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<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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<td>168,000.00</td>
<td>70,089.00</td>
<td>939,446.00</td>
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</tr>
</tbody>
</table>

Adjusted Allocation | 0.00 |
Remaining | -939,446.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Enhancing Student Achievement through Curriculum Digitization

2. Project Tweet: Please limit your responses to 140 characters.
The project will increase student achievement, improve access to pathways for in-demand jobs, and reduce textbook costs for CC+ students.
This is an ultra-concise introduction to the project.

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 using the 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.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 K</td>
</tr>
<tr>
<td>Year 1</td>
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<tr>
<td></td>
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<td>Year 2</td>
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<td>Year 3</td>
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<td>0 9</td>
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<tr>
<td>Year 4</td>
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<td>0 9</td>
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<tr>
<td>Year 5</td>
<td>0 4</td>
</tr>
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<td></td>
<td>0 9</td>
</tr>
</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

This project will have a growing impact on College Credit Plus and college-level students. The matrix above shows the impact on high school students, who are the main focus. Scale-up will occur as follows: Year 1. Coursework will be offered in South-Western City Schools and Westerville City Schools. Year 2. Coursework will be offered to interested College Credit Plus students in schools across Ohio. Also, college students attending Columbus State will have the opportunity to take the digitized courses, adding over 350 students per year in six digitized general education courses, two Health Information Management Technology courses, and two Medical Laboratory courses. Year 3: The project coursework will have an increasing student base as the health pathways are established in high schools across Ohio, and additional students enroll in College Credit Plus coursework. Years 4 and 5: The project operates at scale with enrollment increases to 4,500 then 7,500 students.

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

First and last name of contact for lead applicant
Katie O'Shea

Organizational name of lead applicant
Columbus State Community College

Address of lead applicant
550 East Spring Street, Columbus, Ohio 43215

Phone Number of lead applicant
614-287-2045

Email Address of lead applicant
koshea1@cscc.edu

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

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

Student access to pathway-driven coursework in support of high-demand jobs in central Ohio is limited. Challenges in access stem from a lack of credentialed teachers in the high schools, as well as from small pockets of students interested in coursework but spread across various schools and districts in such a way that using college faculty to deliver the courses is inefficient or unaffordable. These challenges often result in students having only one or two pathways to choose from, or pathway choices which are not directly tied to in-demand jobs in central Ohio. Additionally, districts must absorb college textbook costs for College Credit Plus students. This presents an ongoing affordability challenge as the region’s goal is to continuously increase the number of College Credit Plus students. Once these College Credit Plus students transition to college, the financial burden becomes a barrier. Students fail to purchase textbooks due to the expense, and their learning suffers.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

