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Adjusted Allocation: 0.00

Remaining: -447,861.00
She is responsible for a 22 million dollar budget. She controls all aspects of the finances of the school system including payroll and benefits. 

Prior to this, she was the treasurer of Northwest Local Schools.

Teachers will also receive tools and professional development (teams of teachers will work with SSU mathematics faculty) to facilitate the creation of the dual enrollment courses in the Flipped Learning program in districts in PA, TX, MA, KS, and AL.

The implementation of the Professional Development for teachers on Flipped Learning will be managed by Kenneth Tam / Pearson.

Student achievement
Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
11. Describe the innovative project.

The DEAMFISA project will provide Dual Enrollment opportunities in Mathematics to approximately 500 students in the Southern Appalachian region of Ohio. The courses will be offered in the flipped format. High school teachers will work in teams under the guidance of SSU faculty to develop the courses. The participating teachers will enroll in three graduate courses in mathematics leading towards dual credentialing. They will receive tuition, fees, and other incidental costs covered by the grant. The PD course was developed and written by FLN Cadre members and Pearson. Teachers will be placed into teams of 4-5 with a pair of SSU faculty mentors to develop the dual enrollment mathematics courses. Each team will be assigned one of SSU’s mathematics courses to develop. Over the course of the spring term, 4 teams of teachers and SSU faculty will create the resources associated with 4 college level mathematics courses in the flipped format under the supervision of the institution of Higher Education (IHE) liaison. The IHE liaison will work with the program coordinator to schedule the team meetings during the spring term with a separation of at most 3 weeks between. This instructional schedule is to ensure that all participants are making adequate progress toward improving their student achievement in mathematics, algorithms, and content knowledge in mathematics having completed 3 graduate mathematics courses. They will have completed the PD on the flipped format and received follow-up remote mentoring to ensure a seamless transition to the pedagogy of the flipped classroom. Approximately twenty teachers from nine school districts will receive $2000 worth of tools (tablet, software, etc.) associated with the flipped learning approach. They will receive a $1500 stipend to work with a team of teachers under the guidance of faculty at SSU to create the flipped version of SSU’s entry-level college mathematics courses, including videos, assignments, activities and assessments for use in the flipped classroom. Courses to be created are: i. College Algebra ii. Trigonometry iii. Calculus iv. Principles of Statistics Participate in the PD developed and written by the FLN Cadre members and Pearson. Participate in the PD on the statistical software, R, to be used in the statistics course. Receive tuition and books associated with the summer 2014 Math Master’s course at SSU (3 courses = 9 credit hours).

12. Describe how it will meet the grant’s selected above.

The DEAMFISA project will provide Dual Enrollment opportunities in Mathematics to approximately 500 students in the Southern Appalachian region of Ohio. The courses will be offered in the flipped format. High school teachers will work in teams under the guidance of SSU faculty to develop the courses. The participating teachers will enroll in three graduate courses in mathematics leading towards dual credentialing. They will receive tuition, fees, and other incidental costs covered by the grant. The PD course was developed and written by FLN Cadre members and Pearson. Teachers will be placed into teams of 4-5 with a pair of SSU faculty mentors to develop the dual enrollment mathematics courses. Each team will be assigned one of SSU’s mathematics courses to develop. Over the course of the spring term, 4 teams of teachers and SSU faculty will create the resources associated with 4 college level mathematics courses in the flipped format under the supervision of the institution of Higher Education (IHE) liaison. The IHE liaison will work with the program coordinator to schedule the team meetings during the spring term with a separation of at most 3 weeks between. This instructional schedule is to ensure that all participants are making adequate progress toward improving their student achievement in mathematics, algorithms, and content knowledge in mathematics having completed 3 graduate mathematics courses. The teachers will have access to the SSU faculty mentors to answer questions and provide any additional support needed for the successful implementation of the dual enrollment course. Students that participate in dual enrollment tend to have better educational outcomes. They demonstrate an increased high school graduation rate compared with students who do not receive college credit during high school. They demonstrate a greater rate of college enrollment and persistence compared with students who do not receive college credit during high school. Students that take courses in the flipped format become more active learners taking more responsibility for their own learning. In a flipped learning classroom, the teacher’s lecture is delivered outside of the traditional class time, typically via a video students view on their own. In-class time is used for active problem solving by students and one-to-one or small group tutoring with the teacher. The flipped classroom uses modern technology to create a sustainable, reproducible, and manageable environment for student-centered learning. Students can watch the short lectures as many times as they need to fully understand the content and then come to class ready to jump into the lesson, ask and answer questions, work on collaborative projects, and explore the content further. With the transfer of foundational knowledge outside of class time, students are asked to take ownership of their own learning. Educators are able to personalize each class and increase time spent with each student.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

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

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

Budget attached

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

447,861.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, support, etc.), and provide details on the cost of items included in the budget (i.e.: staff counts and salary/benefits, equipment to be purchased and cost, etc).

