## Budget

### Lancaster City (044206) - Fairfield County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (52)

#### U.S.A.S. Fund #:

**Plus/Minus Sheet (opens new window)**

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| Total         | 117,000.00  | 20,175.00    | 124,783.80                    | 67,500.00              | 0.00        | 0.00               | 0.00     | 329,458.80 |

| Adjusted Allocation | 0.00 |

| Remaining | -329,458.80 |
A) APPLICANT INFORMATION - General Information

2. Executive summary: Please limit your responses to no more than three sentences.
Lancaster High School (LHS) 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.

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

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

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Kevin Snyder
Organizational name of lead applicant
Lancaster City School District
Address of lead applicant
345 East Mulberry Street
Phone Number of lead applicant
7406877300
Email Address of lead applicant
k_snyder@lancaster.k12.oh.us

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

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

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
- Yes
8. Describe the innovative project: - Provide the following information

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

The current state or problem to be solved; and

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 iTTextBooks will be created using iBooks Author, a free program on Mac computers, and loaded onto student iPads to use as their textbook for the course. Textbooks are a major expense for schools. At LHS, a typical textbook costs $100 each. Most grade levels consist of nearly 500 students each. Therefore, we budget $50,000 for each grade level/subject area textbook. The school district tries to replace textbooks every seven years. During the course of seven years, many textbooks become outdated and are no longer relevant to the curriculum. Another problem with traditional textbooks is that they are not interactive or engaging. Textbooks cannot be replaced quickly, as learning standards change as it takes a few years for textbook manufacturers to incorporate those changes in their textbooks. This project will reduce current and future textbook expenditures while providing a cost-effective method creating and maintaining iTTextBooks. LHS teachers will create iTTextBooks, electronic textbooks published and consumed through iBooks. iBooks is a free application in which books can be created on Mac computers and viewed on iPads. Because LHS is already a 1:1 iPad school, the use of iBooks provides a natural transition to the use of iTTextBooks. Another advantage of iBooks is the built-in accessibility features such as: spoken text, zoom and contrast features for the screen, descriptor for images, and annotative elements. The iTTextBooks 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.

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

This project includes an executive planning team consisting of teachers as well as directors of technology and special education, 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 iTTextBooks, 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 educators and the opportunity this project provides to align the iTTextBooks to the specific needs of LHS students. No one knows the curriculum better than teachers. The LHS teachers also apply the practices of 21st century skills to the teaching and learning environment as a result of the 1:1 iPad initiative. Therefore, teacher created textbooks gives students current and reliable information that is relevant to the course while preparing them for college and career. One of the problems with existing print and digital textbooks, in addition to their cost, is that they do not maximize available technology to provide meaningful change. The LHS iTTextBook project will create interactive, media rich content that is embedded with formative assessment and flexible enough to serve diverse student populations. This project creates iTTextBooks using a scope and sequence that aligns with LHS pacing guides (curricular maps used by all LHS educators and approved by the district). By aligning the iTTextBooks to procedures already in place and the use of evaluations that prepare students for Next Generation Assessments embedded in the books, LHS teachers will be able to quickly use accumulated data to identify learning gaps and update the textbooks immediately. Special Education teachers will be able to work with their students to customize the iTTextBooks to better suit their individual needs using the various accessibility features on iPads and iBooks. The money saved by this project can be used to fund other learning programs.

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

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

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

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

The district is budgeting $225,000 to replace Social Studies and Health textbooks in FY 2015. In FY 2016, the district plans to replace Personal Finance, Foods, and Agriculture textbooks with a budget of $125,000. In FY 2017, the district plans to replace Science and Foreign Language textbooks with a budget of $350,000. This project will enable the district to develop and adopt iTTextBooks saving the district $225,000 in FY 2015, $125,000 in FY 2016 and $350,000 in FY 2017. This project will save the district $700,000 in textbooks over the three fiscal years. In addition, this project will put a system in place for the future development of iTTextBooks as we have the established best practices, guidelines, a professional development program, and staff expertise for future staff who may want to create iTTextBooks. This process will save the district more money in the future as it is less expensive to develop our own iTTextBooks than it is to purchase vendor textbooks.
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