To increase student access to multiple relevant pathway choices, improve textbook affordability, and increase student achievement, Columbus State proposes to digitize coursework for 10 courses which are required courses in multiple pathways for in-demand jobs. The pathways include Health Information Management Technology and Medical Laboratory Technology, and select general education courses which are gateway courses in a variety of other high-demand pathways. Columbus State proposes that the courses be digitized to make use of the Apple Learning Environment to maximize the opportunities for engagement and learning while minimizing textbook costs. Columbus State is nearing completion on a small-scale pilot with a cohort of students to assess implications and costs of delivering digitized course content deployed via iPads. Courses in the pilot were digitized using the Apple Learning Environment, including iPad apps, iBooks, iTunesU, and custom-developed learning items with a focus on interactive, mastery-based learning with built-in formative assessment. Preliminary results have shown an increase in student engagement and course participation. Final achievement results are not available yet as the semester is still in progress, but faculty believe scores will be equal-to-or-better-than those earned in traditional courses. We propose to use this same course digitization approach for the pathway-based courses included in this Straight A effort. The course content will take advantage of the Apple ecosystem, including iBooks, apps, and iTunesU, as well as learning items that faculty create themselves or curate elsewhere. Making use of the Apple Learning Environment allows for digitizing courses more quickly by making use of existing digital, interactive content that meets the necessary rigor for college coursework. Faculty will develop a digital course curriculum which engages the student in learning to maximize student achievement. Students will learn through instruction, demonstration, practice, and opportunities for creation and synthesis. Faculty will select from a growing number of iBooks and Open Education Resource (OER) textbooks whenever possible, or develop the curriculum in such a way that the digitized course does not require a textbook. In some courses there are industry-standard books that cannot be eliminated because they are job-relevant and no reasonable alternative exists (e.g. ICD-10 PCS medical coding book produced by the American Medical Association). In these cases, we may not be able to fully eliminate textbook costs but we believe we can significantly reduce the costs in most courses. The digital courses which result from this effort can be delivered to College Credit Plus students in a number of different modes-as distance courses delivered by Columbus State faculty, as face-to-face courses by credentialed high school teachers, or in a “facilitated model” approved by the Ohio Department of Higher Education. The variety of delivery options means that students who would not previously have access to the courses and pathways could now have the opportunity to pursue Health Information Management Technology, Medical Laboratory Technology, and a variety of other pathways through digitized general education courses. The project proposes to partner with Westerville City Schools and South-Western City Schools for piloting digitized course content on iPads. The resulting feedback will drive course refinement. Upon completion of the course digitization, the courses will then be made available to high school students state-wide through Columbus State’s College Credit Plus offerings.

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 process. - (Check all that apply)

<table>
<thead>
<tr>
<th>a. Student achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. List the desired outcomes.</td>
</tr>
<tr>
<td>Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.</td>
</tr>
<tr>
<td>CSCC and Apple Education have explored the educational technologies of the Apple Learning Environment. The iPad provides access to new forms of teaching and learning materials in a single portable device for student use, anytime and anywhere. The goal of the Straight A project is to increase student achievement and reduce textbook costs for high school students enrolled in College Credit Plus, while expanding student opportunity and access to college and career pathways for high-demand jobs. The project has four objectives. 1.To increase student success (grades A, B, or C) in College Credit Plus courses through highly engaging digital course content. 2.To decrease average textbook costs in digitized College Credit Plus courses. 3.To increase student access to entry-level college courses which are required courses in a number of in-demand career pathways. 4.To increase student enrollments in College Credit Plus courses due to availability of expanded pathway course access.</td>
</tr>
</tbody>
</table>

| 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. |
| The project assumes the following: Assumption: Student success within a course will increase. Students will be more academically successful in courses with iBooks than in courses with traditional print books. Assumption: Student engagement will increase as measured by class participation and timely homework submission. Assumption: Textbook costs will decrease. iBooks and iPads can be deployed for student efficiently and effectively to reduce costs below the traditional print textbooks. Assumption: Student enrollments in these in-demand pathway courses will increase. |

| iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature. |
| As previously mentioned, Columbus State is nearing completion on a small-scale pilot with a cohort of students to assess implications and costs of delivering digitized course content deployed via iPads. Courses in the pilot were digitized using the Apple Learning Environment, including iPad apps, iBooks, iTunesU, and custom-developed learning items with a focus on interactive, mastery-based learning with built-in formative assessment. Preliminary results have shown an increase in student engagement and course participation. Final achievement results are not available yet as the semester is still in progress, but faculty believe scores will be equal-to-or-better-than traditional courses. The success of the proof of concept and the use of digital learning to increase engagement is well supported in educational research. Technology is ingrained in education, and its role continues to expand. Students have adapted to this trend, and their learning styles now require educational institutions to teach them in new, innovative ways. For many students, the traditional lecture format has become ineffective. They are more successful in interactive educational settings that allow for discovery, exploration, and feedback (Farell and Hurt, 2014). More specifically, mobile technology is now the primary vehicle for accessing information virtually. As of January 2014, 90% of American adults own a cell phone, 32% own an e-reader, and 42% own a tablet computer (Pew, 2014). Despite this, higher education trends in adopting tools and pedagogy that address this emerging outlook on learning. A randomized trial at six public universities with 600 students, many of whom reflect the profile of the project target population, evidenced that students enrolled in a hybrid section completed at the same rate as students in a traditionally-delivered course in 25% less time and with the same level of comprehension (Interactive Learning Online at Public Universities: Evidence from Randomized Trials, Bowen et al., 2013). Course design elements most valued by adult learners in blended online education environments: An American perspective (Ausburn, 2004) shows that a self-paced... |

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).