15. What new/recurring costs of your innovative project will continue once the grant has expired?

72,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

The new/recurring costs are the tuition and fees for the completion of the credentialing of the high school teachers and the tuition of the dual enrollment courses that the high school students enroll in.

The total cost for implementing the project is $447,861.00. The budget of the project is divided into administrative costs, tuition and fees, Dual Enrollment Course Development, participant costs, contractual costs and facilities and supplies. Administrative costs total $23,700.00 and account for approximately 5% of the budget. These costs are allocated to salary and fringe benefits for the IHE Liaison and Project coordinator who will provide oversight and coordination of the project. Tuition and fees total $171,426.00 (approximately 38% of the budget). This is the cost to provide area math teachers seeking to earn the credentials to offer dual credit courses with the resources necessary to start the Master’s in mathematics program at Shawnee State University. This also includes the cost of enrolling 500 students in the Southern Appalachian region of Ohio in the dual enrollment mathematics courses. Participant costs total $13,695.00 (approximately 3% of the budget). This represents the cost of books, travel and lodging for the participation in the three graduate mathematics courses. Dual enrollment course development costs total $131,040.00 (approximately 29% of the budget). These costs include the professional development for the IHE liaison, participant stipends, indirect costs, software, equipment, and supplies. Participant stipends total $27,000.00 (approximately 7% of the budget). This will cover the costs of evaluation of the DEAMFISA project by Ohio University’s Voinovich Foundation. Facilities and Supplies total $73,000.00 (approximately 18% of the budget). These include printing and associated costs of developing the dual enrollment course and classroom supplies including textbooks for each of the dual enrollment courses for each district. Shawnee State University is providing $9,000.00 in matching funds to cover facility rental costs necessary for the required dual enrollment course development meetings.

16. Are there any other costs associated with the project?

333,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

It is expected that the provision of dual enrollment course development will result in cost savings in terms of encouraging high school students to exercise this option over the Post Secondary Education Option (PSEO), which results in significant costs for school districts. The IHE liaison will work with the program coordinator to schedule the team meetings during the spring term with a separation of at most 3 weeks between. This instructional schedule is to ensure that all participants are making adequate progress toward improving their student achievement in mathematics, algorithms, and content knowledge in mathematics having completed 3 graduate mathematics courses. The courses will be offered in the flipped format. High school teachers will work in teams under the guidance of SSU faculty to develop the courses. The participating teachers will enroll in three graduate courses in mathematics leading towards dual credentialing. They will receive tuition, fees, and other incidental costs covered by the grant. The PD course was developed and written by FLN Cadre members and Pearson. Teachers will be placed into teams of 4-5 with a pair of SSU faculty mentors to develop the dual enrollment mathematics courses. Each team will be assigned one of SSU’s mathematics courses to develop. Over the course of the spring term, 4 teams of teachers and SSU faculty will create the resources associated with 4 college level mathematics courses in the flipped format under the supervision of the institution of Higher Education (IHE) liaison. The IHE liaison will work with the program coordinator to schedule the team meetings during the spring term with a separation of at most 3 weeks between. This instructional schedule is to ensure that all participants are making adequate progress toward improving their student achievement in mathematics, algorithms, and content knowledge in mathematics having completed 3 graduate mathematics courses. The teachers will have access to the SSU faculty mentors to answer questions and provide any additional support needed for the successful implementation of the dual enrollment course. Students that participate in dual enrollment tend to have better educational outcomes. They demonstrate an increased high school graduation rate compared with students who do not receive college credit during high school. They demonstrate a greater rate of college enrollment and persistence compared with students who do not receive college credit during high school. Students that take courses in the flipped format become more active learners taking more responsibility for their own learning. In a flipped learning classroom, the teacher’s lecture is delivered outside of the traditional class time, typically via a video students view on their own. In-class time is used for active problem solving by students and one-to-one or small group tutoring with the teacher. The flipped classroom uses modern technology to create a sustainable, reproducible, and manageable environment for student-centered learning. Students can watch the short lectures as many times as they need to fully understand the content and then come to class ready to jump into the lesson, ask and answer questions, work on collaborative projects, and explore the content further. With the transfer of foundational knowledge outside of class time, students are asked to take ownership of their own learning. Educators are able to personalize each class and increase time spent with each student.

