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| Adjusted Allocation | 0.00 |
| Remaining | -326,840.44 |
**Application**

Lancaster City (044206) - Fairfield County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (131)

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

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title: Lancaster High School Teachers Create iTextBooks

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

   *Lancaster High School teachers will work collaboratively to create iTextBooks as replacements for traditional textbooks. This project's goal is to reduce future textbook expenditures through the creation of iTextBooks by staff members thus reducing spending in the five-year forecast. LHS is a 1:1 iPad school and has many staff members who are advanced users who, with guidance and training, can produce quality textbooks.*

   1700 3. Total Students Impacted:

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

   - First Name, Last Name of contact for lead applicant: Kevin Snyder, Director of Educational Information and Technology
   - Organizational name of lead applicant: Lancaster City Schools
   - Unique Identifier (RNFI/Tax ID): 044206
   - Address of lead applicant: 345 East Mulberry Street, Lancaster, Ohio 43130
   - Phone Number of lead applicant: 740-687-7300
   - Email Address of lead applicant: K_snyder@lancaster.k12.oh.us

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

   - First Name, last name of contact for secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Unique Identifier (RNFI/Tax ID): N/A
   - Phone number of secondary applicant: N/A
   - Email address of secondary applicant: N/A

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

   Instructional Technology Services of Central Ohio (ITSCO) IRN 092320, Tax ID: N/A
   - Amy Palermo 4151 Executive Parkway, Suite 300 Westerville, OH 43081 614-895-4738 amy@itsco.org
   - Instructional Technology Integration Partnership of Ohio (ITIP Ohio) (27-2688114) Betsy Hold 150 East Sixth Street Franklin, OH 45005 (937) 746-0727 Fairfield County Educational Service Center IRN 048839 Dan Montgomery 955 Liberty Drive Lancaster, OH 43130 (740) 653-3193

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

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

   *UpLoadGrantApplicationAttachment.aspx*

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

   Lancaster City School District Officials
   - Kevin Snyder is the Director of Educational Information and Technology Services for the school district. He is the district administrator in charge of this project and has over 13 years of experience as a Director of Educational Technology. He has implemented several grants including the Transforming Teaching and Learning Grant in 2011, eTech Ohio Podcasting Grant in 2010, Interactive Video Distance Learning Grants in 2001 and 2002, and several other small grants. Kevin has been an innovator at Lancaster City Schools and has helped lead the district as it has become one of the best in Ohio in integrating technology and learning. He has led a 1:1 iPad program at Lancaster High School, blended learning at Lancaster High School, has provided an intra-district grant program for funding innovative technologies in the district, and recently conducted a full-day of technology training for staff known as TechToberFest. Kevin will be responsible for overseeing this project and will be a member of the Executive Planning Team. Donna McCance is the Director of Student Services for the Lancaster City School District. Donna has been responsible for writing and administering several grants in recent years including the Elementary and Secondary Counseling Grant, the Ohio Reads Grant, and the Ohio Early Childhood Grant. Donna will work with Kevin to make sure the grant is implemented correctly. She is primarily responsible for special education services to students in Lancaster City Schools and will be a member of the Executive Planning Team. Shannon Burke is the Secondary Curriculum Coordinator for the Lancaster City School District. The school district contracts with the Fairfield County Educational Service Center in Lancaster, Ohio for her services. She will be responsible for checking the iTextBook Author work to ensure alignment to the district curriculum pacing guides. Shannon will be a member of the Executive Planning Team. Nathan Conrad is the Assistant Principal at Lancaster High School. Nathan is in charge of curriculum for the building and will be the school administrator who oversees the project with the staff. Nathan has been instrumental in the success of the 1:1 iPad program. He will be a member of the Executive Planning Team. The district will also include at least two teachers as members of the Executive Planning Team as well as members from ITSCO. Amy Palermo is the Executive Director of ITSCO and will serve on the Executive Planning Team in the development and implementation of the professional development program. In Amy’s current position, she is responsible for the creation and roll out of professional development programs to the 30,000 + educators in ITSCO’s service area. Amy has managed many large scale grant projects including projects from the Library Services and Technology Act, Martha Holden Jennings Foundation, eTech Ohio, and Ohio Department of Education. Shane Spicer is a consultant for ITSCO and is a former textbook product manager who helped in textbook adoptions at the state and local levels. He has managed a number of textbook projects from beginning to end while assigning tasks to a variety of support personnel. For this project he will guide the district through the design, content creation, and editorial review processes. Shane will be a member of the Executive Planning Team and will be responsible for creating standards for iTextBook development, providing professional development about the technology and copyright, and will provide weekly support to teachers as they work through the process. Up to 45 LHS teachers will be participating in this project. 15 of them will be the primary iTextBook Authors and up to 30 others will be iTextBook Vettors. These teachers will be chosen through an application and interview process and will be provided contracts through the board of education upon selection for participation in the project.