The project will use the following specific indicators to measure progress toward the desired outcomes. Replacing published college textbooks in career technology courses with engaging, interactive, digital curriculum will result in a: 1. 20% increase in student success (grade A, B, or C) within a course. 2. 20% increase in student retention between terms. 3. 25% increase in student engagement. 4. 25% increase in student satisfaction. 5. 20% increase in College Credit Plus enrollments.

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

Since all of the students will be registered Columbus State Community College students, many of the data points will reside in the College's Ellucian Colleague student database. The project will use the following data points to measure student achievement: Student success (earning A, B, or C) within a course will increase compared to baseline. Student engagement as measured by Blackboard data for the course compared to baseline. Student satisfaction measured through student surveys will increase compared to baseline. Student enrollments in College Credit Plus courses will increase compared to baseline.

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

If the outcomes are not realized, the project has numerous options for altering the course of the project. The following is a summary of possible project alterations. Assumption: Student success within a course will increase. Alteration: Faculty and administrators will analyze student performance data; formulate possible root causes for the stagnation or decline; and develop new strategies for addressing a decline. Assumption: Student engagement will increase as measured by class participation and timely homework submission. Alteration: Faculty will analyze the courses and formulate additional ways to engage students actively in their learning and in the college. Assumption: Textbook costs will decrease. Alteration: Faculty will further analyze existing sources of content and/or work to create content which can be used as a traditional textbook substitution. Assumption: Student enrollments in these in-demand pathway courses will increase. Alteration: Administrators will alter the course mix focusing on high need, high enrollment gateway courses required for College Credit Plus.

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.

CSCC and Apple Education have formed a partnership to transform classroom instruction. Deploying iPads to students and replacing traditional, static textbooks with interactive, engaging digital content will not only increase student success and decrease costs. A major desired outcome of this Straight A project is to decrease average textbook costs in digitized College Credit Plus courses by 80%. In some courses, the textbook costs will be eliminated. In other courses eliminating all textbooks may not be possible, but reducing the number of books from three to one would reduce costs to districts. Assuming the average cost of a textbook in a College Credit Plus course is $100 and 20 students take the course, therefore the resulting book cost to a district is $2,000. Expanding this cost savings to a total of 200 courses each term, the total cost savings to school districts would be $400,000. These cost savings will more than cover the costs for deploying iPads.

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.

Although most college-level courses rely on published textbooks, these documents have numerous shortcomings: 1. Textbooks are expensive. 2. Textbook costs are increasing at rates faster than inflation. 3. Textbook costs can exceed community colleges tuition costs. 4. Textbooks result in passive learning. 5. Textbooks have static content; revisions are costly and take a long time to produce. 6. Textbooks are augmented with faculty-developed handouts, publisher websites, videos, and through other methods to overcome the static content. 7. Younger college aged students are more familiar with receiving content in a digital, interactive format. Replacing static traditional textbooks with well-designed interactive digital curriculum will result in increased student engagement, increased student success, increased enrollments in College Credit Plus Courses, decreased textbook costs, and decreased unit cost of instruction.