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

Enter Budget

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

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

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

Upload Documents

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

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

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

329,458.80 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Salaries (117,000) Primary iTextBook Authors paid $5,000 X 15 = $75,000 iTextBook Vetters paid $1,000 X 30 = $30,000 Substitute Teachers paid $100 per day X 120 = $12,000 15 teachers will be chosen to be the primary iTextBook author for the chosen textbooks. These teachers will each be paid a supplemental contract in the amount of $5,000 for a total amount of $75,000. The total budgeted amount for iTextBook Author Supplemental Contracts is $75,000. To assist these authors in the alignment and vetting of the materials will be up two additional staff members per iTextBook. These staff members will likely come from the same or similar subject area and will be paid a supplemental contract in the amount of $1,000. The district may use up to 30 Vetters for a total amount budgeted of $30,000. The district will need to utilize 120 substitute teacher days to cover teachers for needed training. Substitute teachers cost the district $100 each for a total of $12,000. Retirement Fringe Benefits ($20,175) iTextBook Authors benefits $875 X 15 = $13,125 iTextBook Vetters benefits $175 X 30 = $5,250 Substitute Teacher benefits = $1,800 The iTextBook Authors benefits will cost $875 each for a total budgeted amount of $5,250. The substitute teacher benefits will cost $1,800.
13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

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

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

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

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 2015 and provides cost savings in FY 2015, FY 2016 and FY 2017. The iTextBook authors will be responsible for any and all revisions to the textbooks for five years as part of their supplemental contract. The life expectancy of the MacBook computers is 5 years so they will not need to be replaced within the next five years. This project builds a system to create and adopt future iTextBooks. This process will save tens of thousands of dollars per year in all future fiscal years. This is because creating them with our own staff is much cheaper than purchasing them from textbook manufacturers. The district anticipates saving $700,000 during the first three fiscal years. The district will also be able to save money in the future by having other teachers create iTextBooks for other subjects. The district will also provide them with Macbooks and training. These Macbooks and training will likely cost a combined $3,000. Therefore, for each grade/level subject iTextBook created at the high school level will cost the district $10,000 each. This will save the district $40,000 for each future iTextBook it creates because it will not need to purchase traditional textbooks at a cost of $50,000. The district has already provided and has a plan for replacing iPads for all high school students in its five-year forecast. Therefore, there are no new/recurring costs for the student iPads as they are already funded in the five-year forecast. This project enables the students to have up-to-date and relevant information at their fingertips now and in the future.

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

- **Yes**

- **No**

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

233,333.33 If yes, specify the amount of annual expected savings. If no, enter 0.

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

The district will save $225,000 to replace Social Studies and Health textbooks in FY 2015. In FY 2016, the district will save $125,000 to replace Physical Science, Foods, and Agriculture textbooks with a budget of $125,000. In FY 2017, the district plans to replace Science and Foreign Language textbooks with a savings of $350,000. This project will enable the district to develop and adopt iTextBooks saving the district $225,000 in FY 2015, $125,000 in FY 2016 and $350,000 in FY 2017. This project will save the district $700,000 in textbooks over the three fiscal years. In addition, this project will put a system in place for the future development of iTextBooks as we will have the established best practices, guidelines, a professional development program, and staff expertise for future staff who may want to create iTextBooks. This process will save the district more money in the future as it is less expensive to develop our own iTextBooks than it is to purchase vendor textbooks.
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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

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

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

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

17. Planning - Activities prior to the grant implementation

* Date Range Aug. 2014 - Sept. 2014

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

Establish Executive Planning Team (Aug - Sept 2014) Create and Implement Application Process (Aug 2014) The district administrative team will create an application and process for teachers interested in applying to become iTextBook Authors or Veters. Create and Implement Contract for Work (Aug 2014) The district administrative team will create a supplemental contract for work for both iTextBook Authors and Veters. Create Professional Development Program (Aug - Sept 2014) The Executive Planning Team will identify professional development goals and establish a plan for accomplishing the goals in order to prepare teachers to create quality iTextBooks for students. Create Vetting Process (Aug - Sept 2014) A vetting process and rubric will be developed to ensure that the iTextBooks created meet the high quality standards of the state and district. Upon completion of each unit, the content will be reviewed by veters and then returned to the author for revisions. The unit will then be sent to the Curriculum Coordinator for review. At this stage, the unit will be piloted with teachers and students and feedback will be used for the final revision. Create Standards and Rubric for High-Quality iTextBooks (Aug - Sept 2014) The Executive Planning Team will establish standards for creating high-quality iTextBooks through a careful examination of best practices. The team will also create a rubric, based in part on work by Quality Matters, to determine the quality of the iTextBooks that are created.

