

Budget

Morgan Local (048777) - Morgan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (104)

U.S.A.S. Fund #: 466

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	239,440.00	257,857.00	0.00	0.00	497,297.00
Governance/Admin		0.00	0.00	56,350.00	0.00	0.00	0.00	56,350.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	295,790.00	257,857.00	0.00	0.00	553,647.00
							Adjusted Allocation	0.00
							Remaining	-553,647.00

Application

Morgan Local (048777) - Morgan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (104)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Creating Teacher Authored Digital Multimedia Textbooks

2. Project Summary: Please limit your responses to no more than three sentences.
Our goal will be to create Teacher Authored Digital Textbooks with up-to-date multimedia content to be placed directly in student hands on d
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year					
Education	Pre-K Special	K	225 1	219 2	209 3
	211 4	239 5	197 6	237 7	215 8
	228 9	226 10	216 11	213 12	

Year 1					
Education	Pre-K Special	K	225 1	219 2	209 3
	211 4	239 5	197 6	237 7	215 8
	228 9	226 10	216 11	213 12	

Year 2					
Education	Pre-K Special	K	225 1	219 2	209 3
	211 4	239 5	197 6	237 7	215 8
	228 9	226 10	216 11	213 12	

Year 3					
Education	Pre-K Special	K	225 1	219 2	209 3
	211 4	239 5	197 6	237 7	215 8
	228 9	226 10	216 11	213 12	

Year 4					
Education	Pre-K Special	K	225 1	219 2	209 3
	211 4	239 5	197 6	237 7	215 8
	228 9	226 10	216 11	213 12	

Year 5					
Education	215 Pre-K Special	K	225 1	219 2	209 3
	211 4	239 5	197 6	237 7	215 8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

Additional new students who move in and new classes as students move up to the next grade in each of the five years will be impacted by this proposal.

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

First and last name of contact for lead applicant

Howard Troutner

Organizational name of lead applicant

Morgan Local Schools

Address of lead applicant

65 West Union Avenue, PO Box 509, McConnelsville, Ohio 43756C

Phone Number of lead applicant

740-962-2377

Email Address of lead applicant

mc-troutnerh@seovec.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

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

a. The current state or problem to be solved; and

The Internet has become the virtual digital global library of information. Teachers need to find better ways to bring the engaging and rich sources of the Internet into their classrooms, making it accessible to the student, and for the teacher to use to make their instruction more alive and meaningful. Teacher's need a mechanism for curating instructional materials, aligned with the State Standards for their content area, and synchronizing it to their own instructional sequence, keeping it up-to-date. Traditional textbooks cannot accomplish this goal. School districts spend a great deal of money on textbook replacement cycles. Traditional textbooks are quite expensive, ranging from \$50 to nearly \$200 per copy. Traditional textbooks simply are not designed to be reservoirs of the vast range of information found on the Internet and they cannot keep up with the changing State Standards, the content on State Tests, and the needs teachers have for up-to-date instructional content. Ohio's State Standards for Social Studies and Science are not Common Core Standards, they are Ohio's own. This means that there is no nationally available textbook to meet Ohio's needs. This precipitates the need for local development of textbooks for our students. We believe the problems stated above can be solved by not purchasing traditional textbooks, and instead begin to use textbook authoring software. Teachers can use this software to create their own digital textbooks that will serve as the instruction material reservoir they need. This system will collect, store, and align content to the teacher's own instructional sequencing and make it readily accessible to their students. We believe the money saved by not purchasing traditional textbooks can easily fund a textbook authoring project that will continue to create savings into the future as more teachers begin to author their own digital textbooks.

