy, early reading and mathematics development through a collaborative process managed by the Key Team members.

The LAMP Learning Sequence



Miss Spider and Nova the Robot are two of the identified properties that invite expansion and exploration through emergent and early literacy (including reading) and early mathematics (including numeracy) concepts, skills and processes. The Miss Spider property will be targeted to the three to five year old, the Nova the Robot property for the five to eight year old (through grade two), and the new Latino property to be developed will aid English language learners.

Miss Spider: Three to five year olds are building the foundations for success in literacy and mathematics at an extraordinary rate. Miss Spider media properties will provide a range of opportunities for children to build listening, speaking, writing, phonemic awareness, phonics (aurally only), vocabulary, fluency and comprehension skills as well as numeracy, geometry, measurement, and mathematical processes and practices.

Beginning with experiences and exploration, Miss Spider activities will guide learners through the learning sequence using an engaging narrative and multi-dimensional, relatable characters. Each skill and concept will be introduced so the child has multiple opportunities to practice and improve, presented through highly motivating activities. Scaffolding of the skills allows each child to find a level that balances challenge and success, with sufficient guided and independent practice to achieve mastery and apply the skill to problem solving tasks.

Nova the Robot: Nova the Robot's transmedia properties will provide a range of opportunities for children five to eight year olds (through grade two) who are most likely ready to read, although there are those who have not yet developed pre-literacy skills. Scaffolding of literacy and numeracy skills allows the pre-emergent reader to experience and explore language foundations, while the emergent reader focuses on discrete, then combined, sound and print elements. In addition, Nova the Robot's media properties present a range of opportunities for each child to experience, learn, practice and apply mathematics concepts and skills at the appropriate developmental level. Underlying the creative application of mathematical knowledge through construction of new characters and settings that populate the imaginary world are the processes and practices underpinnings, such as connections, problem solving, reasoning and representation; and modeling, using tools, and precision. The deep, rich narrative world of Nova and his robot friends is designed specifically to engage young learners with stories that weave across platforms and products. As Nova and his friends explore new galaxies and have adventures, children will be compelled to follow the action on a variety of media, learning at every step. Full descriptions of these properties can be found in Appendix E.

English Language Learning Property for Spanish Speakers: The new property will be based on the research that indicates that English Language Learners have the capability to transfer knowledge and academic skills in one language to another, by creating a Spanish/English transmedia property with English literacy as its focus. The new property will provide media applications that increase speaking, listening, reading, writing, and language opportunities for the child. User-created opportunities will provide insight into the learner's needs as the children are guided to express themselves according to their native language while ensuring English language literacy is continually embedded, explored and utilized.

Educational Programming Curriculum based on Research and Academic Standards

The LAMP curriculum provides a foundation for literacy and mathematics instruction with children ages three to eight (through grade two) (See Appendix D: Overall Curriculum). Pre-emergent literacy skills, the five scientifically based elements identified for reading success, the English Language Arts strands of reading, writing, speaking, listening, and language, and the trajectories for numbers, algebraic thinking, operations, geometry, measurement and data are encompassed in a curriculum structure with two sequential and overlapping stages: three to five year olds, and five to eight year olds, through grade two.

Each property will address the curriculum goals and objectives for the specific age range, but will also provide preparatory experiences and extensions for children who need background support or are ready to move ahead. The curriculum located in Appendix D incorporates the scientifically-based research on effective practice in literacy, mathematics and children's learning found in Section A of the Project Design. To ensure that scientifically-based research and best practices continue to inform the curriculum development and implementation, LAMP will have a Curriculum Advisory Committee of national experts as well as a Project Curriculum Team.

Multiple Platforms: Transmedia Plan

In response to Invitational Priority 1," the early learning content will be delivered through well-planned and coordinated use of multiple media platforms." For the three proposed properties, certain elements will be unique to each platform, however in many cases content will be re-purposed and repeated. The curriculum is arranged so that children can learn literacy and numeracy concepts via each separate platform. Each child's experience will be significantly richer if they travel the platform in the order and frequency that builds upon their unique

preferences and abilities. A scaffolded approach that takes direct advantage of the interactivity and user-generated content capabilities inherent in various transmedia digital platforms will be employed. Project LAMP's cross-platform approach will encourage children to spend time interacting with the unique media properties and learning from them. A diagram representing Project LAMP's transmedia model approach for Miss Spider, targeting pre-literacy skills for children age three to five is attached in Appendix E.

Books: All transmedia begins with engaging story and narrative, and learning to navigate the parts of a book is an important skill for youngsters to acquire. Being read to by parents, teachers and caregivers helps preschoolers acquire listening skills and learn to identify letters. In addition, each story will also include a core numeracy concept (e.g., aural and written identification of numbers one to twelve) and social-emotional element (e.g., acceptance and tolerance).

iPad/Touch Screen: Enhanced reading applications designed specifically for touch-screen devices, will allow children to interact with each story and concept simply by tapping, dragging, and swiping with their fingers. Similar to Callaway's best-selling iPad app, Miss Spider's Tea Party, other iPad e-book apps will include a deep, rich fictional world that's brought to life through interactive artwork and text elements, as well as skill-building and curriculum-based games. The transmedia aspect will reference items beyond the screen, encouraging children to discover different parts of the story by accessing various media.

Website: In a dynamic virtual world (simplistically thought of as Farmville™ for preschoolers), children can be tasked with caring for a community garden, acquiring points for following aural directions and visual clues that reinforce early numeracy and literacy as well as teach elementary backyard biology concepts. Throughout the site, Miss Spider and her buggy

friends will offer tips and clues about the natural world that will direct users to games on other devices, motivating children and their caregivers to move among platforms seamlessly. In addition, Project LAMP anticipates areas of the site dedicated to user-generated content based on potential partnerships with BrainPop, Go!Animate, and Whyville Jr.

Social Media: Facebook, Twitter, and a commentary/blog section of the website will allow caregivers and teacher to post and receive updates about Miss Spider curriculum ideas and results. Inviting the audience to engage in a dialogue with each other and exchange ideas, opinions and generate discussion about the content allows for the creation of a “mini-society” of Miss Spider followers. Curricular facts and/or activities, such as words of the day or simple numeracy activities, can be sent directly to mobile phones via SMS texts.

Mobile/Phone/Apps: Building upon even pre-verbal children’s familiarity with their family and caregivers’ smartphones, mobile games will feature voice instruction, directing children to complete tasks based on rhyming couplets, directing the child to tap teacups, teaching counting, one to one correspondence, and number recognition. The games will allow children to learn on-the-go, using their parents’ phones while riding in the car or taking mass transit.

Console/Handheld Games: Project LAMP will partner with gaming experts to develop and/or license content for a wide variety of handheld gaming devices. While the games can be played alone, users will benefit from collaborative learning and incorporating clues from their peers that will allow them to advance further and more quickly than they might have on their own. Users will advance to timed levels or find themselves in a more visually complicated setting. To further cement the transmedia relationship among platforms, Project LAMP envisions developing functionality that allows children to transfer points they’ve earned between the Internet, handheld gaming devices, and smartphones.

Television: As television remains a significant media source for most children, Project LAMP will develop short-form content to be broadcast on television reaching Spanish-language viewers through HITN's national television network. Miss Spider's Sunny Patch Friends currently airs daily on Noggin and mini-episodes focusing on numeracy and literacy will be developed and made available broadcast on Noggin and HITN.

CD/DVD: Basic math and literacy concepts can be reinforced through the use of CDs, incorporating rhyme and numbers into songs and encouraging sing-along activities. DVDs will include collections of animations broadcast on television and/or on the web.

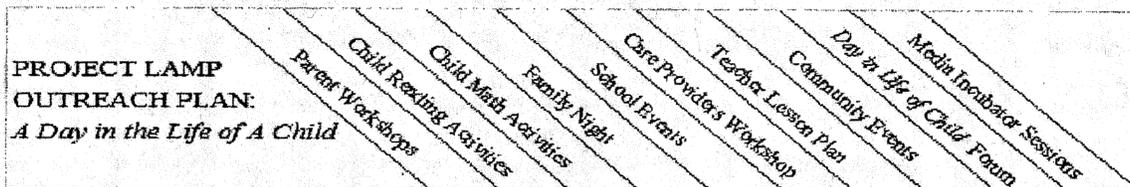
Outreach Plan and Activities

Invitational Priority #2 "Applications should develop effective outreach strategies, activities, and materials...." Project LAMP's outreach efforts will include all the elements to ensure content-related activities blend with programming at the local level in order to reach and impact high need communities. Project LAMP will partner with 1) persistently lowest achieving schools, 2) a media production program within an accredited postsecondary institution, and 3) a teacher preparation program within an accredited postsecondary institution that focuses on early childhood education. HITN has initially identified three states (New York, Connecticut, and Texas) in which to launch Project LAMP Year One Outreach component efforts, and has identified additional states and cities for subsequent Project Years Two, Three, and Four. Thanks to relationships already developed with organizations through its CBO Connect™ initiative, HITN will be able to introduce and seek input on Project LAMP transmedia educational programming in these markets.

Project LAMP's Outreach Plan has an overarching approach based on the various interactions that parents, educators, and caregivers have with their preschool and early

elementary school children. Different points of interaction include places they visit such as public libraries and community centers, as well as their normal daily routines at school and daycare, or at home with their siblings, grandparents, and extended family. This approach embraces the notion that young people today experience media content across multiple platforms and often on the move. The Outreach Plan's A Day in the Life of a Child activities will light the way by facilitating the use of technology and transmedia powered learning.

The A Day in the Life of a Child outreach strategy will ensure ample insight, usage, formal and informal feedback opportunities, and interactions based on the way preschool and elementary school children and their parents truly live. This approach seeks to accommodate a family's routine and parents' engagement to build literacy and numeracy skills that will assist their child in the early learning process. Specially designed activities and support materials will acknowledge and integrate diverse cultures, cultural environments, and language needs of the children and family members. The following are the types of activities the Project LAMP partner organizations and schools will conduct as part of the outreach plan implementation:



Parent Workshops, Child Reading and Math Activities: Parent/caregiver workshops will be offered to introduce and familiarize adults with the transmedia content and the multiple platforms through which the content can be accessed. These workshops will provide “how to” instructional materials to facilitate parents’ and caregivers’ use of the content in activities to support their child’s early learning.