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

As mentioned, Columbus State is nearing completion on a small-scale pilot deployment of Apple iPad technology with a cohort of students to assess implications and costs of delivering digitized course content deployed via iPads. Courses in the pilot were digitized using the Apple Learning Environment, including iPad apps, iBooks, iTunesU, and custom-developed learning items with a focus on interactive, mastery-based learning with built-in formative assessment. In the four courses which were piloted, three textbooks were replaced by free or low-cost replacements, resulting in a cost savings of almost $200 per student. The book costs for the HIMT certificate is $89.47, for eight sections of the HIMT courses enrolling 200 students, the cost savings is $143,152. Expanding to the 205 sections of 17 courses being digitized results in $333,840 in textbook savings with $101.78 average textbook costs. We believe this level of cost savings will be achievable in most, if not all, courses which are digitized through this effort.
iv. Please enter the Net Cost Savings from your FIT.

| Supplies and Materials: The supplies and materials line will decrease with lower textbook costs needed for the school districts during the sustainability years. School districts typically must cover the cost of textbooks for their students. The implementation of this digitized coursework developed through the Straight A project will create a considerable cost savings through the elimination of textbooks. Based on an $100 per book cost, and an estimated 300 students per year taking at least two courses, the textbook cost reduction should save the district around $60,000 per year. Over the course of the five-year sustainability implementation, this results in a projected $300,000 in cost savings which will more than cover the replacement of the technology. |

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

| If the outcomes are not realized, the project has numerous options for altering the course of the project. The following is a summary of possible project alternations. Assumption: Textbook costs will decrease. Alteration: Faculty will further analyze existing sources of content and/or work to create content which can be used as a traditional textbook substitution. Assumption: School districts will replace the iPads purchased by the Straight A funds according to a determined replacement schedule. Alteration: CSCC will seek additional grant funds to assist school districts with technology needs for College Credit Plus courses. |

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.* |

| 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.* |

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

| 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.* |

| 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.* |

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

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? |
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)

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.

12. What is the amount of this grant request?

939,446.00

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.

Salaries: Katie O'Shea, Project Director, 10% of time dedicated to project. Oversee the project planning, implementation, and sustainability; serve as team leader for digitization. ($11,700) Faculty time for course digitization, 60 reassigned hours estimated at adjunct rate $48.40. Serve as subject matter expert in the design of digitized courses. ($142,877) Faculty time for reviewers, 60 reassigned hours at adjunct rate. Serve as subject matter expert for reviewing and providing feedback on the content created. ($71,438) Total: (226,015) Full time fringe rate 29.53% consists of retirement; insurance; Unemployment, Worker's Compensation and Medicare; Leave; and other minor costs. (Total $66,742)

Purchased services: Pre-paid contracts for Instructional Designer(s) to create digitized courses ($100,000), IT Support to implement technology at districts ($100,000), Consultant paid project manager ($75,000), the Rucks Group as external evaluator ($60,000) and consultant to provide professional development to faculty on digitization ($20,000). (Total $355,000)

Supplies: including charging stations (6 x $3,000/each = $18,000)

Other: Transportation for Local mileage at the current rate ($500). Admin costs at 8% ($69,589) Total budget: $939,446

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.

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<th>Year</th>
<th>Cost</th>
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<tr>
<td>4</td>
<td>59,969.00</td>
</tr>
<tr>
<td>5</td>
<td>59,969.00</td>
</tr>
</tbody>
</table>

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.

The digitized coursework will be developed during the grant year. Additional implementation of the project will include refinement and scale up over the following five sustainability years. Faculty time will be dedicated to continuous improvement of the digitized courses. Reassigned time...
costs of one contact hour per course will be assigned to faculty to review and refine the digitized content on a rotating basis. Half of the courses (5 courses) will be reviewed each year starting in year two. ($3,969 per year, Years 1-5). The initial technology expense of the iPads for the district partner schools will be purchased in the grant year. A pre-paid services contract will allow for full implementation of the technology during the five sustainability years. Technology will be replaced on a rotating replacement schedule with a third of the tablets replaced in years three, four and five. ($56,000 per year, Years 3-5). These costs will be covered through other cost savings and reallocations.

90.0 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.