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

Morgan needs to replace two 1,970 book series in Science and Social Studies for grades 1-12 and Crooksville needs to replace two 1,093 textbook Science and Social Studies series. This totals over 6,000 books. If these textbooks are not purchased, together the two districts will save \$517,647 in textbook costs. In addition, each district spends about \$18,000 each for a total of \$36,000 in instructional materials cost for a total of \$553,647. Instead of purchasing these two series of new textbooks, and the accompanying instructional materials cost, we will utilize textbook authoring software and develop our own digital textbooks complete with related digital multimedia (video, documents, pictures, and sound recordings) found on the Internet. These digital textbooks will be the reservoir of text, multimedia, and instructional resources accessible to all students on an iPad, Chromebook, laptop, cell phone, or desktop computer. The content will be aligned with Ohio Standards for the course, and sequenced to fit the teachers' curriculum and teaching styles. The major advantages of this approach are: ? Student achievement will be improved because the richest and most engaging text and multimedia instructional resources will be collected in one easily accessible spot for student and teacher use. ? Closing gaps and differentiation of instruction will be more effective because the wide range of rigor available in the collected resources can be directed to the needs of the individual student. ? The resources in the digital textbook will be continually updated. ? Teacher authored digital textbooks will save money because the need to regularly purchase textbooks will be eliminated. ? Our digital textbooks for Social Studies and Science will be aligned with Ohio State Standards. ? The authoring process requires collaboration of teachers across District boundaries. This gives isolated Appalachian teachers the opportunity to work together. In both school districts there is typically one teacher per subject area in each grade level. ? The digital textbook offers real 21st Century blended learning opportunities for our students. We will employ the best Science and Social Studies teachers available in the two school districts to author the digital textbooks. The teachers will be paid their normal per-diem during January through May for 16 days, and Through June to August for approximately 30 days. The first week will be spent in Professional Development learning how to use the authoring software and how to curate instructional resources that will be used in the digital textbook. Since we are creating 12 digital Science books and 12 digital Social Studies books, One teacher will be assigned to each book, this will require 24 teachers for the two series. There will be 4 teams of three teachers working in adjacent grade levels (1-3; 4-6; 7-9; 10-12) for each series. The cost to employ 24 teachers for this project will be approximately \$223,440 Our Technology Director, Jim Johnson, Ph.D., will provide the professional development. Dr. Johnson wrote his dissertation on Textbook Authoring and is considered an expert in this field. Dr. Johnson will research the available textbook authoring software and select the software that provides the most robust facility to insert links to outside resources connecting them to the text narrative of the book. The software selected will also be easy for teachers to learn. The software titles and digital resources used in this project will be shared with other school districts for replication. Since teacher-authored digital textbooks are a relatively unexplored field, we propose to experiment with different authoring programs to determine which is the most robust and easiest to use. Comparing these programs will allow school districts to pick ones that suit their needs best, since authoring software is the major component of creating a digital textbook.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Teacher Authored Digital Multimedia Textbooks will improve student achievement because: . ? Student achievement will be improved because the richest and most engaging text and multimedia instructional resources will be collected in one easily accessible spot for student and teacher use. ? Closing gaps and differentiation of instruction will be more effective because the wide range of rigor available in the collected resources can be directed to the needs of the individual student. ? The resources in the digital textbook will be continually updated. ? Teacher authored digital textbooks will save money because the need to regularly purchase textbooks will be eliminated. ? Our digital textbooks for Social Studies and Science will be aligned with Ohio State Standards. ? The authoring process requires collaboration of teachers across district boundaries. This gives isolated Appalachian teachers the opportunity to work together to improve their teaching technique. ? The digital textbook offers real 21st Century blended learning opportunities for our students. ? Formative assessment checks will be included in the digital textbooks. These will be frequent and increase student feedback and performance benchmarks.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Teacher Authored Digital Multimedia Textbooks will: ? Provide richer, more current content. ? Provide 21st Century teaching and learning, blended learning, and flipped classroom opportunities ? Be aligned to State Standards in Social Studies and Science ? Increase access to technology and quality content ? Provide higher levels of student engagement and learning ? Provide teacher collaboration across district boundaries within our partnership and improve instructional practice through collaboration. ? Strengthen district partnerships

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

There is little research on teacher authored digital textbooks at the K-12 level. Most research has been on teacher authored college textbooks or the digital textbooks produced by book companies. We are proposing to develop textbooks designed by teachers working together in teams at their grade and content area. Teachers will produce digital textbooks that contain the text and Internet links to multimedia they need to replace a traditional textbook and store the digital Internet resources they need to reinforce the text. This will require new skills of curating instructional materials and organizing them for easy access by students in a textbook like format familiar to students. Teachers will need to learn how to use textbook authoring software to create digital textbooks. Since this is a relatively new field, we will pilot several authoring platforms such as Apple iBook Authoring and Kindle Textbook Creator and analyze the advantages of the chosen platforms. ? During this past year several teachers, who will be on the authoring teams, have experimented with collecting digital resources for use in their classrooms. This project will expand upon that work by training teachers to organize digital multimedia and text resources into a digital textbook. ? Both districts are using similar programs for classroom instruction and professional development. This will facilitate teachers working together in teams from both districts.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or

may not result in change).