Family Night: These outreach activities, which may take place in a single home setting or with other families at an after school program within a school or community center, will be focused on learning through play, fun, and problem solving. For example, the transmedia content can be used to tackle a neighborhood project that impacts a local problem (i.e. graffiti or litter), while also including literacy and numeracy in the solution process.

School and Community Events: Cornerstone community organizations and community resource centers (libraries and other non-profit service providers) will be used as hubs to offer family learning activities, where centers can engage parents and children in fun educational activities utilizing the transmedia content, and host games or a contest to win an iPad, Wii, or live play night.

Teacher Learning Lessons: Teachers will give feedback to the Project Team on how well the content serves their needs and enhances their ability to teach, and give ideas for parent and family involvement. Participation and feedback in at least two to three sessions will be acknowledged by the Project LAMP partners with incentives and directed resources for the classroom and/or the home that can take the form of additional interactive platforms.

Care Providers Workshops: In addition, Head Start, community-based day care, before and after school programs, and nursery schools will be invited to participate, broadening access to preschoolers. Workshops and materials will be developed to encourage and engage these providers in connecting to the transmedia learning opportunities.

Day in the Life of a Child Forum: This forum will bring together all partners to brainstorm, strategize and gain insight on how the Project's transmedia content can be used throughout a given day in the life of a child to impact their early learning experience in formal, informal, and creative ways. Feedback collected will inform the partners and be used to improve

each property's engagement and effectiveness, and guide further development. The forum will provide insight for parents to better understand their child's educational process and give opportunities for teachers to show parents how to positively impact their child's learning.

Project LAMP Resource Website: The LAMP resource website will be a natural location for all stakeholders to access for their particular needs. Teachers and childcare providers can access on-line professional development, other curricula, and training resources. Parents and caregivers can connect for product instructions as well as quick "how to" guides and advice for using the transmedia content in "teachable moments". The consortium of distribution partners has committed a variety of Open Educational Resources for low-income communities and their educators with content elements of the transmedia property available on a non-commercial basis to qualified educators through a royalty free license for items provided through the OER for ten years. The website will also have links to specific sites that host creative Open Educational Resource (OER) processes and experiences. Project LAMP and its distribution partners' OER materials and content will include on-line tools that empower educators and students to create their own scripts, stories and learning experiences consistent with today's technology enabled culture. The Project LAMP website will connect all stakeholders virtually, encouraging discussion regarding the activities and a forum for visitors and members to suggest other needed activities and resources.

5) Disseminate and Distribute Materials

Invitational Priority #2: "Applications provide for development and dissemination of products through open educational resources (OER)". Project LAMP will have a distribution system to reach high need communities. Project LAMP has identified three states in which to undertake the implementation and will identify two additional regions as the project unfolds.

The states and the regions selected as detailed in the Outreach section below are regions of very high need as it pertains to children and families that live below the federal poverty level, linguistically isolated, have a home language other than English, and did not meet educational achievement targets.

The Project LAMP Team has received commitments from national and local grassroots organizations like National Education Association and K.I.D.S.; private sector renowned technology corporations like Clearwire Communications and Apple; educational products companies like Scholastic, as well as various online educational content providers like BrainPOP, Go!Animate and teacher professional development companies like Teachscape. These distribution partners will leverage their expertise and resources to expand and reach high need communities through a variety of channels. Appendix H has a Distribution Strategy that provides an overview of some of these key distribution resources.

Nationwide Distribution:

HITN – National Television Platform: HITN will attract Latino population to the Project LAMP educational tools, HITN has substantial market reach throughout the U.S. into over 30 million households. HITN's recent partnership with Clearwire Communications will allow for WiMax deployment to key underserved markets by providing free Internet access to low-income Hispanic families. HITN will produce, as a promotional vehicle on its television platforms, public service announcements and video informational capsules that can help low-income Latino families access Project LAMP resources.

Apple: Callaway has forged a commercially proven partnership with Apple to create, promote and sell interactive, multimedia eBook apps. Based on the first month of distribution from the first Miss Spider app, download sales could exceed 50,000 units per eBook. Project

LAMP will work closely with Apple to find viable means for low income communities to have affordable access to the device and its applications.

C. Capacity Building and Sustainability of the Project

The foundation of this project is two current properties, Miss Spider and Nova the Robot, created by David Kirk. More than five million Miss Spider books have been sold since Miss Spider's Tea Party launched the series in 1994. Nova the Robot was launched in 1999 and now has more than ten trade and mass-market titles in print with over one million books sold. This popularity indicates a high probability of engaging children with the property and increases the likelihood for success in commercializing the transmedia products created by this project.

The total budget for Project LAMP, which includes outreach, production, and evaluation of three properties, is expected to cost approximately \$60 million. The project budget has the unique advantage of a ten year royalty-free use of the existing Miss Spider and Nova the Robot intellectual property (IP). This IP foundation provides a \$5MM to \$10MM head start to Project LAMP (A detailed five-year production budget can be found in Appendix G). In addition to any Department of Education grant awarded to Project LAMP, private equity will be raised by Callaway and co-production funding of 30% of the costs for the video content will be provided by Callaway Digital Publishing for production support. In addition, Callaway expects to contribute 20% (10% to HITN + 10% to transmedia content production) of the net revenue back into the project to support the developmental needs of the project.

Project LAMP Open Educational Resource materials and content will include online tools that empower educators and students to create their own scripts, stories and learning experiences consistent with today's technology enabled culture. In addition, Project LAMP will make available the results of the evaluation of this project through its OER web based platform.

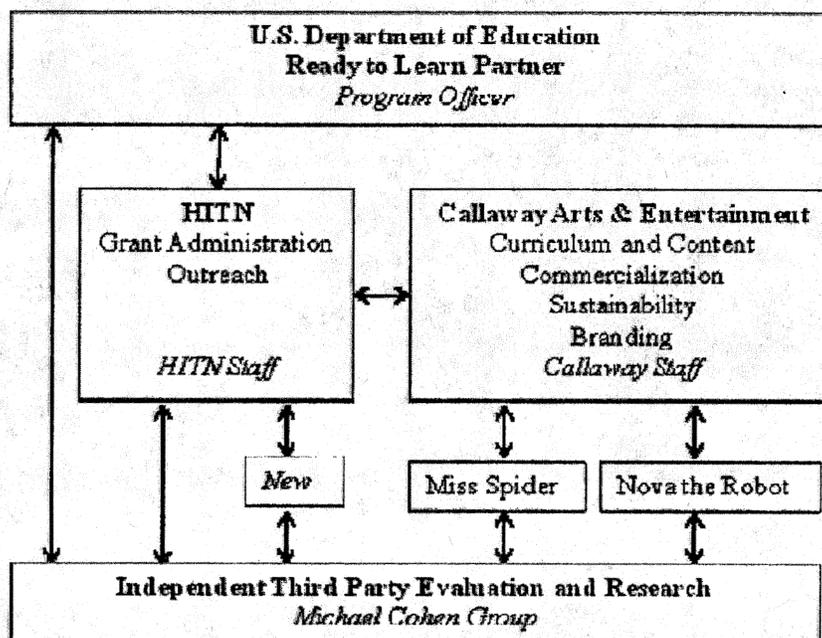
(4) QUALITY OF PROJECT PERSONNEL

Project LAMP brings together a unique collection of project partners to build effective, scientifically based transmedia programming, distribution and community outreach, program commercialization, and program evaluation. Each member of the team is highly qualified in their area of expertise which, combined with a solid organizational structure, will allow the project to effectively meet its proposed objectives.

Plan to Encourage Underrepresented Applicants

The proposed project will encourage applications for employment through a wide variety of sources to ensure all underrepresented groups have an equitable opportunity for employment with this project. Project LAMP will advertise for positions through its extensive network of partners in business and service who have experience or who work directly with the target population. Steps will include providing advertising in multiple languages and in locations where a variety of underrepresented groups search for employment.

The Learning Apps Media Partnership Chart



A. The Qualifications of Key Project Personnel:

Responsibilities	Qualifications
Overall Project Advisor & Oversight: Jose Luis Rodriguez (10% Time)	
Overall direction of the Project, guidance and leadership to advance each component and ensure the achievement of LAMP goals and objectives.	Founder and Chief Executive Officer of the Hispanic Information and Telecommunications Network, Inc. (HITN). 25 years of experience in education as a teacher, daycare center director, guidance counselor, assistant principal, and principal in New York City's public schools.
Co-Project Director: Linda Hernandez (15% Time)	
Core operations and administration; fiscal oversight, with HITN Comptroller and Project management personnel.	HITN Chief Operations Officer. Former Executive Director for El Nuevo Dia Orlando Newspaper, headed all Operations and coverage plans in the newsroom. President of the Puerto Rico Public Broadcasting Corporation, directed operations including public radio and television stations in Puerto Rico.
Outreach Oversight: Magaly Rivera (20% Time)	
Outreach Plan oversight working closely to ensure appropriate strategic program and outreach blend at the various local, regional, and national levels. Help facilitate strategic outreach opportunities and distribution.	Development Director at HITN with 17 years experience in planning, business development and fundraising. Oversees all of the network's development and community relations activities as they pertain to Capital Projects, Technology, and Education Initiatives and Campaigns. Spearheaded a national outreach campaign for HITN's FCC digital transition campaign and built the foundation for HITN's CBO Connect™.

CBO Connect™ Director: Henry Queiro (15%)	
Integration of the HITN CBO Developed a business plan and managed legislative Connect™ Program into the appropriations of more than \$2.0 million in capital grants to Project LAMP outreach install virtual learning centers; Implemented \$440,000 N.Y. Dept. of Labor grant for transitional workforce development	
Outreach Activities Coordinator: Maricruz Badia & Miranda Knowles (40% Time)	
Facilitate community based Maricruz Badia - Outreach Coordinator, coordinates outreach partners to achieve outreach initiatives and primary liaison with community partners. objectives. Organize and Miranda Knowles - Educational Development Coordinator: coordinate outreach activities coordinates distance learning programs, conducting and events to ensure appropriate evaluations, and maintaining relationships with community support for content/product organizations; over 10 years of experience in education, feedback mechanisms. media design, and development.	
Chief Technology Officer: Kevin Liga (5% Time)	
Lead all connectively including Implementing media platforms: TV, Satellite, Internet, Wi- Wi-Max and liaison Clearwire; Max, RF, Fiber; implemented production and technology center; experience with programmers and operators;	
Financial Controller: Deidre Bennett (15% Time)	
Financial management of the CPA, over 15 years of experience as a Controller. She has RTL budget; Prepare and present worked for several nonprofit organizations, including a 100% financial reports to Project grant-funded, \$70 million budget and a \$100 million budget Management, all funding with approximately 500 federal grants. source(s) and auditors.	