The implementation of this digitized coursework developed through the Straight A project will create a considerable cost savings through the elimination of textbooks. Based on a $100 per book cost, and an estimated 300 students per year taking at least two courses, the textbook cost reduction should save the district around $60,000 per year. Over the course of the five-year sustainability implementation, this results in a projected $300,000 in cost savings which will more than cover the replacement of the technology.

10.0 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 faculty professional development that will be designed during this Straight A grant project will train at least 10 faculty members in creating digitized courses. This will create more efficient course development and allow the college to reallocate funds for training and technology to other areas to advance the digitization effort. The reallocation will be distributed over the five sustainability years ($4000 per year for purchased services training and $4400 per year for technology supplies). The $42,000 for technology and digitization training will more than cover the college's sustainability costs for continuous improvement of the coursework. ($3,969 per year = $19,845).

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 Team Key Personnel information by clicking the link below:

Add Implementation Team

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 RangeAugust 15, 2016 - December 31, 2016

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

Develop comprehensive GANTT chart of all project activities (GANTT Chart completed 9/30/16) Select the 10 courses to be included in the project (Courses selected 9/30/16) Select vendors and enter into contracts (Contracts completed 10/31/16) Develop communications plan (Communication plan completed 12/15/16)

22. Implementation(grant funded start-up activities)

a. Date RangeJanuary 1, 2017 - June 30, 2017

b. Scope of activities - include all specific completion benchmarks

1: Technology Deployment and Training Procure iPads, cases, cabinets (Procurement completed 2/28/2017/30/17) Train district technology resources (training completed by 4/30/2017) Deploy iPads to schools (Install in schools by 4/30/17) Train teachers on troubleshooting basics (training completed by 6/30/2017) 2: Digital Curriculum Development Conduct faculty Apple training (Completed 10/31/16) Develop digitization
23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range: July 1, 2017 - June 30, 2022

b. Scope of activities - include all specific completion benchmarks

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Deliver courses to College Credit Plus students in Westerville and South-Western City high schools (Ongoing throughout year) Monitor student progress (Ongoing throughout year) Conduct formative evaluation (Completed 6/15/18) Survey students, faculty, and other participants (At end of autumn and spring semesters) Produce formative evaluation report (Completed 6/15/18) Disseminate results to partners (Ongoing after 7/1/18) Year 2 Make courses available to all College Credit Plus students (Ongoing throughout year) Enroll 350 traditional college students attending Columbus State Community College in six digitized general education courses, two Health Information Management Technology courses, and two Medical Laboratory Technology courses (Ongoing throughout year) Monitor student progress (Ongoing throughout year) Conduct formative evaluation (Completed 6/15/19) Survey students, faculty, and other participants (At end of autumn and spring semesters) Produce formative evaluation report (Completed 6/15/19) Disseminate results to partners (Ongoing after 7/1/19) Year 3 Increase enrollment in digitized courses for College Credit Plus students (Ongoing throughout year) Increase enrollment in digitized courses by traditional college students attending Columbus State Community College (Ongoing throughout year) Monitor student progress (Ongoing throughout year) Conduct formative evaluation (Completed 6/15/20) Survey students, faculty, and other participants (At end of autumn and spring semesters) Produce formative evaluation report (Completed 6/15/20) Disseminate results to partners (Ongoing after 7/1/20)</td>
</tr>
</tbody>
</table>

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:

The proposed project will enhance the teaching methodology at the College by extending learning beyond the traditional lecture format with static published textbooks. The design methodology will be built around mobile learning technologies to develop interactive, dynamic digital content replacing textbooks and text-based online content. The project will test and evaluate the results from innovation through engagement and affordability. Those results will inform future organizational and instructional practices at the college. Increased student engagement has been shown to improve course completion. George Kuh, Director of the National Institute for Learning Outcomes Assessment, has observed: "The engagement premise is straightforward and easily understood: the more students study a subject, the more they know about it, and the more students practice and get feedback from faculty and staff members on their writing and collaborative problem solving, the deeper they come to understand what they are learning and the more adept they become at managing complexity, tolerating ambiguity, and working with people from different backgrounds" (Kuh, 2009). Columbus State will create this more engaging environment through active learning objects connected with customized and personalized instruction. The main benefits of the project which will drive instructional change are threefold:
(1) Postsecondary institutions can improve the accessibility and quality of instructional material in a cost-effective manner; (2) Digital platforms make course content conveniently downloadable and then accessible anywhere and at any time; (3) iBooks will replace textbooks and drastically lower students' textbook costs.