? Our primary measure of success will be the completion of 12 grade level Science digital textbooks and 12 grade level Social Studies digital textbooks. ? Twenty-four teachers working in 4 three-teacher teams (1-3; 4-6; 7-9; 10-12) in the two content areas will be able to complete the authoring task over a 7 month period working a total of 46 days. ? A survey of teachers who use the digital textbooks will show the rigor, the range of content difficulty, and that the ease of access far exceeds their previous textbooks and the availability of instructional resources. ? A student experience survey will show greater student engagement and satisfaction with the digital textbooks than their previous experience with textbooks and instructional materials.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

? 2014-2015 baseline State Test scores % Proficient or above Crooksville Morgan Grade 5 Science 37 54.7 Grade 8 Science 55.1 50.4 HS Physical Science 52.9 Grade 4 Soc. St. 46.1 71 Grade 6 Soc. St. 51.8 52.8 HS American Government 58.2 62.9 HS American History 41.6 78 ? Closing the student Achievement Gap between subgroups as recorded on the State Report Card. ? Improved scores on the Informational text section of the AIR ELA State Assessment

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

? If it appears that we cannot reach our goal of producing 12 textbooks in both Science and Social Studies in the projected time frame, we can do one or more of the following: o Lengthen the authoring time line o Reduce the grade level to grades 3-12 or 3-8 o Produce just one series; either just Science or just Social Studies.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

? In this first step of phasing out the replacement cycle of both the Science and Social Studies series and accompanying Instructional resources, we will save \$553,647. The next two purchasing cycles will phase out Math and Language Arts for a similar savings. ? In the next 5 to 10 years, by redirecting the text book budget to pay teachers to author their own books, significant savings will be redirected back into classroom resources. ? Once a cohort of teachers is trained in curating instructional materials and assembling them in digital multimedia textbooks, our professional development funding will be reduced by using the train- the-trainer process to author additional textbook series as we eliminate additional textbook cycles. Based on the budget in this proposal, each text book cycle the two districts eliminate will save approximately \$250,000.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

? The transition from traditional textbooks to teacher produced digital textbooks will save the two districts money. ? Digital resources and authoring platforms will be available free or at an affordable cost. ? The publishing software will continue to be available and affordable. ? Professional development costs will be reduced due to the partnership efforts between the two districts.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

? Teachers in both districts have been working in isolation to create digital resources that supplement the present aged textbooks and meet the content gap in Science and Social Studies. ? The two districts have been in a partnership for the past 6 years in the Rural Ohio College High School (ROCHS) where shared instructors teach dual enrollment courses using Polycoms. The partnership has fostered collaboration between teachers and generated great trust and cooperation on which the partnership for this textbook authoring project is based. ? During this past year several teachers, who will be on the authoring teams, have experimented with collecting digital resources for use in their classrooms. This project will expand upon that work by training teachers to organize digital multimedia and text resources into a digital textbook. ? Both districts are using similar programs for classroom instruction and professional development. This will facilitate teachers working together in teams from both districts.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

By not continuing to purchase traditional textbooks we will save \$553,647 that can be used to create our own digital multimedia textbooks. During the first year we will use all of these savings to implement and complete the authoring process and to purchase the needed technology upgrades and student digital learning devices. We will show that during the sustainability years the \$36,000 savings in instruction supplies will more that offset the \$5,000 cost of maintaining the program, The remaining savings will be redirected back into the classroom. We show in this proposal that the amount of redirected funds will be approximately \$30,000. In addition, in coming years for each textbook series not purchased and authored by teachers instead, a savings of \$250,000 can be realized.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

We will monitor the Grant budget expenditures monthly and review their effect on the FIT during the period of this grant. Any deviations will be review for adjustments.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

? If it appears that we cannot reach our goal of producing 12 textbooks in both Science and Social Studies in the projected time frame, we can do one or more of the following: o Lengthen the authoring time line o Reduce the grade level to grades 3-12 or 3-8 o Produce just one series; either Science or Social Studies.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

By not continuing to purchase traditional textbooks we will save a tremendous amount of money that can be used to create our own digital multimedia textbooks. We will show in this proposal that the authoring process will only use a portion of these savings. The remaining savings will be redirected back into the classroom. We show in this proposal that the amount of redirected fund will be approximately \$30,000 during each year of sustainability.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

The ability to stay within the constraints of our proposed budget. We have accurately projected the costs of the authoring process.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

This is totally new territory. We are testing the theory that teachers can produce their own digital multimedia testbooks and that they will be a more effective learning resource than traditional textbooks. We are also testing that this can be done more efficiently and economically.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