Outreach Curriculum Expert: Ed Greene, 25% Effort	
Provide culturally competent Advisor in the field of child development, early curriculum for Project outreach and learning and children's media environments; Facilitates collateral materials. Work with the communication, capacity building, and strategic Curriculum Team in the creation of approaches for early care and education program outreach packages	implementation.
National Partnership Manager: Liz Colon, 25% Effort	
Cultivate and supervise national partnerships for Outreach strategy, education, implementation, and broader national marketing, and technology fields; Ten years at the reach for dissemination and Community Service Society of New York, working with distribution activities. Strengthen hundreds of community based education, human strategic organizational partnerships, services, and economic development organizations in relationships, and networks.	Experience in the nonprofit, community development, small business, communications and poor and low income neighborhoods.

B. The Qualifications of Key Personnel: Contractors

Callaway Arts & Entertainment	
Responsibilities	Qualifications
Nicholas Callaway, Founder and Chairman and John Lee, CEO: 15% time	
Property creation and development over various platforms Commercialization and	Nicholas Callaway - Founded Callaway Arts & Entertainment, a transmedia company that creates core intellectual property and producing it in an integrated fashion across all media platforms.

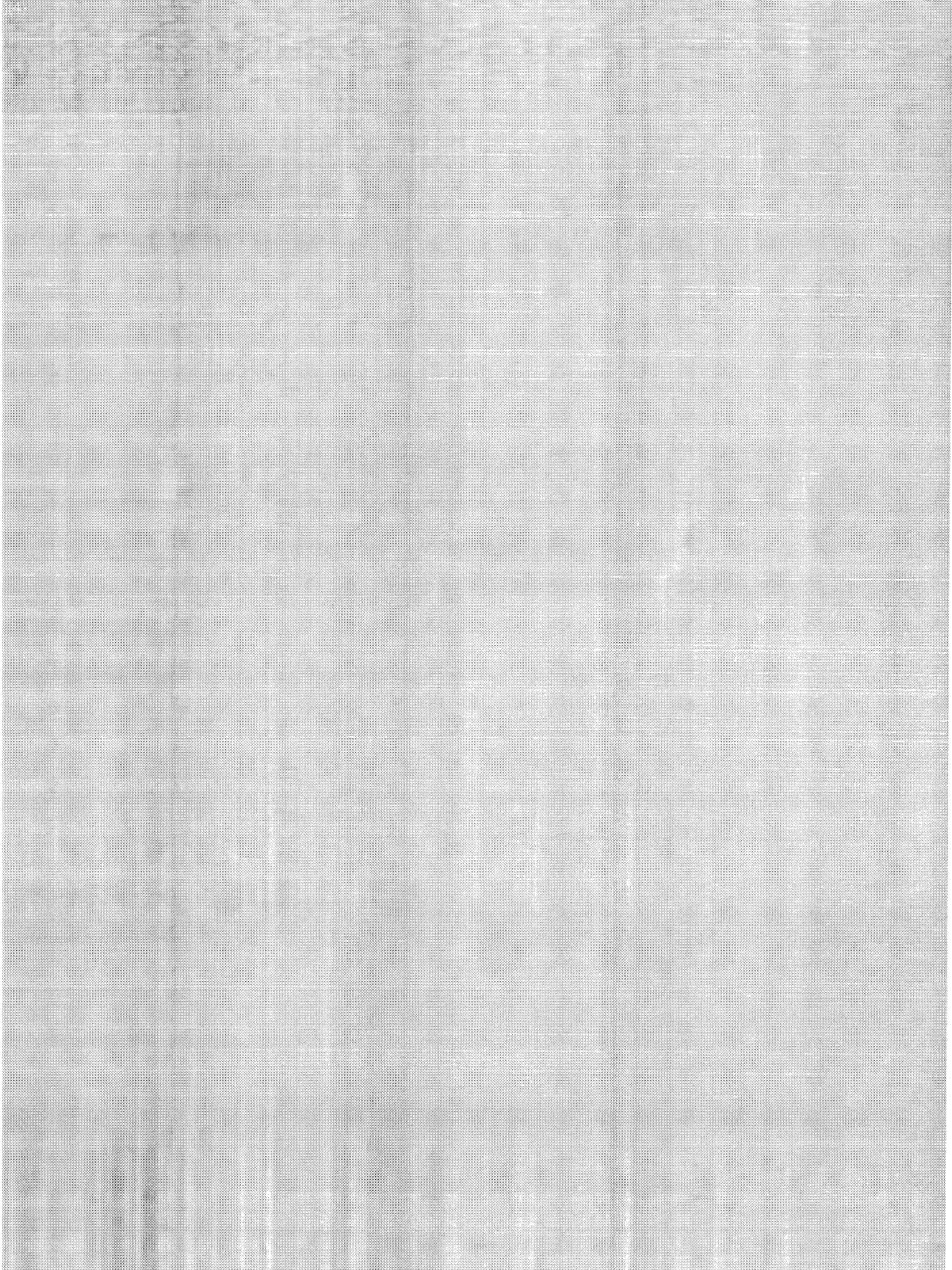
sustainability of each property.	John Lee - Founder Learning Curve International, leading manufacturer of educational toy brands including Lamazam™, Thomas & Friend™, and The First Year™.
Co-Project Director: Cathy Ferrara, Callaway Arts & Entertainment: 15% time	
Oversees the creation of intellectual property across all media	Publisher, Senior Vice President of Operations; 15 years' experience in children's media and the different ways kids and parents consume media in various markets; leads the company's editorial, design, and production teams; incorporated key elements of the narrative experience into a website exclusively for readers;
Joe Diaz, Project Manager (60% effort)	
Manage day-to-day operations of the project	Former Deputy General Counsel and Group President of Sesame Workshop; responsible for world-wide licensing and international television sales and co-productions for Sesame Street and Dragon Tales; Former President of the Learning Express, leading chain of educational toy stores.
Curriculum Expert: Sue Snyder, 35% Effort	
Oversee the curriculum team; ensure curriculum is explicitly reflected and developmentally appropriate.	President of aeIDEAS, LLC; Ph.D. in curriculum and instruction; history of curriculum development for McGraw-Hill, CT Dept. of Education, RTL Partnership, Children's Television Network; Carnegie Hall Education and the Grammy Foundation.

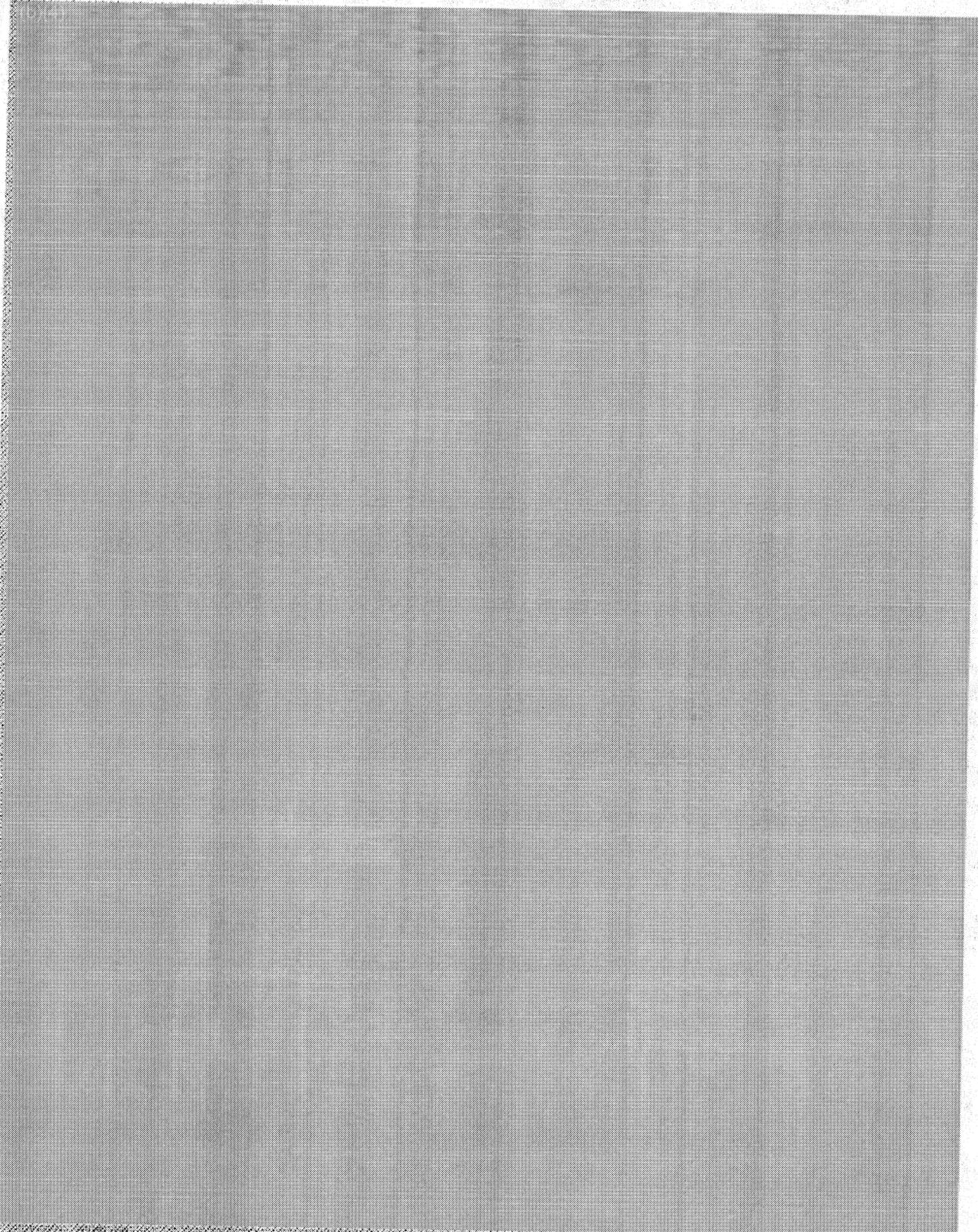
A list of the Callaway staff and their considerable credits to date are listed in Appendix C.