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:

Internal: Katie O'Shea, Project Director; Email: koshea1@csc.edu; Telephone: 614-287-2045; Address: Columbus State Community College, 550 East Spring St., Columbus, OH 43215 External Evaluator: Lana J. Rucks Ph.D., Founder & Principal Consultant; Email: rucks@therucksgroup.com Telephone: 937-242-7024; Address: 714 E. Monument Ave Suite 222, Dayton, OH 45402 Dr. Lana J. Rucks has extensive professional and educational experience within research, program evaluation, and measurement. She possesses deep expertise in rigorous research methodology, evaluation design & implementation, and data analysis (including qualitative and quantitative analysis). She holds a doctorate degree in Social Psychology with a concentration in quantitative methods from The Ohio State University (OSU). Dr. Rucks also holds two Master of Arts degrees within Social Psychology and Experimental Psychology from OSU and the University of Dayton, respectively.

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 external evaluator, Dr. Lana Rucks of the Rucks Group, will work with the project team and internal researcher, Paul Rusinko, who will confirm the baseline data, establish and monitor data collection, gather and analyze data and information throughout the project, and create formative data reports. The internal researcher will extract data from the college data warehouses and share with external evaluator. At project initiation, the Dr. Rucks will meet with the project team to fully detail the evaluation questions, design, plan, and overall work plan. The overall evaluation will be driven by formative and summative evaluative questions that will be detailed at project initiation. The general topics of the evaluation questions are: Were stated goals and objectives achieved? How were the original activity objectives achieved? What is the projected budget vs. actual expenditures? What is the estimated cost savings resulting from the project? What were the significant unanticipated outcomes? What difference is the project having on students? Quantitative and qualitative data will be collected through a mixed methods approach (Stevens, Lawrenz, and Sharp, 1992; Frechtling & Sharp, 1997) to gather evidence of the outcomes and impact of the project Institutional and project level data. These data will be collected using the following methods: Surveys and questionnaire (of students). Focus groups and interviews (of students and project staff) Document studies (internal evaluation reports, college reports, minutes from project meetings, etc.). Formative Evaluation: During each year of the grant, staff members of the The Rucks Group will employ extensive formative evaluation methods. Ongoing procedures will ensure that milestones within the implementation strategies are met and that the activities are within budget. The formative evaluation will be a neutral, candid assessment of the likelihood of successful completion of the objectives based on past progress. Formative evaluation will focus on giving feedback to personnel as the grant progresses as to how processes might be improved. Baseline data for each objective will be collected during the first year of the grant. Progress will be tracked against the baseline for future years. Summative evaluation will occur as outcomes data becomes available which is anticipated to be at the conclusion of the grant. Dr. Rucks will manage the summative evaluation, analyze the outcomes, and assess the level of integration of the decision-support tool at the partner institutions. The summative evaluation will be a neutral, candid assessment that will focus on if the project has met objectives. The evaluation design of the project will strive to meet the standards of the What Works Clearinghouse with potential to demonstrate evidence with reservations. While a randomized controlled trial is considered the preferred methodology for outcome-based program evaluation, due to the nature of the research questions that is not possible, nor even desirable. The research questions include whether there are significant differences between those students utilizing the digitized iBook and those who take traditional coursework, as outlined in the section above, by: 1.Student success within a course, 2.Average textbook costs, 3.Student retention between terms, 4.Student engagement as measured by the Community College Survey of Student Engagement, 5.Student satisfaction, and 6. Student enrollments in College Credit Plus courses. In this case, random assignment is not possible, students self-select into one method of delivery or the other, necessitating a quasi-experimental design to address the potential bias associated with that selection. As possible, equivalency tests will be conducted with the comparison and analytic groups to verify appropriate equivalencies on independent variables such as demographic characteristics, academic attainment variables, and other socioeconomic factors.