The current State Report Card lists Morgan's percentage spent on classroom instruction at 63.3% and Crooksville's at 67.3%. This project will redirect more funds to the classroom. We project that during the sustainability years, this project will redirect \$30,000 to the classrooms in this partnership.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

? Student achievement will be improved because the richest and most engaging text and multimedia instructional resources will be collected in one easily accessible spot for student and teacher use. ? Closing gaps and differentiation of instruction will be more effective because the wide range of rigor available in the collected resources can be directed to the needs of the individual student. ? The resources in the digital textbook will be continually updated. ? Teacher authored digital textbooks will save money because the need to regularly purchase textbooks will be eliminated. ? Our digital textbooks for Social Studies and Science will be aligned with Ohio State Standards. ? The authoring process requires collaboration of teachers across district boundaries. This gives isolated Appalachian teachers the opportunity to work together to improve their teaching technique. ? The digital textbook offers real 21st Century blended learning opportunities for our students. ? Formative assessment checks will be included in the digital textbooks. These will be frequent and increase student feedback and performance benchmarks.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

? Scale down the number of grade levels and subjects covered o Do grades 3-12 or 3-8 instead of 1-12 o Prioritize greatest needs of subject and grade level ? Lengthen the authoring timeline.

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents 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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

553,647.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

Instead of purchasing new Science and Social Studies textbooks, and the accompanying instructional materials cost, we will utilize textbook authoring software and develop our own digital textbooks complete with related digital multimedia (video, documents, pictures, and sound recordings) found on the Internet. The cost savings in our partnership are the following: Morgan \$355,995, and Crooksville \$197,652 for a total of \$553,647. We will employ 24 teachers at their normal per-diem over a 7 month period for a total of 46 days to author the Science and Social Studies series. The total cost will be \$223,440 We will employ a.5 FTE Project Manager over a 18 month period for \$56,350 Four consultants will work 10 days each providing professional development training in curating and training in the authoring software for a cost of \$16,000 Authoring software will cost \$25,000 Technology upgrade and student learning digital devices cost \$182,857 Digital instructional resources for inclusion in the textbooks cost \$50,000 Total cost: \$553,647

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

5,000.00 a. Sustainability Year 1

5,000.00 b. Sustainability Year 2

5,000.00 c. Sustainability Year 3

5,000.00 d. Sustainability Year 4

5,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

Sustainability costs will be minor. We will employ the train-the-trainer method using the 24 teachers who participated in the authoring process during this program's implementation period to train new teachers who come on staff during coming years. Virtually all of this training will occur during collaboration time. We project that cost to be \$5,000 each year.

93.50 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Currently the two districts in this partnership spend a total of \$36,000 each year for instructional materials to supplement their current textbooks

and their instructional needs. Since the digital multimedia textbooks we are creating will have all of these additional instructional included, there will be no need to continue this expenditure. Therefore we will realize a savings during each sustainable year of Sending reductions equal \$553,647

6.50 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

The reallocated funds are the savings from not spending \$36,000 for instructional resources, minus \$5,000 for sustainability costs equals \$31,000 redirected to the classroom.

D) IMPLEMENTATION

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

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

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range January

b. Scope of activities - include all specific completion benchmarks.

Planning for this program was completed during the writing of this grant. We will follow the plan as outlined in this proposal, making adjustments as we experience unexpected barriers or problems.

22. Implementation (grant funded start-up activities)

a. Date Range January to August

b. Scope of activities - include all specific completion benchmarks

? Second Week in January: The 24 teachers are identified and the 8 authoring teams are established: One teacher assigned to each of the 24 books to be authored and assigned to one of the following grade level writing teams: (1-3; 4-6; 7-9; 10-12). ? Remainder of January: Four days of after-school professional development are scheduled for curation training and orientation to the Authoring Software. ? February through May: 16 four-hour after-school work sessions are scheduled to begin the curation process of collecting and storing Internet sites to be used in the digital text book. Text writing will begin and content will be sequenced into chapters for the book. Add curation information. ? May through August: Thirty (30) full-day authoring sessions are scheduled. Professional Development will continue as the four consultants monitor the authoring team progress and provide needed additional training. ? Basic orientation to the authoring process and training in the curation process will be accomplished in the first two weeks of January. ? The authoring process will begin in February and continue through August. ? All 24 digital textbooks will be completed by the time school begins in late August.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range September 2014-June 2022

b. Scope of activities - include all specific completion benchmarks

We plan to have all of the textbooks completed by September 2015. Since these digital textbooks will be living documents, teachers will continue to collect new and additional multimedia material to add for their own use. At the end of each year, one day will be spent with all teachers who use that text to get together and update the digital book with the new material they have collected. The "master" book with new material will be saved from additional changes until the next year's revision, even though individual teachers may add new material to their copy (the one they are using with their students) until the next year's revision. This will become an institutional procedure. Results from their annual evaluation of this program will be used to modify our practices.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