Michael Cohen Group LLC	
Responsibilities	Qualifications
Co-Principal Investigator: Michael Cohen, Ph.D. 20% effort	
Third party evaluation. Oversight and advisement; participation in the development, planning, and implementation of the scientific evaluation methodology and analysis; informative research to inform development of transmedia property.	Developmental psychologist. President of Michael Cohen Group, LLC. Principal investigator, evaluation for DOE Ready to Learn media grant. Distinguished history as a provider of superior qualitative and quantitative research studies. Holds Ph.D. in psychology from The Graduate Center of the City University of New York.
Co-Principal Investigator: Minda Frank, M.A. 25% effort	
Third party evaluation. Oversight and advisement; participation in the development, planning, and implementation of the scientific evaluation methodology and analysis, informative research to inform development of transmedia property.	Executive Vice President of Michael Cohen Group LLC, Principal Investigator, evaluation of large scale educational initiative funded by Connecticut State Department of Education. 20 years+ in applied research, recognized expert in conducting scientific evaluation of educational initiatives. Holds an M.A. in psychology, doctoral candidate (ABD), Graduate Faculty of New School for Social Research.

C. Partnerships Project LAMP has brought together a wide range of partners to support content-related activities where programming and outreach are blended and reach high-need communities. (Full partnership descriptions can be found in Appendix H: Outreach.)







Linda Hernandez and Cathy Ferrera will dedicate 10% and 15% effort, respectively to the project as Co-Project Directors. Jose Luis Rodriquez will dedicate 10% effort to the project as Project Advisor and Oversight. Co-Principal Investigators for the evaluation, Minda Frank and

Michael Cohen, will dedicate a combined 45% effort over the five years of this project. Time commitments for other key personnel at HITN include: 20% for Magaly Rivera for Outreach Oversight, 15% for Henry Queiro for CBO Connect™ integration a combined 40% for Maricruz Badia and Miranda Knowles for Outreach Activities Coordination and 10% for Deidre Bennett for Financial Management. In order to maximize the value and commitments of the above team, it is anticipated that an additional executive will be retained on a greater than sixty (60%) per cent basis to orchestrate day-to-day activities. Joe Diaz, the former Deputy General Counsel and Group President of Sesame Workshop has been approached about playing this role on a greater than 60% commitment basis, and he has expressed interest in the opportunity.

C. Procedure for Feedback and Continuous Improvement

A project management team consisting of the HITN project director, and principals of its primary subcontractor, Callaway Arts & Entertainment, will apply business management best practices to produce reliable feedback for continuous improvement of the operations of the project. A Project Planning Committee, to include the RTL program officer and certain members of the Advisory Board, will develop an initial five year Operating Plan with specific milestones, objectives and results for the first 12 to 24 months. The Project Management Team will schedule a semi-annual progress review to track implementation of the Operating Plan objectives and tactical initiatives along with the Operating Plan expense budgets and submit a summary report to the Department. The Project Planning Committee will meet semi-annually to review the Operating Plan progress and offer feedback and guidance for improvements to operations and the Plan.

The Curriculum Advisory Committee will be comprised of national experts in: early reading and media, early mathematics, and English language learning. The Curriculum

Advisory Committee will: 1) review and finalize the curriculum content, 2) discuss plans for the property within and across media 3) interact with the third-party evaluation team from the Michael Cohen Group to ensure that the curriculum is expressed in precise, measurable goals and objectives, 4) confer with the Department of Education, and 5) give guidance to the Project Curriculum Team.

The Project Curriculum Team will advise and inform the Content Team with regard to standards-based alignment and review LAMP materials for media platforms at the concept, the draft, and prototype stages. As will be described in the evaluation section, scripts and prototype material will be tested at various steps during development to ensure accurate, comprehensible, appealing and effective instructional content.

The Project Management Team will ensure on-going qualitative feedback from the “end users” of the project by building informal and formal tools to learn how programs, program materials, and outreach initiatives are being used and received. A specific financial reporting process will be developed to demonstrate how Department funds are invested along with supplemental investment capital leading to a flow of licensing and sponsorship revenues. The Annual RTL Seminar will provide a meaningful opportunity for the Project Management Team and the Project Planning Committee to share results and lessons from the preceding year with key outcome stakeholders including RTL, Head Start, Even Start, The Department, and others.

While the Project LAMP team bring a wealth of experience and credentials to the project, the challenges of this Ready-to-Learn RFP call for a constant process of discovery with respect to how children, parents, and teachers experience and influence the learning process in multifaceted, technology-enabled environments including home, school and on the go.

Therefore, a highly select team of advisors will ensure an on-going fresh perspective informed

by forward-looking professionals and experts in the following areas of expertise: curriculum, evaluation, multi-platform content creation, transmedia storytelling, social media trends, gaming systems, low income (Title I) education and engagement issues, and sustainability. A full listing of Advisory Committee members can be found in Appendix B.

Project LAMP will start Year One with a summit meeting to ensure the approach to the challenge takes into consideration insight from the Advisory Committee. This will be a working group with key advisors playing an on-going active consultative role, while others participate in the annual summit meetings and be available on an as-needed basis.

(6) QUALITY OF THE PROJECT EVALUATION

A. Third Party Independent Evaluator

The Michael Cohen Group LLC (MCG) joins the Project LAMP consortium as third-party independent evaluator. The research firm is known for its ability to meet the challenge of designing, conducting and analyzing large scale, scientific evaluative protocols, often in challenging and complex social environments (among others: M. Cohen, C.W. Hoven et. al, 2005; Cohen, M. et al., 2006; Cohen, M, Hadley, M & Rosen, C., in press). MCG is listed in the Registry of Evaluation Researchers of the "What Works Clearinghouse," maintained by the U.S. Department of Education Institute of Education Sciences (IES). A central component of MCG activities will focus on the summative evaluation of the project's effectiveness, utilizing scientific, evidenced-based, randomized control trials to assess outcomes.

Michael Cohen, Ph.D. and Minda Frank, M.A., are co-principal investigators (PIs), responsible for all evaluation activities. Dr. Cohen is developmental psychologist. Ms. Frank is a social psychologist. Together, their involvement with research, education and media spans 20 plus years. Currently, Dr. Cohen serves as evaluation PI for the RTLP, awarded a 2005 RTL

cooperative agreement. Ms. Frank currently serves as evaluation PI for a large-scale Title I public elementary school initiative in Bridgeport, CT, funded by the Connecticut State Department of Education. Craig Rosen Ph.D., professor of Behavioral Sciences at Stanford University will provide added expertise in regarding technical and statistical components of study design, including sampling and statistical analysis.

Collaborative partnerships. In order to successfully meet evaluation goals, MCG has assembled a dynamic consortium of collaborative partners, including individual consultants, non-profit institutions, private sector companies, and university based researchers and scholars. Over the full course of the grant, these professionals and experts bring specialized knowledge of children, families, disadvantaged populations, media, technology, and education to the scientific evaluation of LAMP transmedia properties. Their roles allow for direct substantive contribution to the project as well as offering objective observations, guidance and feedback to the PIs on overall evaluation activities.

University/scholar partners. MCG's university/scholar partners further assure third party, independent objectivity. University/scholar partners participate in conducting scientific randomized control trials to assess the educational effectiveness of LAMP transmedia properties. Protection from the risk of bias is strengthened by an added degree of separation between the university scholars and the content creators as well as the intellectual freedom and transparency regarding the data that are core benefits of this model. The members of the university/scholars partnership include: Craig Rosen, Ph.D., Stanford University, CA; Becky Easton, Ph.D., University of Kansas, Institute of Educational Research; Jamie Zibulsky, Ph.D., Fairleigh Dickinson; Kathy Grace, Ph.D. Mississippi State University; Florence Sullivan, University of

Massachusetts. (Complete biographies on the evaluation consortium can be found in Appendix C).

Innovation in new measures for assessment: Educational Testing Service (ETS). MCG anticipates that new assessment measures will be required to evaluate the educational efficacy of LAMP transmedia properties. Educational Testing Service (ETS) has agreed to partner with MCG in creating and integrating new measurements for assessment. The ETS research and development division, comprised of hundreds of professionals working in psychometrics, brings a high level of expertise and knowledge to the challenge of assuring assessment accuracy. (For ETS profile, see Appendix C).

Innovation for data collection: Wireless Generation. Wireless handheld technology provides innovative methods of data collection and analysis. Wireless Generation, a leader in this field, has agreed to partner with MCG in applying wireless handheld technology in the service of the proposed experimental evaluations. Wireless Generation's technology and software will save time and increase accuracy of data collection and analysis, and will allow reporting and dissemination of findings to occur weeks (possibly months) earlier than traditional methods. (For Wireless Generation profile, see Appendix C).

Innovation in testing site coordination: Reading is Fundamental (RIF). Senior management at RIF has agreed to consult with MCG on the selection and coordination of evaluation test sites. Founded in 1966, RIF is the oldest and largest children's and family nonprofit literacy organization in the United States; RIF's highest priority is reaching underserved children from birth to age eight. RIF's partnership with MCG will ensure the participation of underprivileged and disadvantaged children across the US will be fully represented in the evaluation of LAMP transmedia properties. (For RIF profile, see Appendix C).

Scope of evaluation activities. The choice to select MCG as the independent evaluator arose from the consortium's needs: (1) to design and execute summative, scientific randomized controlled trials to assess the educational impact of LAMP transmedia properties; (2) to obtain ongoing informed feedback for the creative and content development of the educational property; (3) to describe and assess how children interact with various traditional and emergent media platforms, independently and in concert; (4) to conduct in-depth research and evaluations with diverse populations of children, parents/caregivers, and educators; (5) to disseminate research findings; and (6) to ensure independent, objective monitoring of project progress against key milestones.

B. Evaluation Plan

This section presents an overview of the proposed evaluation. Additionally, the novel challenges and opportunities that transmedia presents to evaluation are discussed.

B.1. An integrated approach to evaluation: formative and summative research

The Principal Investigators are strongly committed to an integrated research model that utilizes both formative and summative research. These tools have different strengths, but work particularly effectively when combined. Formative research provides findings that have robust explanatory power. Summative evaluation findings have a high degree of descriptive and provide evidence of causality. Together, formative and summative research methodologies work in concert to create valuable synergies.