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 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 can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and share lessons learned with other districts.

If successful, Columbus State will scale the effort and replicate for other in-demand pathways. As capacity is created in CSCC faculty to create engaging digital curriculum, the trained faculty will serve as models and mentors for others to do the same in their content areas. The more courses which are converted to a digital curriculum, the greater selection of relevant pathways and meaningful coursework available to College Credit Plus students. Similarly, as more high school faculty become familiar with using digital content in course delivery, they too can serve as models and mentors for their peers as additional courses become available with digital curriculum. Finally, as more College Credit Plus courses have reduced textbook costs, districts can reallocate textbooks funds to support technology purchases which can be loaned to students taking College Credit Plus coursework. The model is scalable and replicable, and will bring overall cost savings to districts for College Credit Plus, as well as expanded opportunities for College Credit Plus students. The project team is committed to informing the field about best practices and lessons learned to support replication in other settings. The team will disseminate information about activities, course materials, and research findings to specific audiences. Internally, project faculty will communicate results of the program via the Columbus State Update, a semi-weekly campus e-newsletter, and via presentations at the annual In-Service day and the Central Ohio Compact Annual Summit. The project team will share project results and best practices at the Ohio Association of Two-Year Colleges, the Ohio Association of Community Colleges, Ohio Transfer Council, and the League for Innovation in the Community College.

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).

Katie O'Shea
### Consortium Contacts

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td>David</td>
<td>Stewart</td>
<td>614-801-3000</td>
<td><a href="mailto:david.stewart@swcsd.us">david.stewart@swcsd.us</a></td>
<td>South-Western City Schools</td>
<td></td>
<td>3805 Marlane Drive, , Grove City, Ohio, 43123</td>
<td></td>
</tr>
<tr>
<td>Anne</td>
<td>Baldwin</td>
<td>614-797-7758</td>
<td><a href="mailto:BaldwinA@westerville.k12.oh.us">BaldwinA@westerville.k12.oh.us</a></td>
<td>Westerville City Schools</td>
<td></td>
<td>936 Eastwind Drive, Suite 200, Westerville, Ohio, 43081</td>
<td></td>
</tr>
<tr>
<td>Lana</td>
<td>Rucks</td>
<td>937-242-7024</td>
<td><a href="mailto:lrucks@therucksgroup.com">lrucks@therucksgroup.com</a></td>
<td>The Rucks Group</td>
<td></td>
<td>714 E. Monument Ave, , Suite 222, Dayton, Ohio, 45402</td>
<td></td>
</tr>
<tr>
<td>Mary Ann</td>
<td>Fricker</td>
<td>513-378-5533</td>
<td>fricker@apple.com- Apple Education</td>
<td>Apple Education</td>
<td></td>
<td>1 Infinite Loop, , Cupertino, CA, 95014</td>
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<tr>
<td>First Name</td>
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<tr>
<td>Sherry</td>
<td>Minton</td>
<td>Director, Columbus State Community College</td>
<td>Sherry Minton will coordinate efforts with the high school districts and schools. She will be the liaison between the project and the districts working with them to determine the courses implemented during the project.</td>
<td>Sherry holds a Master of Science in Education Degree and currently serves as the Director of Dual Credit at Columbus State directing career articulation with the central Ohio high school and career-technical center districts. She also facilitates development in Central Ohio school districts of Career-Technical pathways that lead to certificates, credentials, and/or post-secondary education degree programs. Sherry developed and implemented a new Articulation Agreement Workflow Plan that provides the high school program graduates the opportunity to have their earned articulated credits posted to their Columbus State transcripts immediately following high school graduation.</td>
<td>Prior to her current position, Sherry was the District Career-Technical Education Coordinator for South-Western City Schools. The coordination included the areas of curriculum, finance, planning, reporting, and partnerships. Sherry participates in many professional activities including Central Ohio United Way High School Graduation Results Committee, Ohio Career-Technical Program Advisory Committee (2011-2013), and Ohio Association of City Career-Technical Schools Legislative Chair (2006-2013).</td>
<td>Master of Science in Education from Bowling Green State University, Bowling Green, Ohio; Bachelor of Science in Applied Science from Miami U</td>
<td>10</td>
</tr>
<tr>
<td>Anne</td>
<td>Baldwin</td>
<td>Career Tech and College Readiness Coordinator, Westerville City Schools</td>
<td>Anne Baldwin will serve as the district liaison leading Westerville's efforts working with Columbus State on the project.</td>
<td>As the Career Tech and College Readiness Coordinator for Westerville, Anne is responsible for implementing and supporting College Credit Plus (including working with college partners to develop CCP pathways and bring dual credit coursework to the high school campus) and the development of career pathways including Health, Business/Logistics, and Engineering. Anne supervises the secondary counseling department, coordinates career technical education in the district, and supports the</td>
<td>Baldwin previously served as Principal at Health Sciences and Human Services Academy in Reynoldsburg City Schools. She has also been a Social Studies Teacher and Instructional Coach.</td>
<td>Master of Education, Social Studies Education, The Ohio State University, Bachelor of Arts, Political Science, The Ohio State University</td>
<td>10</td>
</tr>
</tbody>
</table>
Katie O’Shea
Project Director, Columbus State Community College