? Students will experience: o Robust learning experiences with high quality instruction o Highly aligned Social Studies and Science curriculum materials o A digitally-rich learning environment o An opportunity to curate and contribute to their own classroom digital resources o High-levels of engagement ? Teacher will experience: o Opportunities for Professional Growth through collaboration that eliminates teachers working in isolation in their respective Appalachian districts o Access to current technology devices o Access to current content curated by partnership teachers o Collaborative efforts with our two-district partnership, eliminating the district divide o Opportunity to become authors of their own digital textbooks ? Districts will experience: o Cost savings o Shared efforts o High-levels of collaboration o Partnership

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. James (Jim) Johnson is the Director of Information and Educational Technology in the Morgan Local School District. He received his Bachelor of Science in Computer Science with a Secondary Education certification from Muskingum University. He also holds a Master of Education degree from Ohio University in Curriculum and Instruction with an Education Technology specialty. Jim completed his Ph.D. at Indiana State University in Curriculum and Instruction with an Education Technology specialty. Jim has worked as a director of technology at the K-12 and university levels for many years and has taught undergraduate and graduate courses as an adjunct professor for several universities. His research interests include the use of social media in education, open source software, the use of mobile technology in education, digital textbooks usage in education, and teacher education. He also operates his own business, JohnsonTech Computer Services.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

The Evaluation Plan for this project will address the impact and effectiveness for the three major participants; students, teachers and school districts, and parents. Evaluation of students 1. We will examine technology efficacy at the beginning and end of each school year to see if using digital resources helped increase student technology skills and comfort of use levels through a survey. 2. We will also track the levels of usage and frequency of the digital resources by individual courses/grade level and also with parent usage at home (see parent survey information below) with an end of semester/year survey. 3. Student test scores and course grades/proficiency levels from locally created formative and summative assessments will be tracked as well as scores from state testing and the school district report card data which will be used in measuring student achievement and closing the gap. This data will be gathered from student report card reports quarterly and annually. 4. We will conduct a preference survey at the beginning and end of each school year with students by course/grade level to examine how they interacted with the digital textbooks and resources. This data may explain the levels of usage and comfort levels in using digital textbooks and resources. We will cross-reference this will test data and the efficacy data. Teachers and District ? Teachers will complete professional development course feedback for each training session they attend to help address any future training needed and the effectiveness of the courses they complete. ? The teachers will also complete the same technology efficacy survey their students will take. This will provide data as to possible student outcomes based on the teacher they take the course from each semester/year. ? Teachers who utilize the digital textbooks and resources will be surveyed as to their opinion of these new materials. A survey will seek to determine the level of effectiveness in the subject matter taught, how well the standards were met, feedback opportunity for material improvements, and future project directions. Parents ? The districts will survey parents as to frequency of use of the new digital textbooks and resources at home that may help explain student achievement levels. We will also gather parent feedback on their opinion on the digital textbooks and resources in the same survey. This will have similar items from the student preference survey. Home to school connections have been shown as very important for continuing student support (Martin &Hagan-Burke, 2002). Methods of Analysis The data collected will be analyzed using frequencies, crosstabs and factorial analysis of variance (ANOVA). Variables which will be used for the study include test scores (local and state), gender, course or grade level, text preference opinions, socio-economic status, and computer efficacy. A factorial ANOVA will be used to test differences between the variables. Crosstabs of the demographic information of student data will used to summarize participants' opinions and perceptions as well as achievement using digital textbooks and resources. We will be looking for effectiveness of this new curriculum delivery method and help determine future plans for more subject areas to develop digital resources in for students. We will report the results annually for publication and sharing. Sharing of Information We will be publishing our results through various methods including our district web sites, social media, education conferences, journal submissions, and training sessions with other educators. All reports, presentations, surveys, and other materials will be available for viewing and download.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others.

Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

This project is designed to be teacher-centered as a grass-roots effort to deliver high-quality curriculum resources to students at multiple grade levels. Since this project is subject-based, it could be expanded to other subject and grade levels as needed. We will learn how much actual time versus planned time it will take to curate the text and resources to adequately cover the standards we want to teach. This project will record the timeline of material delivery, actual cost of development time, student achievement results, and lessons learned to share with other districts. We will also share out the unique make-up of our Appalachian students and how they interacted with the digital textbooks and resources. The data collected as well as teacher experiences in writing and teaching with digital textbooks will be shared at education conferences both state-wide and nationally such as e-Tech Ohio, Ohio School Boards Association (OSBA), Association for Supervision and Curriculum Development, (ASCD), and prepared for journal and/or trade publication in curriculum and development such as Mid-Western Educational Research Association (MWER) and Journal of Curriculum and Instruction (JCI). Because developing teacher-centered textbooks is still a new concept, there will be great interest in the outcomes of the project. Both districts in the partnerships will be interested in replicating this methodology in other subjects when replacing paper textbooks.

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

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree: Howard Troutner Morgan Director of School Improvement

Sections ▶

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Morgan Local (048777) - Morgan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Alea	Barker	740-982-7040	alea.barker@crooksville.k12.oh.us	Crooksville Exempted Village	045351	4065 School Drive, Crooksville, OH, 43731-1013	

Implementation Team

Morgan Local (048777) - Morgan County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Dr. Jim	Johnson	Director of Information and Educational Technology	Dr. James (Jim) Johnson is the Director of Information and Educational Technology in the Morgan Local School District. He received his Bachelor of Science in Computer Science with a Secondary Education certification from Muskingum University. He also holds a Master of Education degree from Ohio University in Curriculum and Instruction with an Education Technology specialty. Jim completed his Ph.D. at Indiana State University in Curriculum and Instruction with an Education Technology specialty. Jim has worked as a director of technology at the K-12 and university levels for many years and has taught undergraduate and graduate courses as an adjunct professor for several universities. His research interests include the use of social media in education, open source software, the use of mobile technology in education, digital textbooks usage in education, and teacher education. He also operates his own business, JohnsonTech Computer Services. Dr. Johnson will provide the Textbook Authoring Training. He will also lead the research on the Textbook authoring platform evaluation.	{see above}	(See Above)	See Above	20	
Amanda	Pierce	Instructional Coach and Professional Development Coordinator (PDC)	Professional Development and assistance in Curating the Internet instructional resources and assisting with the authoring process.	PDC and Curator for the OAC, skilled in technology integration, formative instructional practices, assessment literacy, college and career readiness. OTES trained, professional	OAC Curator training, organized and delivered multiple professional developments for district and Ohio Appalachia Collaborative	MA of Arts in Education , Administrative License K-12	20	

				development design and delivery				
Maryanne	Headley	Dean of Instruction	Program Planning and Professional Development and assistance in Curating the Internet instructional resources and assisting with the authoring process.	Masters Degree in Curriculum and Instruction My areas of expertise are in Curriculum, and Gifted. I have a high level of skill in technology applications as well.	Provide High Quality Professional Development as part of my duties at Crooksville. I have experience working at Marietta College as an adjunct professor in the education department as well as consulting with the ODE on several curriculum and testing projects.	Masters Degree in Curriculum and Instruction; Masters Degree in Educational Administration	10	
Howard	Troutner	Director of School Improvement)Program Planning and Project Administrator	Trained Grant Writer, Grants Administrator, and Grant Evaluator	School Principal, Central Office Administrator, Executive Director of A School Administrator Professional Association, College Grant Instructor	: Masters Degree in School Administration, Training from the Grantsmanship Center and Research Associates	50	
Susan	Troutner	Assistant Superintendent for Curriculum	Program Planning and Professional Development	Masters Degree in Educational Leadership I have 29 years of experience in education, as a teacher, principal, and curriculum director. I currently am responsible for K-12 curriculum and instruction, Title Federal grant programs, testing coordination and the human resources department. My areas of expertise are in curriculum, instructional coaching and professional development.	As a principal and curriculum director I have written grants and directed innovative programs for the District. I have been a professional development provider for the District for 25 years. I am a credentialed evaluator and have six years of experience as a curriculum director.	Masters Degree in Educational Leadership, Ohio University, 1995	10	
Alea	Barker	Director of Curriculum and Instruction	Program Planning and Professional Development	Masters Degree in Curriculum and Instruction My areas of expertise are in Curriculum, Grant Writing, Innovative Programs and Professional Development.	Provide High Quality Professional Development to all staff K-12, oversee all district grants, consult with Battelle for Kids regarding implementation of	Masters Degree in Curriculum and Instruction; Masters Degree in Educational Administration; Superintendent License	10	

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Appalachian
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