B.2. Educational Transmedia and Evaluation

Research on educational transmedia properties is new and challenging in several specific ways. The first challenge concerns the 'invisibility' or elusiveness of the data that would ideally be collected and the need for a descriptive account of children's behavior as they interact with

digital content. Second, the ability to determine the extent of the activity and synergy between different platforms as children utilize them, as well as the need to differentiate the effects of exposure to individual or sub-groupings of platforms presents a challenge, as an educational transmedia experience resides in the dynamic of student exposure to multiple technology platforms in concert. Third, the transmedia experience, by definition, is an intervention characterized by the absence of a standardized exposure and experience across students, because children are actively choosing and developing their own experiences. By design, no two students will have the same experience, even though learning goals are standardized. The challenge is in designing appropriate interventions for treatment conditions that are consistent with the standardization requirements of an experimental randomized control trial.

B.3. Summative Research Plan

This section lays out the plan for research infrastructure and sampling, as well as the specific methodologies to be used for summative research on LAMP transmedia properties and their media components. This evaluation plan should be taken as both a concrete manifestation of the intellectual approach MCG will take in conducting research, and as a flexible template that can be adapted in ensuing years as the specific nature of the properties and their transmedia components come to fruition.

Three summative evaluation studies are proposed: (1) Summative Study 1: Effects of Miss Spider content as integrated in the property's media components on children ages three to five, conducted in Year 2 of the grant period. (2) Summative Study 2: Effects of Nova the Robot content as integrated in the property's media components on children ages six to eight, conducted in Year 4 of the grant period. (3) Summative Study 3: Effects of a new Latino transmedia property content as integrated in its components, conducted in Year 5 of the grant period. (In the

interests of economy, a cluster-randomized control trial for Nova the Robot is outlined in the second below; a second summative study of the Miss Spider transmedia experience is outlined in Appendix C).

An overview of the criteria for “strong evidence” begins the next section, then research objectives are outlined, followed by detailed research designs, statistical power analyses, and data analyses are described.

Criteria for Showing “Strong” Evidence. The summative research designs for LAMP transmedia property evaluations will be randomized control trial that meets all of the DOE Institute for Education Sciences (2003) criteria for being capable of showing “strong” evidence of effectiveness: a) participants will be centrally randomly assigned to different treatment and control conditions; b) intervention procedures will be standardized and documented to enable replication; c) baseline data will be used to confirm equivalence across conditions prior to the intervention and to statistically control for any differences not removed by randomization; d) well-validated measures will be used whenever possible. Software for tracking and analyzing digital records of children’s activity on multiple platforms will be developed and piloted, as well as customized survey instruments for reports of parents’ and children’s involvement with and preferences for media platforms; e) sufficiently large sample sizes will provide adequate power to detect treatment effects; f) research will be conducted in multiple, geographically diverse sites in order to maximize external validity; g) assertive follow-up procedures will be used to limit attrition to less than 25%; h) analyses will be conducted on an intent-to-treat basis, using multiple imputation methods to estimate outcomes for subjects lost to follow-up; i) effect sizes and statistical significance will be reported; j) Both positive and negative findings will be

reported; and k) external validity will be further addressed by examining process, setting and child factors that mediate and moderate treatment effects.

Hypotheses. There are six hypotheses to be tested in the summative evaluation of Nova's Ark. The first hypothesis is that exposure to and involvement with the Nova the Robot transmedia property will result in significant gains in six to eight year olds' acquisitions of early literacy and numeracy skills. Hypotheses Two, Three, Four, and Five concern the predictive power of interaction dosage (including frequency) to predict variation in outcomes of children by exposure; those hypotheses are: (2) a dosage effect hypothesis (i.e., greater frequency and duration of interaction with Nova the Robot components will predict greater learning gains); (3) a synergy hypothesis (at a prescribed dosage level, use of multiple Nova the Robot media components will result in greater learning gains than use of a single media component); (4) a transfer of component knowledge hypothesis (children who demonstrate higher levels of progression through one media component of Nova the Robot will show greater skill with and gains in learning on other media components); and (5) a transfer of learning hypothesis (children who demonstrate higher levels of progression through Nova the Robot media components will show greater gains in learning on objective performance outcome measures). A sixth hypothesis to be tested children's self-efficacy perceptions and attitudes toward reading and math; that is, that exposure to the Nova the Robot transmedia experience will engender significant gains in students' self-confidence with and positive attitudes toward reading and numeracy learning.

Research design. To assess the effectiveness of Nova the Robot transmedia storytelling property, children's exposure to and interaction with the multiple transmedia components involved must be observed and controlled. As such, this study will be a cluster-randomized control trial utilizing a pre-test/post-test research design, conducted with children age six to

eight in afterschool programs/classes across multiple Reading Is Fundamental school distribution sites.

Sampling frame. The Nova the Robot evaluation will target 81 afterschool classes of children ages six to eight. Classes will be recruited from Reading Is Fundamental's school distribution programs in three geographic areas (including one rural/suburban and two urban regions). Eight to ten children per class will be randomly selected for assessment, for a total of 648 to 810 children in the sample. Roughly half of the children in the sample will meet Title I low-income criteria determined through eligibility for subsidies. Oversampling each of the following (not mutually exclusive) groups will ensure representation: Hispanics (minimum 20%), African-Americans (minimum 20%), Caucasians (minimum 20%), and children of non-English speakers (minimum 20%). Asian Americans and Native Americans will be included but not oversampled. All efforts will be made from a range of types of programs in order to assure a broad representation of programs and resources.

Randomization. Prior to randomization, participating classes at participating afterschool programs and centers will be stratified by region, proportion of Title 1 children (based on eligibility for subsidies), age group served, and setting (type of school or program). Classes within each stratum will then be randomly assigned to one of the three treatment conditions: Nova the Robot, alternate media, or control conditions. After random assignment of classes to condition, eight to ten children in each of the 81 classes will be randomly selected for testing.

Measures. Measures for this Summative Study are selected to correspond to the specific curriculum and educational goals of the Nova the Robot property.

Standardized, objective educational performance outcome measures include: (1) Wireless Generation's mClass®:Math assessment, research-based measures of mathematics achievement

(developed in collaboration with Herbert Ginsburg at Columbia University and the university of Missouri-Columbia with grants from the U.S. Department of Education's IES and the National Science Foundation) that reflects NCTM principles and standards; mClass®: Math is leveled for children K – 3. (2) Wireless Generation's new edition of the mClass®: DIBELS 7.0 (to be released Fall 2010) to assess children's foundational skills with text, oral fluency, and reading comprehension, as well as measuring a child's degree of development in letter naming, phonological awareness, and vocabulary. The DIBELS 7.0 is leveled for children K – grade 6.

Content-specific outcome measures will include customized assessment of content-related knowledge, to be designed and piloted in the six-month period leading up to the intervention, for use in the pre- to post-test assessment battery. (4) A customized, developmentally leveled assessment of new media literacy skills (NMLS) as outlined by Jenkins and others (2009) will be constructed and piloted in the six-month period prior to the intervention to reflect the skills afforded by different aspects of the NTR transmedia experience.

Covariate and potential moderator data will be collected using: (1) the Peabody Picture Vocabulary Test (at baseline only), (2) a parent questionnaire (for demographic information), and (3) teachers' logs of their students' daily media activities and duration of play/engagement.

Attitudinal and self-efficacy reading and math outcome measures will be administered; ETS will collaborate with MCG to develop and pilot assessment measures of self-efficacy and attitudes toward reading and math. Existing measures and research on reading self-efficacy and attitudes (McKenna and Kear, 1990; Kush & Watkins, 1996; Nevill, 2008) will provide a basis for developing an updated instrument that integrates the logic and perspective of the Nova the Robot curriculum.

Information about process variables in the form of digital tracking data will be collected from children's play on different platforms/components, tracked longitudinally, then aggregated to examine the relationship between different patterns of play and different educational outcomes.

Intervention: Several pre-intervention activities will take place: IRB approval; student recruitment, collection of parental consent slips (in English, Spanish, and other languages as needed); randomization of classes to condition; distribution of parent and teacher pre-intervention questionnaires; and distribution of teacher logs. Consent at the school, parent and child levels will be a mandatory requirement for participation.

Fidelity of implementation will be addressed by periodically checking digital tracking data to ensure participation on multiple platforms is implemented, by observation in the experimental and control conditions and in MCG weekly phone calls to participating teachers

Pre-testing of all participating children in both experimental and control conditions will begin at the testing sites once IRB approval is obtained and parent permission slips are completed.

Children in classes randomly assigned to the control condition will experience "after-school-as-usual" for 12 weeks. Children in classes randomly assigned to the alternate educational media condition will be introduced to an alternative online educational media property to play in class daily for twelve weeks. Children in classes randomly assigned to the Nova the Robot condition will be introduced in stages to mobile apps, TV episodes, website/online gaming, e-books, and print components of Nova the Robot transmedia experience. Teachers will be instructed to have children to use the media components 30 to 45 minutes a day across the twelve-week intervention period.

Staged exposure to test media components is outlined in the table below. Staged exposure will be additive, i.e., children in the Nova the Robot condition will continue to have access to the

elements with which they have become familiar with as new components are introduced. A midpoint assessment (end of Week 4) will be administered using subscales of standardized math and literacy outcome measures. All Nova the Robot media components will be made available by Week 8, so that children in the experimental condition will be able to choose what and how they engage with/use these components throughout the last four weeks of the intervention. All children will be given a print book at Stage 4.

		Nova the Robot Condition	Alternate Educational Media Condition	Control condition
Pretest	Week 0	Baseline assessment	Baseline assessment	Baseline assessment
Stage 1	Weeks 1- 2	Mobile apps, TV	Alternate website	Afterschool as usual
Stage 2	Weeks 3 - 4	Website w/gaming	Alternate website	Afterschool as usual
Midtest	Week 4	Midpoint assessment	Midpoint assessment	Midpoint assessment
Stage 3	Weeks 5 - 6	E-books	Alternate website	Afterschool as usual
Stage 4	Weeks 7 - 8	Print books	Print book	Print book
Stage 5	Weeks 9-12	All of the above	All of the above	All of the above
Posttest	Weeks 13-14	Post-test assessment, group interviews	Post-test assessment	Post-test assessment

At the end of the intervention period, children in both conditions will participate in post-testing on all measures except for the PPVT (baseline only). After post-testing, small group interviews will be conducted with a sub-sample of children at experimental condition sites in order to explore their experiences with and responses to the overall transmedia experience and the individual Nova media components with the perceived synergies across those components.