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

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

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

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

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

11. Describe the innovative project.

   The Lancaster City School District, in conjunction with LHS teachers and contracted support staff from ITSCO, will develop a process through which teachers working in collaborative teams can create electronic textbooks as replacements for traditional textbooks and update these textbooks as state, district, and student needs change. These new iTextBooks will be created using iBooks Author, a free
lancaster High School began a $1 iPad project this year funded totally with local funds. This initiative has sparked interest by staff to begin TextBooks creation because they have seen firsthand the increased engagement of learners. These TextBooks will be loaded onto the student iPads and include digital and interactive tools to enhance the content contained in the TextBook. The TextBooks will also embed content such as video and formative assessments to enable students to learn on a deeper level and provide them with immediate feedback. Just think about the possibility of students reading about Martin Luther King’s “I have a dream speech” while watching a video and hearing it live. The TextBook can take the learner deeper into understanding by embedding live Twitter feeds for the Students to discuss the speech while reading it for homework. The iTextBook can also have a formative assessment about the speech for the students to check their own understanding of all the content. This can be done at home, school, or the local coffee shop. This project will decrease current and future textbook costs thus saving the district money. Further, it will create and develop a high-quality process for the district to follow in the future as more textbooks may be created as the iTextBooks in the future. We will use the $326,840.44 to create a high-quality process with supports and professional development to save the district $700,000 in textbook expenditures over three fiscal years. As we look to expand the project in future years, our process will enable us to create TextBooks for many other subjects while saving the district hundreds of thousands of dollars. These dollars can be used to fund other learning objectives or priorities in the schools.

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

13. Financial Documentation - Planning for ongoing supporting or follow-up planning for the project. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

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

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

N/A

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

$326,840.44 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support). Be sure to include details on how the funds will be tracked or matched in the budget. Equipment to be purchased and cost, salaries and benefits, equipment to be purchased and cost, etc.

The project will be completed through the efforts of up to 45 LHS teachers with support from the district and building administrators, as well as contracting with ITSCO for the creation and development of a high-quality process for the creation of the iTextBooks. Our project will deliver 15 high-quality TextBooks for the 2014-2015 school year. 15 teachers will be chosen to be the primary TextBook author for the chosen TextBooks. These teachers will each be paid a supplemental contract in the amount of $5,000. The total budgeted amount for TextBook Author Supplemental Contracts is $75,000. These teachers will also need to have benefits covered in the amount of $785 each for a total budgeted amount of $13,125. To assist these authors in the alignment and vetting of the materials will be up to two staff members per TextBook. These staff members will likely come from the same or similar subject area. These staff members will be paid a supplemental contract in the amount of $1,000. These teachers will be paid $5,000 with $1,000 for needed training. Substitute teachers will be paid for needed training.

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

0.00 * Specific amount of new/recurring cost is implemented

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

This innovative project creates a high-quality process with professional development supports and builds the capacity of our current staff to sustain this project in subsequent years. The district will not have any new/recurring costs due to this project in the next five years. The project completely is completely funded in FY 2014 and provides cost savings in FY 2014, FY 2015 and FY 2016. The TextBook authors will need to use MacBook computers to write the Textbooks using iBooks Author. The TextBooks will cost $1,500 each. We will need to purchase up to 45 MacBooks for a total cost of $67,500 in equipment.

This project includes an executive planning team consisting of teachers as well as directors of technology and special education, the curriculum coordinator, and ITSCO. The executive planning team will establish processes for hiring school faculty to serve as textbook authors, developing a detailed plan for professional development, establishing standards for the TextBooks, and defining a thorough vetting and evaluation process to ensure all content meets Ohio’s New Learning Standards along with the district’s rigorous learning standards. At the heart of the project is the experience and expertise of the LHS teachers. To ensure this project provides the TextBooks to the specific needs of the high school student population, the TextBooks will be created in a form that allows for the greatest accessibility features such as: spoken text, zoom and contrast features for the screen, descriptor for images, and annotative elements. The TextBooks will be loaded onto student iPads which allows students to access all of the content on their individual device, removing the barrier of access outside of the school, as more than 20% of LHS students do not have Internet at home.