* Anticipated barriers to successful completion of the planning phase

The start of the school year is a busy time for everyone. In addition to the many activities teachers and administrators are involved in, they will have to dedicate time to this planning process. This project is important to all of us and we are dedicated to making it a priority in our
professional business. Much of the planning has already been discussed and we are ready to go once the project is awarded. The board of education is aware of this grant project and they are in full support. While I do not anticipate any problem with the supplemental contracts this may be a hot topic in the district. Once approved for this project, the district administration will re-engage the board of education to make sure this does not prove to be a barrier.

18. Implementation - Process to achieve project goals

* Date Range Aug 2014 - June 2015

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

Application for iTextBook Author and Vetter Contracts (Sept 2014) The administrative team will post the supplemental contracts for work. Selection of iBook authors and iBook Vetter's (Sept - Oct 2014) After the postings have run for the required time, the administrative team will interview and recommend contracts to the board of education. Approval of supplemental contracts by the Lancaster Board of Education (Oct 2014) The board of education will approve the supplemental contracts for work no later than the Oct 2014 board meeting. Professional development (Oct 2014 - May 2015) ITSCO will provide all professional development for teachers. ITSCO will train teachers how to create materials for the iTextBooks, how to incorporate them into iBooks Author, best practices in creating learning materials, copyright, and the developed standards and rubric for the project. Collaboration Meetings between iTextBook Authors and Vettors and ITSCO support (weekly Oct Nov 2014 - May 2015) Weekly checks for help and assistance or just-in-time professional development Bi-weekly status checks by Curriculum Office (Nov 2014 - Apr 2015) After iTextBook units have been created and vetted, they will be submitted to the Curriculum Coordinator for review. Final Project Deliverables (May 1, 2015) The final iTextBooks will be submitted to the Curriculum Coordinator for her final review. Final Curriculum Review (May 31 - Jun 20, 2015) The Curriculum Coordinator will check the final deliverables against the rubric and curriculum pacing guides to ensure quality and alignment to learning standards.

* Anticipated barriers to successful completion of the implementation phase.

This is a lot of work to do in this timeline. The good news is that our teachers have now been using iPads and digital tools with students for more than two years and are very familiar with them at this point. We may find that some staff members need more support than others through this process and that is where our partnership with ITSCO will pay dividends. The timeline is short and aggressive for administrators as well during the busy end of school year. We are using some of this grant money to offset the time the Secondary Curriculum Coordinator works so she can have extended time in the month of June to complete her review work. Our bi-weekly status checks will help to make sure our staff are delivering on time so the Secondary Curriculum Coordinator can have time to finish her piece of the project. A barrier may be teachers not wanting to do the work; however, we do not anticipate a problem with finding interested teachers in this project as we have already gauged their interest.

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

* Date Range May - June 2015

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

ITIP Ohio will complete the final evaluation of the project by June 30, 2015. 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 2015) The Board of Education will adopt the new iTextBooks as the official textbook for the courses. Final project reports filed with ODE no later than Sep 30, 2015. Ongoing Future PD and ITSCO Support: ITSCO Integration PD for 2015-2016 school year This is included at no additional cost to the district by ITSCO to provide needed support and PD during the following school year and includes online class for teachers new to the project for future years. The ITSCO developed professional development and iTextBook Project Process will be provided at no charge to any future Lancaster teacher selected to create an iTextBook.

* Anticipated barriers to successful completion of the summative evaluation phase.

This is a lot of work to review at the end of the school year, another very busy time for educators. Bringing in the expertise of ITIP Ohio to perform the summative evaluation will prove wise at this time of the year. ITIP Ohio will work closely with the district and ITSCO throughout this project so there should be no surprises at the end of the project. Many educators also view evaluation as a tedious and unworthy process. The processes we have developed with having ITSCO and the Secondary Curriculum Coordinator regularly check the work of teachers will make sure the teachers are completing the components needed for the evaluation of the project.

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

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

Please enter your response below:

There will be new changes to the district process for selecting textbooks. This project will create a high-quality plan and process for the creation of iTextBook materials which will support future textbook adoptions. Teachers will shift their utilization of digital learning materials and learn new instructional pedagogies 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. This process also 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 (Project Based Learning, Marazano, SAMR) 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. We know, through research, that the benefits provide through 1:1 and blended learning include "just in-time learning; increased access; removal of time, place and situational barriers, cost effectiveness; greater accountability; increased interaction; and effective support for
lifelong learning. (Kanuka) We also know that deeper learning occurs when students are highly engaged and active participants in the learning process (Learning, Expedientary; Means et al). The iTextbooks provide a platform to create rich text with interactive components that allow teachers to provide a learning environment that will meet the needs of diverse learners. The textbooks 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

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

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

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

Please enter your response below.