Sample size and statistical power. Assuming intra-class correlations of $\rho = .15$ (Hedges and Hedberg, 2007), 75% retention rate, 27 classes per condition, and a retention of 8 children

per class at follow up, this sample size will provide 82% to 90% power to test small to moderate size differences ($d = 0.35$ to 0.40) between the Nova the Robot and alternate media condition, and between either the Nova the Robot condition or the alternate media condition and the control condition (hypotheses 1 and 6). This sample size will provide 94% power to detect small-to-medium ($r = .2$) associations between process indicators and objective performance outcomes within the intervention condition (hypotheses 2 through 5). Threats to internal validity including maturation and selection effects are addressed by the experimental design, including randomization of classes to condition. Potential bias due to attrition will be addressed using Hierarchical Linear Modeling (HLM) and multiple imputations to estimate results for non-completers. Recruiting classes from multiple sites and including children who represent a range of income levels and varied racial/ethnic groups will enhance generalizability. External validity will be further addressed by examining setting, child, and teacher factors that moderate treatment effects.

Analysis plan. Analyses for the Nova the Robot Summative Study will be conducted in an intent-to-treat basis using HLM, with observations nested within child, child nested within class, and class nested within condition. Primary analyses of main effects (hypotheses 1 and 6) will test whether children in the intervention condition demonstrate greater gains in learning (i.e., a steeper slope of improvement) than do children in the alternate media and control conditions. Secondary process-outcome analyses using HLM will test the power of (1) frequency and duration of use (dosage) and (2) level of use of multiple platforms (synergies) to predict variation in outcomes within the intervention condition. HLM will also be used to test whether children's depth of progression through gaming levels predicts outcomes on other media elements, and on standardized performance outcome measures (transfer of learning). Secondary _____

analyses of moderators: HLM will be used to examine potential interactions between treatment condition and child characteristics to determine whether particular children are more or less likely to benefit from the intervention (Preacher, Curran, and Bauer, 2006). Locale will be included as a site-level moderator. Potential student-level moderators include grade level, gender, verbal English vocabulary (PPVT scores), family income, race/ethnicity, language spoken at home, and level of media literacy. Moderator analyses are secondary because an extremely large sample is required to detect subtle interaction effects.

Reporting. Analyses and report development will begin immediately following fielding. Initial findings will be presented to the Department within eight weeks of the conclusion of fieldwork.

B.4. Formative Evaluation Plan

Formative research on Project LAMP transmedia properties will be conducted at regular and strategic intervals in order to provide feedback and inform the development of each media component and the overall transmedia system. There are five interrelated areas of inquiry for the formative research: (1) Formative research on traditional issues of appeal, use, and comprehension, conducted in qualitative focus groups and interviews with children. (2) Formative inquiry to provide insight about device usability, ease of use: extent of guidance children need (if any) to navigate a new platform; features accessed more or less readily; and progression patterns through initial stages of progressive learning tasks (i.e., levels). (3) Formative inquiry using beta testing to explore children's spontaneous patterns of device use; the ways in which children utilize different platforms in combination; and the extent to which children perceive the components as discrete or unified experiences. (4) Formative inquiry, again employing beta testing, to quantitatively assess the extent to which children learn the

content/curriculum intended to be conveyed through media components and to determine how usages patterns relate to learning outcomes. (5) Formative inquiry to explore the issues and questions unique to the transmedia storytelling experience, in qualitative studies addressing questions such as (a) how do children engage the story/narrative across media? (b) what differences exist in terms of children's perceptions or understanding of the narrative on particular media? (c) how and where do children situate themselves in relation to the narrative across the transmedia ecosystem, or when engaged with particular media? (d) do children experience themselves viewer, player, participant in the storytelling or as all of the above? (e) does that experience of self differ at different points across the ecosystem? And (f) is learning tacit, embedded and seamlessly scaffolded, or is it recognized as an explicit educational agenda that is differentiated from play and game mastery?

Again, in the interests of economy, formative studies planned for Project LAMP, an accompanying timeline, and details of sampling, procedures, and interview protocols are fully detailed in Appendix C.

C. Dissemination of Findings

MCG has a strong commitment to sharing research findings for two purposes: (1) to contribute to the body of knowledge about young children's literacy and numeracy acquisition; and (2) to keep the educational and policy communities apprised of Project LAMP 's efforts toward developing innovative and effective transmedia approaches to address the needs of low-income and disadvantaged children. Dissemination methods under consideration include symposia with participating partners, academics, policy, and Department personal, etc.; publications in academic journals; publication of a detailed summary of the program and

evaluation results; and the construction of a dedicated website for parents, teachers and the education community at large.

D. Monitoring Progress: Performance Measures and Project Milestones

The proposed evaluation plan, by design, will yield a wide variety of data, including objective performance measures of student input and outcomes. The nature of this data will yield findings at different levels/units of analysis (e.g., at individual level and in aggregate). Use of performance measures is a critical element in all activities aimed at meeting project goals. Specifically, findings will be used to: (1) determine whether the project is producing meaningful effects on student learning; (2) provide ongoing feedback and timely assessment to learners, teachers and property developers; and (3) continuously improve the pedagogical system. Findings will be monitored by the evaluation team and reported in monthly meetings to the project director, content and curriculum directors, and the program officer. Written progress reports will be issued quarterly to the project director. The applicant will also use findings to monitor overall project progress by against pre-established identified performance milestones (outlined in the Management Plan). To that end, evaluators will monitor implementation processes and provide feedback for project system self-correction in the form of monthly reporting. Regularly scheduled test site observations against a standardized checklist (videotaped and coded) and periodic customized semi-structured interviews with management, key contractors, and end-users will provide a careful and thorough documentation of project processes, to aid in the development of a final "best practices" report for program replication.

Budget Narrative

Budget Justification

Attachment 1:

Title: Budget Narrative Pages: 12 Uploaded File: Final Budget Narrative II.pdf

Budget Narrative

Personnel and Fringe Benefits

The Project LAMP budget consists of HITN Personnel: HITN's CEO will provide project oversight to all staff with three top executives supporting execution of project in technology (CTO), operations (COO) and education (Education Officer). Outreach program activities will have dedicated outreach mgmt execs to effectively plan and conduct the various necessary activities including coordinators to interface with CBO Connect member network and teachers to support community base organization staff for orientation of project activities. Data management personnel and software costs have been considered to ensure Project LAMP team has uniform web-based seamless and up-to-date communication as well as document sharing. The admin costs cover all necessary accounting activities including reporting and compliance as well as legal counsel and necessary expenses for advisory.

Travel

Travel costs to and from different cities and states throughout the U.S. for various Outreach team executives as noted in budget.

Equipment

Equipment costs include connectivity (in-kind), bandwidth, hosting and server costs for WiMax deployment and all necessary website maintenance of the Project LAMP.

Supplies

Supplies costs include laptops for facilitators, teacher and other outreach staff where necessary.

Contractual

HITN - Outreach expenses detail Partner fees for media and teacher preparation partners fees including professor fees and student scholarships. Partner fees are also included for community based organizations providing access to parents, after school programs and stand alone program that operate within school programs that can provide access to students for outreach activities. Additional contractual positions are included for a curriculum expert and national partnership manager to interface with Project LAMP Advisory Committee.

Michael Cohen Group - \$1.5 million per year for five years; \$7.5 million total; See detail.

Callaway - \$3.2 million per year for five years; \$16 million total; See detail.

Construction - Not Applicable

Other

Outreach activities require packages for partners for delivery and instruction of transmedia learning apps and their usage in the outreach activities. An outreach website will be developed for recruitment, monitoring, and communication with the various partners over a secured website

PROJECT LAMP		HITN	5-YEAR Summary				
DETAILED OUTREACH BUDGET			Year-1	Year-2	Year-3	Year-4	Year-5
a Personnel							
Community Connect Director:	Henry Queiro (15%)						
Outreach Oversight:	Magaly Rivera (20% Time)						
Outreach Activities Coordinator:	Miranda Knowler (20%)						
Outreach Activities Coordinator:	Maricruz Badia (20%)						
Program Services	To Be Hired						
Public Relations	TBH						
Education Officer	TBH						
Teachers	TBH						
a Total Personnel							
			\$ 280,800	\$ 289,224	\$ 297,901	\$ 306,838	\$ 316,043
b Fringe @15%			\$ 42,120	\$ 43,384	\$ 44,685	\$ 46,026	\$ 47,406
Personnel & Fringe			\$ 322,920	\$ 332,608	\$ 342,586	\$ 352,863	\$ 363,449
c Travel							
All Markets	Local & Long Distance Travel		1,500	12,000	12,000	12,000	12,000
All Markets	Hotel and Meals		2,500	21,600	21,600	21,600	21,600
Staff travel			5,000	5,000	5,000	5,000	5,000
Conference & Meetings			4,000	4,000	4,000	4,000	4,000
Total Travel			13,000	42,600	42,600	42,500	42,600
d Equipment							
	Hosting server		5,000	-	-	-	-
	redundant server		5,000	-	-	-	-
Total Equipment			10,000	-	-	-	-
e Supplies							
	Laptops for Staff		-	-	-	-	-
Total Supplies			\$ -	\$ -	\$ -	\$ -	\$ -
f Contractual							
	Curriculum Expert		75,000	75,000	75,000	75,000	75,000
	National Partnership Manager		75,000	75,000	75,000	75,000	75,000
Media partners	Partner Fee		60,000	60,000	60,000	60,000	60,000
Lowest Achieving Schools	Partner Fee		20,000	20,000	20,000	20,000	20,000
Lowest Achieving Schools	Partner Fee		20,000	20,000	20,000	20,000	20,000
Lowest Achieving Schools	Partner Fee		20,000	20,000	20,000	20,000	20,000
Teacher Preparation Program	Partner Fee		60,000	60,000	60,000	60,000	60,000
Community Connect Sites	Partner Fee		100,000	100,000	100,000	100,000	100,000
			15,225	15,225	15,225	15,225	15,225
Facilitators	TBH						
CIO	Kevin Uga		16,700	16,700	17,368	16,700	16,700
Outreach Website			59,956	40,668	30,182	20,572	3,986
Total Contractual			\$ 521,880	\$ 502,592	\$ 492,774	\$ 482,496	\$ 471,910
g Other							
Outreach Expenses	Teacher Pkgs		15,000	15,000	15,000	15,000	15,000
	Parent Pkgs		15,000	15,000	15,000	15,000	15,000
	Misc		200	200	200	200	200
	i-Pads		32,000	32,000	32,000	32,000	32,000
	Web Site		10,000.00				
	High-speed Connectivity costs						
	Bandwidth						
Total Other			\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
h Indirect Charges							
Total Grant Expenditures			\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000