This process will save tens of thousands of dollars per year in all future fiscal years.

This project builds a system to create and adopt future iTextBooks. This project will save the district $700,000 in textbooks over the three fiscal years.

If there are any expectations for the anticipated savings (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc.)

This district has earmarked $350,000 for new textbooks in FY 2014 for LHS for Foreign Languages and Language Arts. The district is planning on earmarking $225,000 to replace Social Studies and Health accessions.

This district has earmarked $350,000 for new textbooks in FY 2014, $225,000 in FY 2015, and $125,000 in FY 2016. This project will save the district $700,000 in textbooks over the three fiscal years. This $700,000 represents potential savings for the next five years as well as potential savings each year for the subsequent fiscal years. Therefore, these savings will also be used for the TextBook authors. These teachers will also serve as a sustainability component for teachers involved in TextBook development and for the creation of new TextBooks. The district has chosen to utilize the services of ITSCO Ohio to complete the evaluation of the project. ITSCO Ohio charges a 10% fee for this service. The total budgeted amount of the project before ITSCO Ohio's services is $297,127.67. 10% of that amount is $29,712.77. This brings the total project budget to $326,840.44.

16. Are there expected savings that may result from the implementation of the innovative project?"
This project is self-sustaining because it saves the district $700,000 during the 2014, 2015, and 2016 fiscal years in textbook costs. In addition, it is self-sustaining because the district will have established the infrastructure for creating iTextBooks for future professional ownership of the learning materials for teachers. They will be empowered to make the learning materials relevant and keep them up-to-date with the latest changes. This project will also have a direct impact on instructional practices. Parallel to teachers gaining valuable skills sets to integrate current technologies into textbooks, teachers will gain new pedagogical practices that incorporate 21st century skills into classroom practices. Because LHS is a 1:1 school, lessons will be structured to accommodate learning anywhere, at any time. The iTextbooks will also be structured to support individualized learning paths which will change the traditional methods of teaching.

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

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

**Lancaster High School** was one of 16 high schools in the state of Ohio to be awarded the Transforming Teaching and Learning Grant from the federal government in 2011. This grant provided intensive training to a pilot group of teachers in the high school enabling them to engage students in Project-Based Learning. This grant also enabled this pilot group of teachers to purchase iPad carts of 30 for each of their classrooms and one additional cart to be shared throughout the building. The pilot group of teachers were highly successful as well as the shared cart. The momentum at the high school built and demand increased for using iPads to engage students in Project-Based Learning activities. The district provided an additional cart and it was extensively used. The district decided in May of 2012 to approve the district Technology Plan which included the ambitious proposal of going 1:1 at the high school with iPads. The district wisely decided the 1:1 program would begin in August of 2013 and gave the teachers and administrators a year to be educated on how to use the technology as an integrated learning tool. The teachers were each provided an iPad in June 2012, provided an initial training, and then took them home for summer use. Throughout the 2012-2013 school year the teachers held meetings in their departments, during 2 hour late starts, waiver days, and after school to learn about the pedagogy of teaching PBL in a 1:1 environment. The district also purchased Apple Professional Development Services and provided it to all staff members. In May 2013, the high school surveyed its staff and found that 80% were ready for the 1:1 project coming in August.

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

22. IPIF Ohio will complete the final evaluation of the project by June 30, 2014 The district will take the following steps beyond June 30, 2014 to adopt the work of the teachers and to continue the process moving forward in the years to come. Board of Education Adoption of iTextBooks (Jul 2014) The Board of Education will adopt the new iTextbooks as the official textbook for the district. Final report and report (Feb 2014) The ITSCO Support ITexts Support ITexts Integration of Project Board of Education - Approval of iTextbooks (Jun 2014) The district will develop a high-quality plan and process for creating the iTextbooks material which will support future textbook adoptions. Teachers will shift their utilization of digital learning materials and learn new instructional pedagogical as a result of this project. Further, it provides for a systematic means for future teachers to create iTextbooks. The teachers who learn to create iTextbooks in this project will be used as resources for future teachers who want to create their own thus supplying the capacity for this project to continue to grow provides for professional ownership of the learning materials for teachers. They will be empowered to make the learning materials relevant and keep them up-to-date with the latest changes. This project will also have a direct impact on instructional practices. Parallel to teachers gaining valuable skills sets to integrate current technologies into textbooks, teachers will gain new pedagogical practices that incorporate 21st century skills into classroom practices. Because LHS is a 1:1 school, lessons will be structured to accommodate learning anywhere, at any time. The iTextbooks will also be structured to support individualized learning paths which will change the traditional methods of teaching.