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 also. The Board of Education approved the district Technology Plan in May 2012 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 2013 and gave the teachers and administrators a year to be trained 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. The 2013-2014 school year has gone extremely well. 100% of the teachers are actively using and engaging their students in learning activities utilizing the technology. Discipline referrals are down. Paper usage is down. Walkthrough and observation data shows that student engagement has increased and teachers comment that they have fewer missing homework assignments. They are now craving to take it to the next level and create their own iTTextBooks using iBooks Author. Some teachers, on their own, have gone ahead and created units in iBooks Author for their students and are using them actively in the classroom today. This grant will enable us to produce high-quality, teacher created, standards and resource aligned, interactive iTTextBooks at a fraction of the cost of traditional textbooks. The money saved in the production of iTTextBooks can be used to fund other classroom learning materials, activities, and programs. In addition to the success of Lancaster High School educators, research shows that blended learning provides a higher success rate for students (Means et al; Marzano & Heflebower). We also know that student engagement is a critical component to academic success deeper learning experiences. (Lawson & Lawson). iTTextbooks provide the platform to bring together effective strategies for blended learning while capitalizing on student engagement best practices. Through iTTextbooks, teachers will be able to create a rich and meaningful learning environment with communication tools that foster social interaction, communities of practice to make learning relevant, and assessments that provide real time and constructive feedback for students. Kanuka, Heather. T. Understanding e-Learning Technologies-In-Practice Through Philosophies-In-Practice. Lawson, Michael A., and Hal A. Lawson. "New Conceptual Frameworks for Student Engagement Research, Policy, and Practice." (2013) Marzano, Robert J., and Tammy Heflebower. Teaching & Assessing 21st Century Skills. Means, Barbara, et al. "Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies." (2010)

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

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

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

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 and baseline measurements of teachers' instructional classroom practices. Collecting these baseline data is important for demonstrating change in teacher's instructional practices and beliefs as a result of the project. These data serve an important formative role in informing the development of support activities by ITSCO. 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, the nature of the collaborative efforts of LHS staff and ITSCO staff during the project, and the impact of the processes on teachers' instructional practices and beliefs. Online surveys will be used to collect data regarding LHS staff's perceptions of the professional development and online course facilitated by ITSCO. 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 iTTextbooks and the fiscal impacts of creating and using iTTextbooks at Lancaster High School. The Rubric for High-Quality iTTextbooks will be developed by project staff in January and will be used to measure the quality of the iTTextbook Units. LHS, ITSCO, and ITIP are will share materials and lessons learned from this project.
Spending Reduction in the five fiscal years, but it will build the capacity of the staff and a system to replicate in future years. 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 customizability of 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. Students will now be able to learn with the digital tools and resources demanded by the modern economy and will leverage the experience and expertise of our educators. Further, the district will be able to update and modify iTextBooks quickly as the demand changes and as new learning standards and assessments are introduced. No longer will the district need to wait 7 years before updating textbooks. 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. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

* Student Achievement

* Spending Reduction in the five-year fiscal forecast

2014-2015: Lancaster High School uses 15 iTextbooks and does not purchase Social Studies or Health textbooks, saving $225,000 in textbook expenditures 2015-16: Lancaster High School uses 15 iTextbooks and does not purchase textbooks for Personal Finance, Foods, and Agriculture saving $125,000 in textbook expenditures (for a two year total savings of $350,000). 2016-2017: Lancaster High School uses 15 iTextbooks and does not purchase textbooks for Science or Foreign Language saving $350,000 in textbook expenditures (for a three year total savings of $700,000) Other anticipated outcomes: Teachers will gain new pedagogical practices that incorporate 21st century skills into classroom practices. Teachers will increase their confidence in creating using iBooks Author to create iTextBooks. Lancaster High School staff will perceive the support activities (including professional development and the online iBooks course) as effective and valuable. Teachers serving as vettors will perceive the iTextbook units as engaging and effective learning materials. iTextbooks will be high-quality according to the Rubric for High-Quality iTextBooks.
25. Is this project able to be replicated in other districts in Ohio?