DETAILED OUTREACH BUDGET

HITN Administration

First Year Second Third Fourth Fifth

a Personnel

Project Director: TBH (20% Time)
 Co-Project Director: Linda Hernandez (10%)
 Financial Controller: Deidre Bennett (10%)
 Purchasing Accountant: Wanda Ferrer (20%)
 Data Management Systems: Peter Shankar (10%)
 IT: Sergio Copete (10%)

Accounting Compliance Coord: TBH (50% Time)

a Total Personnel	\$	128,400	\$	121,952	\$	125,611	\$	129,379	\$	133,260
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b Fringe @15%	\$	19,260	\$	18,293	\$	18,842	\$	19,407	\$	19,989
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Personnel & Fringe	\$	147,660	\$	140,245	\$	144,452	\$	148,786	\$	153,249
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c Travel

Advisory Travel		6000		6000		6000		6000		6000
Total Travel	\$	6,000								

d Equipment

Total Equipment										
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e Supplies

Total Supplies	\$	5,000	\$	5,000	\$	5,000	\$	5,000	\$	5,000
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f Contractual

Legal Council		25000		25000		25000		25000		25000
Advisory Expense @ 20%		20000		20000		20000		20000		20000
Total Contractual	\$	45,000								

h Other

Audit		25000		25000		25000		25000		25000
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Total Other	\$	25,000								
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Indirect Charges		71,340		78,756		74,548		70,215		65,751
	\$	71,340	\$	78,756	\$	74,548	\$	70,215	\$	65,751

Total Grant Expenditures	\$	300,000								
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**Grant Budget Summary
The Michael Cohen Group, LLC**

		Number:	Fed \$	Non Fed\$	Total \$
Section A	Key Personnel	2	\$780,321.38	\$0.00	\$780,321.38
Section B	Other Personnel	13	\$2,450,391.61	\$0.00	\$2,450,391.61
	Contractual Personnel	4	\$2,090,000.00	\$0.00	\$2,090,000.00
Total Salary, Wages and Benefits (A + B)			\$5,320,712.99	\$0.00	\$5,320,712.99
Section C	Equipment Costs		\$195,590.00	\$0.00	\$195,590.00
Section D	Travel Expenses		\$361,200.00	\$0.00	\$361,200.00
Section E	Participant/ Trainee Support		\$509,500.00	\$0.00	\$509,500.00
Section F	Other Direct Costs				
	Materials and Supplies		\$81,000.00	\$0.00	\$81,000.00
	ADPE/Computer Services		\$125,000.00	\$0.00	\$125,000.00
	Equipment or Facility Rental/User Fees		\$135,000.00	\$0.00	\$135,000.00
	IRB Costs		\$67,000.00	\$0.00	\$67,000.00
	Consultant Services		\$90,000.00	\$0.00	\$90,000.00
	[REDACTED]		\$0.00	\$0.00	[REDACTED]
	Dibels assessment + records		\$30,000.00	\$0.00	\$30,000.00
	[REDACTED]		\$0.00	\$0.00	[REDACTED]
	Symposium		\$60,000.00	\$0.00	\$60,000.00
	[REDACTED]		\$0.00	\$0.00	[REDACTED]
	Recruitment Services		\$20,000.00	\$0.00	\$20,000.00
	Internet service (test sites)		\$81,000.00	\$0.00	\$81,000.00
	[REDACTED]		\$0.00	\$0.00	[REDACTED]
	Field Recruitment		\$115,000.00	\$0.00	\$115,000.00
Section G	Direct Costs (A through F)		\$7,500,003	\$0	\$7,500,003
Section H	Indirect Costs		\$0.00	\$0.00	\$0.00
Section I	Total Direct and Indirect Costs		\$7,500,003	\$0	\$7,500,003

Base Annual Calc Months/ Required Expense

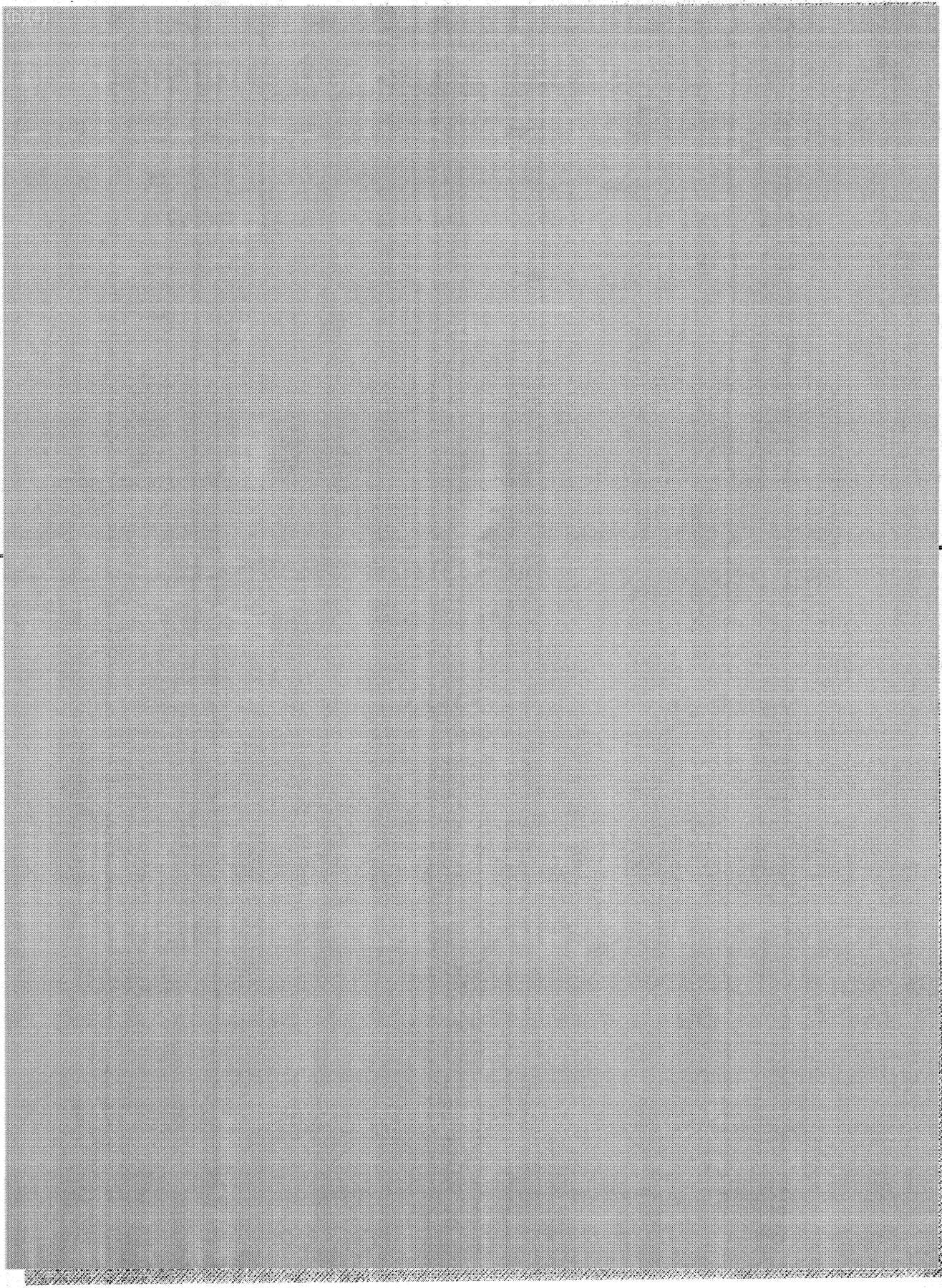
I. Total Direct and Indirect Costs \$1,500,003 \$0 \$1,500,003

Fringe
Benefits

I. Total Direct and Indirect Costs	\$1,500,003	\$0	\$1,500,003
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A. Senior/Key Personnel	Role	Base Annual Salary (\$)	Calc Months/ Assoc	Required Salary	Fringe Benefits (\$)	Total S+FB	Total Fed \$
[Redacted Content]							
I. Total Direct and Indirect Costs					\$1,499,997	\$0	\$1,499,997

A. Senior/Key Personnel	Role	Base Annual Salary (\$)	Calc Months/ Assoc	Required Salary	Fringe Benefits (\$)	Total S+FB Total Fed \$
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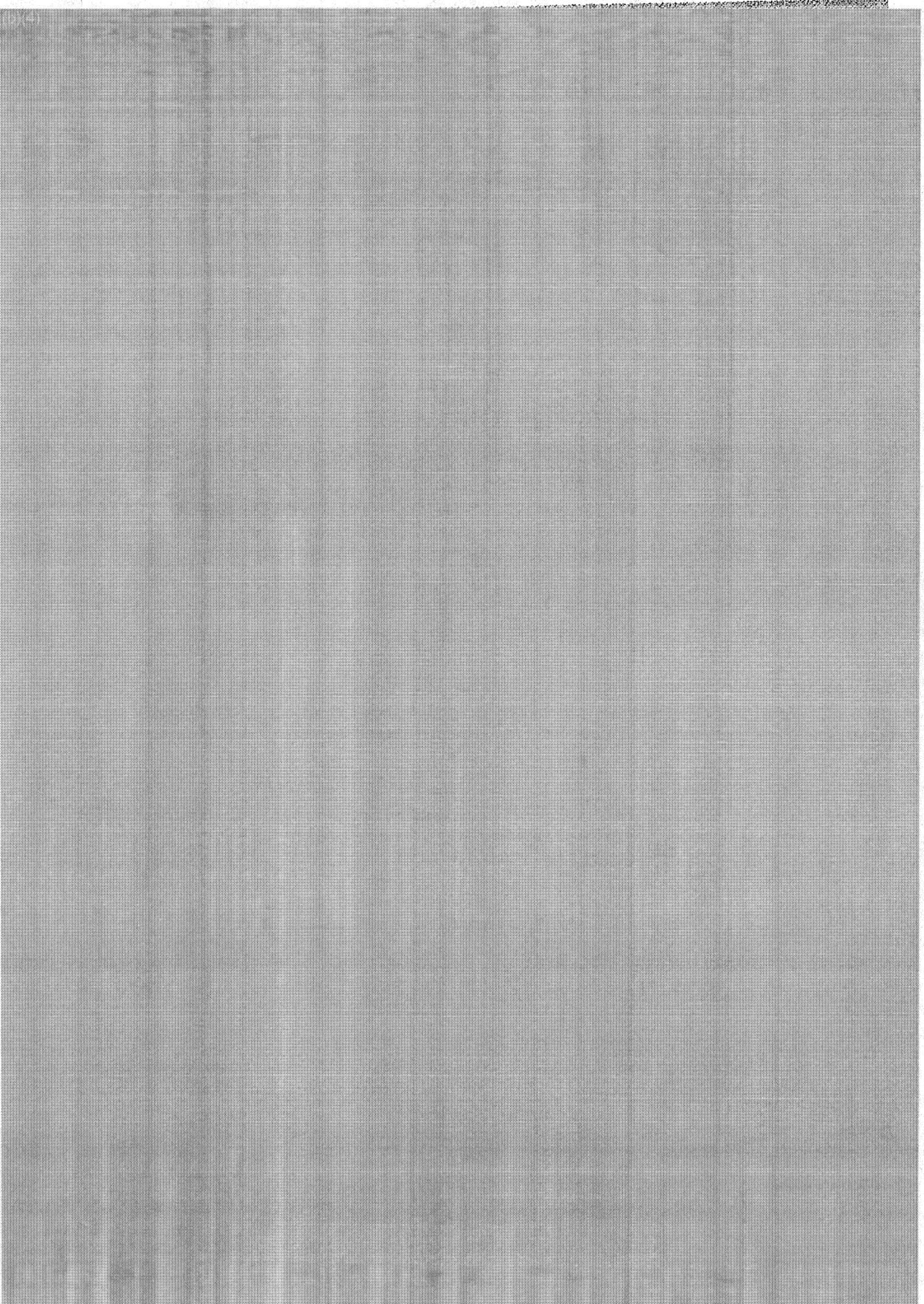