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

This innovative project will have a tremendous lasting value and impact on the school. Not only will this project save the district $700,000 over three fiscal years, but it will build the capacity of the staff and a system to replicate in future years. This system can save the district money in the future. Our teachers will gain an incredible amount of expertise in designing learning materials and will acquire a deeper understanding of the learning standards. The iTextbooks will engage students due to their interactive nature and may improve learning over time. Student engagement is a key to student learning. Further, the ability to customize iPads and iBooks enables students with disabilities to learn according to their own personalized needs. We have already made use of the numerous accessibility features on our student iPads for students with disabilities and it has helped these students learn. The district is committed to continuing the 1:1 iPad project for years to come and has budgeted for the replacement of the iPads in the five-year forecast.  

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

2014-15: Lancaster High School creates 15 iTextbooks and saves $350,000 in Foreign Language and English Language Arts textbook expenditures. 2014-15: Lancaster High School uses 15 iTextbooks
25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

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

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

A mixed methods approach will be used to evaluate the implementation and impact of the project. The evaluation of the project will be framed around three general areas: the context of the project, the development process, and the quality and impact of the product. The evaluation of the context of the project will be conducted through the collection of quantitative and qualitative data that provide a thorough description of who is involved in the project, a profile of the included courses (including their curricular history), and baseline measurements of teachers’ instructional classroom practices (specifically related to using technology). Collecting these baseline data is important for demonstrating change in teachers instructional practices and beliefs as a result of the project. These data also serve an important formative role in informing the development of support activities by ITSCO. Understanding where the teachers currently stand in terms of classroom practice will help ITSCO develop meaningful and relevant professional development experiences. A series of online surveys will be developed to collect the demographic and baseline data described above. These data will be collected in January and February of 2014. The evaluation of the development process will be conducted through the collection of quantitative and qualitative data that will measure the quality of the support provided to teachers during the project (including the professional development and online courses developed by ITSCO), the nature of the collaborative efforts of Lancaster High School staff and ITSCO staff during the project, and the impact of the process on teachers’ instructional practices and beliefs. Online surveys will be used to collect data regarding Lancaster High School staffs’ perceptions of the professional development and online course facilitated by ITSCO. In addition, Lancaster High School staff and ITSCO staff will complete open-ended “reflection surveys” that will demonstrate the nature of the collaborative efforts during the project. Teachers will also complete an online survey at the end of the school year that measures their classroom practices. This aspect of the evaluation also serves as a monitoring function, ensuring that project activities are being implemented as described in the proposal. The evaluation staff will stay in communication with project staff during the project to provide feedback regarding the progress and implementation of project activities. This will allow the project staff to make changes or adjustments, if needed, to ensure that project objectives are met. The evaluation of the quality and impact of the product will be conducted through the collection of quantitative and qualitative data that will measure the quality of the iTextbooks and the fiscal impacts of creating and using iTextbooks at Lancaster High School. The Rubric for High-Quality iTextBooks will be developed by project staff in January, and will be used to measure the quality of the iTextbook Units. The rubric will be used by iTextbook vetters and the Curriculum Coordinator at different stages in the development of the units. This way, changes in unit quality can be gauged over time. The quality of the iTextbooks will also be measured by collecting student and teacher feedback during the pilot stage of development. A sample of students and teachers will be asked to complete an online form that will ask about specific aspects of several iTextbook units (e.g., accessibility, ease of navigation, readability, layout). The results of these pilot testing forms will be provided to the project staff to allow them to make modifications/improvements based on the suggestions of teachers and students. The project staff will keep track of the savings in textbooks expenditures that result from this program during the next three years. These savings will demonstrate the impact of the product on Lancaster High School's textbook expenditures.

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

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

Kevin Snyder, Director of Educational Information and Technology Services, Lancaster City Schools, 10/23/2013