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

* Explain your response

We will create a process for the creation of high-quality iTextBooks. This process will include best practices in the creation of iTextBooks, guidelines for creating learning materials, alignment to content standards, professional development, and correct use of and compliance with copyright laws. Any school in Ohio or around the world could learn from the model we create. These guidelines and best practices will be published on the school district website and freely available to anyone. Anyone may contract with ITSCO Ohio to use their professional development module or for other program assistance. The team from ITSCO and LHS will present their project at statewide and national conferences and workshops if the proposal is accepted. In addition, the district hosts a free professional development day in October every year, last year called TechToberFest. This day is open to any educator in Ohio to come and learn from our best practices in educational technology or to share their best practices. Last year nearly 500 educators attended this free PD day. This is another venue for the district to share about its project and to provide an avenue for others to learn from our project. LHS, ITSCO, and ITIP are will share materials and lessons learned from this project through a shared blog. Any school around the world can participate in the blog and learn from our experiences.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tr>
<td>Amy</td>
<td>Palermo</td>
<td>6148954738</td>
<td><a href="mailto:amy@itsco.org">amy@itsco.org</a></td>
<td>Instructional Technology Services of Central Ohio (ITSCO)</td>
<td></td>
<td>1900 E. Dublin Granville Road, Suite 108A, Columbus, Ohio, 43229</td>
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<tr>
<td>Dan</td>
<td>Montgomery</td>
<td>7406533193</td>
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<td>Fairfield County ESC</td>
<td>046839</td>
<td>955 Liberty Dr, Lancaster, OH, 43130</td>
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<td>Betsy</td>
<td>Hood</td>
<td>9377460727</td>
<td><a href="mailto:bhood@eastwoodschools.org">bhood@eastwoodschools.org</a></td>
<td>Instructional Technology Integration Partnership of Ohio (ITIP Ohio)</td>
<td></td>
<td>150 East Sixth Street, , Franklin, Ohio, 45005</td>
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<td>Donna</td>
<td>McCance</td>
<td>Director of Student Services</td>
<td>Donna will serve as a member of the Executive Planning Team and will be responsible for ensuring that all materials related to this project meet the needs of all learners, especially those with special needs. She is primarily responsible for special education services to students in Lancaster City Schools.</td>
<td>Donna has been the Director of Student Services in the Lancaster City School District for the past 6 years. Prior to that she served as an elementary principal in the district.</td>
<td>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.</td>
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<td>Shane</td>
<td>Spicer</td>
<td>Consultant at ITSCO</td>
<td>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.</td>
<td>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.</td>
<td>Shane's work as a textbook product manager in his previous job suits him well for his responsibilities with this project.</td>
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<td>Kevin</td>
<td>Snyder</td>
<td>Director of Educational Technology Services</td>
<td>Kevin will be responsible for overseeing this project and will be a member of the Executive Planning Team. Kevin will also serve as the project lead for ensuring that key milestones are met throughout the project.</td>
<td>Kevin Snyder is the Director of Educational Technology Services for the school district. He is the district administrator in charge of this project and has over 14 years of experience as a Director of Educational Technology. Kevin holds a Bachelor's Degree in Secondary Education from the University of Akron, a Master's Degree in Computer and Technology Education from Ohio University, a Principal's License from Muskingum University, and is currently completing his Superintendent’s License from Muskingum University.</td>
<td>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.</td>
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<td>Shannon</td>
<td>Burke</td>
<td>Secondary Curriculum Coordinator</td>
<td>Shannon will be responsible for checking the iTextBook Author work to ensure alignment to the district curriculum pacing guides and Ohio's New Learning Standards.</td>
<td>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.</td>
<td>Shannon previously worked for an online school and is familiar with digital learning tools. In addition, her work as a curriculum coordinator with the Fairfield County Educational Service Center puts her in a good position to make sure our iTextBooks meet with</td>
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<td>Shannon</td>
<td>Member of Executive Planning Team</td>
<td>Shannon will be a member of the Executive Planning Team. Ohio’s New Learning Standards. Shannon is also primarily responsible for planning Lancaster’s implementation of the Next Generation of Assessments and her insight will be valuable in making sure our digital resources are in alignment with the new assessments.</td>
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<td>Nathan</td>
<td>Assistant Principal</td>
<td>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. He will be a member of the Executive Planning Team. Nathan has been instrumental in the success of the 1:1 iPad program. He has been the Assistant Principal at LHS for the past 5 years and is in charge of all curriculum and instruction for the school. Nathan’s work in implementing the high school iPad 1:1 program will ensure that the new iTextbooks are useful and relevant to students.</td>
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<td>Amy</td>
<td>Executive Director of ITSCO</td>
<td>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.</td>
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