I. Total Direct and Indirect Costs

\$1,500,001

\$0

\$1,500,001



APPENDIX G-1
TOTAL SOURCES OF FUNDS

(\$000)	Fiscal Year Ending September 30						
	2011	2012	2013	2014	2015	Total 2011-15	Total 2016-2020 (Sustainability Projection)
RTL Funding	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 30,000	
Other Financing							
Private Equity (Callaway)	-	-	-	-	-	-	6,000
Co-Production Funding	-	412	361	1,020	766	2,559	1,755
Total Equity Capital	\$ -	\$ 412	\$ 361	\$ 1,020	\$ 766	\$ 2,559	\$ 7,755
Product Revenue Share Reinvestment							
Digital Products		52	115	157	220		1,391
Non-digital Products		84	96	239	431		1,804
Total Product Revenue Share	\$ -	\$ 136	\$ 211	\$ 396	\$ 651	\$ 1,394	\$ 3,195
In-Kind Contributions (Callaway)							
Intellectual Property (Callaway royalty-free license)	1,000	1,500	1,500	1,500	1,500		
Total In-Kind Contributions	\$ 1,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 7,000	
TOTAL SOURCES OF FUNDS	\$ 7,000	\$ 8,048	\$ 8,072	\$ 8,916	\$ 8,917	\$ 40,953	\$ 10,950

(\$000)	Fiscal Year Ending September 30						
	2011	2012	2013	2014	2015	Total 2011-15	
PRODUCT REVENUE DETAIL							
Digital Products							
eBook apps (e.g., iPad)							
Price per app		9.99 \$	9.99 \$	9.99 \$	9.99		9.99
Number of apps released (one-yr lag)	\$	7	8	19	32		156 incl library
Number of downloads (000)		15	15	15	15		12.9 avg
Distributor share		30%	30%	30%	30%		30%
Net revenue		734 \$	839 \$	1,993 \$	3,357 \$		14,073
Mobile apps						6,923	
Price per app	\$						
Number of apps released (one-yr lag)		2.99	2.99	2.99	2.99		2.99
Number of downloads (000)		5	11	15	21		132 incl library
Distributor share		25	25	25	25		21.1 avg
Net revenue		262 \$	576 \$	785 \$	1,099 \$		5,829
LAMP share of net revenue		20%	20%	20%	20%	2,721	20%
Revenue to LAMP	\$	52 \$	115 \$	157 \$	220 \$		1,166
						544	
Non-Digital Products							
Children's books							
Price per book		3.99 \$	3.99 \$	3.99 \$	3.99		3.99
Number of books released (one-yr lag)	\$	5	6	15	27		139.5 incl library
Units per book (000)		50	50	50	50		41 avg
Royalty rate		6%	6%	6%	6%		6%
Net book royalty	\$	63 \$	72 \$	180 \$	323 \$		1,353
						637	
Teacher's guides							
Price per book		9.99 \$	9.99 \$	9.99 \$	9.99		9.99
Number of books released (one-yr lag)	\$	2	2	5	9		46.50 incl library
Units per book (000)		20	20	20	20		16.2 avg
Royalty rate		6%	6%	6%	6%		6%
Net book royalty	\$	21 \$	24 \$	60 \$	108 \$		452
						213	

DETAILED DEVELOPMENT BUDGET

Fiscal Year Ending September 30

(\$000)	2011	2012	2013	2014	2015	Total 2011-15	Total 2016-2020
TECHNICAL & CURRICULUM ARCHITECTURE							
Curriculum & assessment architecture							
Overarching curriculum framework & templates	335	268	268	268	268		
Real-time assessment capability (built-in)	130	65	65	65	65		
Total curriculum cost	465	333	333	333	333		350
Technical architecture & execution							
Technical architecture & template development	50	10					
Technical (execution) cost @ \$100K per content unit	600	800	800	1,000	1,000		
Servers & storage	25	10	15	15	15		
Digital asset mgmt software	50	5	5	5	5		
Total tech architecture cost	725	825	825	1,020	1,020		2,500
Total fixed cost	590	358	353	353	353		
Total tech & curriculum variable cost	600	800	800	1,000	1,000		
Number of content units developed	6	8	8	10	10	42	25
TOTAL TECH & CURR ARCHITECTURE COST	\$ 1,190	\$ 1,158	\$ 1,153	\$ 1,353	\$ 1,353	\$ 6,207	\$ 2,850
CORE CONTENT UNIT DEVELOPMENT							
Cost of each component:							
Video (per minute)	10.0	10.0	10.0	10.0	10.0		
Illustration (per page)	-	-	-	-	-		
Book	-	-	-	-	-		
Learning games (per game)	15.0	15.0	17.5	17.5	17.5		
Music	20.0	20.0	25.0	25.0	25.0		
Hispanic prefix and suffix content	10.0	10.0	10.0	10.0	10.0		
Transmedia Integration cost per content unit	25.0	25.0	25.0	25.0	25.0		
Number of components in each completed content unit:							
Video (minutes)	12	12	12	12	12		
Illustration	-	-	-	-	-		
Books	-	-	-	-	-		
Learning games	3	3	3	3	3		
Music	4	4	4	4	4		
Hispanic prefix and suffix content	1	1	1	1	1		
Transmedia	1	1	1	1	1		
Number of completed content components:							
Video (minutes)	72	96	96	120	120	504	
Illustration	-	-	-	-	-	-	
Books	18	24	24	30	30	126	
Learning games	24	32	32	40	40	168	
Music	6	8	8	10	10	42	
Hispanic prefix and suffix content	6	8	8	10	10	42	
Product release schedule (by product type):							
Books (uses book content, prefix/suffix)	7	8	20	36	40	111	
Handheld and other games (uses learning games, music)	4	6	12	19	30	71	
Website	2	-	1	-	-	3	

(\$000)	2011	2012	2013	2014	2015	Total 2011-15	Total 2016-2020
Mobile apps (uses video, book, games, prefix/suffix, music)	5	11	15	21	30	82	
CD/DVD (uses video, music, prefix/suffix)	4	6	8	8	8	34	
iPad apps (uses video, book, games, music, prefix/suffix)	7	8	19	32	40	106	
TV (uses video, music, prefix/suffix)	2	2	5	5	5	19	
Development and release summary:							
Total cost per content unit	290	290	317	317	317		317
Number of content units developed	6	8	8	10	10	42	25
Content units released	2	6	8	10	11	37	
Cost of websites to support all content units	250	250	50	50	50		
TOTAL CONTENT UNIT COST	\$ 1,990	\$ 2,570	\$ 2,589	\$ 3,224	\$ 3,224	\$ 13,596	\$ 7,925
CONTENT DISTRIBUTION							
Hosting & bandwidth	\$ 20	\$ 20	\$ 30	\$ 30	\$ 30		175
TOTAL CONTENT DISTRIBUTION COST	\$ 20	\$ 20	\$ 30	\$ 30	\$ 30	\$ 130	\$ 175
TOTAL CONTENT DEVELOPMENT COST	\$ 3,200	\$ 3,748	\$ 3,772	\$ 4,607	\$ 4,607	\$ 19,933	\$ 10,950
Cost of Intellectual Property (Miss Spider, Nova)	1,000	1,500	1,500	1,500	1,500		
TOTAL DEVELOPMENT BUDGET	\$ 4,200	\$ 5,248	\$ 5,272	\$ 6,107	\$ 6,107	\$ 26,933	\$ 10,950

DEVELOPMENT COST BY CATEGORY

Content:							
Video	720	950	960	1,200	1,200		
Books	270	360	419	524	524		
Learning games	480	640	800	1,000	1,000		
Music	60	80	80	100	100		
Hispanic prefix and suffix content	60	80	80	100	100		
	1,590	2,120	2,339	2,924	2,924		
Website							
Website	250	250	50	50	50		
Transmedia content integration for indiv content units	150	200	200	250	250		
Curricular framework & template development							
Curriculum for individual content units	335	268	268	268	268		
Real-time assessment capability	130	65	65	65	65		
Technical architecture & technical template development	50	10	-	-	-		
Tech integration of content (apps, games, etc.)	600	800	800	1,000	1,000		
Equipment & Software							
DAM software	50	5	5	5	5		
Servers & storage	25	10	15	15	15		
Hosting & bandwidth	\$ 20	\$ 20	\$ 30	\$ 30	\$ 30		
TOTAL	\$ 3,200	\$ 3,748	\$ 3,772	\$ 4,607	\$ 4,607		