Katie O’Shea will act as the senior representative from Academic Affairs, as well as the facilitator for this grant. She will manage the grant implementation to ensure that the team meets the deliverables of the grant in a timely manner, and will act as the single point of contact for the effort.

Katie joined Columbus State Community College in October 2015 as a Senior Consultant. In her role at the College she is leading an effort to consolidate, organize and manage the variety of online learning projects underway. Katie brings over 20 years of online learning, technical expertise and project management to the organization.

Prior to joining Columbus State, Katie was the Director of Online Learning for Battelle for Kids, a not-for-profit focused on improving teaching and learning in K-12 through professional development for teachers and administrators. Katie led the development of almost 40 online and blended learning courses focused on best practices in classroom instruction. The courses were made available to all K-12 public educators in the state of Ohio, Tennessee and Georgia through Race to the Top. Katie previously served as a Senior Project Manager for Altis Avante, where she led a custom educational software development project for distribution by a large publisher. In this role, Katie worked with teachers and administrators to understand their reading intervention challenges and strategies with older students who struggle with reading. Katie used that information, along with research on gaming and motivation to help define and then manage the development of a reading intervention software product for students in grades 4-12. Katie began her career at Accenture, where she was a project manager on multiple software development projects across a number of industries.

David Stewart
Deputy Superintendent, South-Western City Schools

David will serve as the district liaison leading South-Western City School

As the Deputy Superintendent of the South-Western City School District, David assists the

David’s prior experience includes positions as Principal at Hilliard City Schools and Assistant Principal.

Master of Science, Computer Science, University of Chicago; Bachelor of Science, cum laude, Mathematics, University of Notre Dame

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| District's efforts working with Columbus State on the project. | Superintendent in overseeing the day to day operations of the district and provide district-wide direction, coordination, and leadership in the areas of curriculum, personnel, instruction, supervision, district safety and educational services. Another key role of his position is to interact with the community, civic leaders, and various groups to promote South-Western City Schools. | at Dublin City Schools. He has been involved in many areas of education over the last twenty years; teacher, coach, director, assistant principal, principal, and deputy superintendent and served as president of the Ohio Capital Conference. | Bachelor of Social Studies Education at Miami University |