17. Provide a brief explanation of how the project will self-sustain.

If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The project is sustaining because the college-level mathematics courses developed utilizing the flipped model of instruction will be available for use by any teachers credentialed to teach college-level mathematics, including the teachers that participated in the program. The course materials will be maintained and updated if necessary by the faculty in the department of mathematical sciences. The courses will have all activities, assignments and assessments built in to ensure rigor and consistency among sections offered by different teachers. SSU will provide faculty mentors for all teachers when they offer a dual enrollment course for the first time. SSU faculty will receive a stipend paid by the University to support this mentoring. The participating teachers will engage in an intensive, hands-on,
D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and provide a plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan for the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Narrative explanation

Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/25/2013

Implement (MM/DD/YYYY): 12/17/2013

* Narrative explanation

Notice of Grant (December 2013)* Memorandum of Understanding sent to teachers (December 2013)* Teachers will need to sign the MOU to understand their intention of participating in all activities associated with the program. The instructional material will be delivered to teachers upon receipt of signed MOU. Teachers will begin development of dual enrollment courses alongside SSU faculty mentors. Stipends will be awarded when the IHE liaison is satisfied with the progress made on the development of the dual enrollment course(s). Purchase of Professional Development (PD) and tools for use in the flipped classroom: Participation in a series of online videos, visits to peer institutions, online courses (Delivered via MOOC platforms; minimum of 25 hours to complete the stipend course) at the end of a day workshop (to be scheduled between 1/20/14 and 2/9/14). At the one day workshop, the teams will schedule 4 follow up meetings. The content they have created will be reviewed, edited and completed at the meeting. Substitute pay and transportation will be paid for by the grant. 1st Follow up day scheduled no later than week of February 23rd - 2nd Follow up day scheduled no later than May 19th - 3rd Follow up day scheduled no later than May 19th. It is expected that if a team member is not available (or if not all of the course(s) content will be completed by May 19th. - Participating teachers will participate in three graduate Mathematics courses (5/18/14 - 7/26/14). 'Lectures are delivered online via blackboard along with assignments *Courses to be offered are as follows: MATH 5610 - Mathematical Analysis (3 credit hours) - MATH 5400 - Calculus (3 credit hours) - MATH 5300 - Number Theory (3 credit hours) - MATH 5502 - Algebra II (3 credit hours) Courses include 2 class sessions per week, one session online and one session virtually. In-person meetings are required every four weeks on Friday and Saturday - Transportation and lodging are provided through the grant - Books are provided through the grant - Tuition and fees are paid for by grant - Application fee is paid for by grant *High School students will enroll in dual courses in August 2014. Discounted tuition for these courses is paid for by grant *Contingency plan If one or more teachers discontinue their involvement, the IHE liaison and program coordinator will actively recruit more teachers to fill the gap and determine a plan for participation in the course*.

Summative evaluation (MM/DD/YYYY): 09/30/2014

* Narrative explanation

Ohio University's Voinscow School of Leadership and Public Affairs will serve as the evaluator for the program. The evaluation plan includes both formative and summative components. The summative evaluation will address the following evaluation questions: 1. Do teachers who participate in the 2014 Math Master's courses feel prepared to develop and teach new dual enrollment courses? 2. Do participating high school teachers and university faculty work collaboratively to design dual enrollment courses? 3. Do teachers who participate in the flipped classroom workshops feel competent to design and deliver blended learning models? 4. The summative evaluation will address the following evaluation questions: 1. What percentage of participating teachers completed the summer 2014 Math Master's courses at Shawnee State University? 2. What percentage of teachers who were trained in the flipped format actually developed dual enrollment and/or blended learning math courses? 3. How many new courses are offered as dual enrollment/blended learning course in the next four academic years as a result of the program? 4. How many students are enrolled in new dual enrollment/blended learning math courses beginning in Fall of 2014 and continuing through the 2015-2016 academic year? 5. How many students successfully complete the dual enrollment/blended learning courses and receive both high school and postsecondary credit over the next two academic years, beginning in 2014 and continuing through the 2015-2016 academic year. 6. How many students enroll in post-secondary education? 7. How many students persist in post-secondary education? Methodology: * Observation selected variables for analyses for development of resources required to offer courses in the flipped format. They will have completed a rigorous, hands-on professional development experience that will provide the skills and content level necessary to flip other courses that they teach. It is expected that the participating teachers will become advocates for flipped learning; further, they will be able to train or mentor other instructors in this pedagogical methodology. Through the collaboration of the teachers and faculty at SSU it is foreseeable that relationships will form between the participating teachers. Through these relationships a line of communication between area high schools and SSU will be established which will increase the ability to partner towards the common goal of increased student achievement. By aligning the expectations of college faculty with the practice of high school teachers the gap between K-12 and higher education can be bridged.

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

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

The DEFMIFA project intends to provide local mathematics teachers with both the credentials needed to teach dual enrollment courses and the skills necessary to offer the courses in the flipped format. It is expected that the number of dual enrollment courses offered in the local high schools will increase through the use of the developed courses. Through these offerings, the number of students completing high school level mathematics will increase and colleges and postsecondary institutions will be able to offer college level mathematics courses. In addition, students who complete high school level mathematics courses will have a head start on college level mathematics courses.

In the DEFMIFA project will provide low cost mathematics teachers with both the credentials needed to teach dual enrollment courses and the skills necessary to offer the courses in the flipped format. Offering these courses in the flipped student format shifts the focus of learning onto the student by providing active learning opportunities in class with self-paced review available through the content videos. Students in California, Massachusetts, and New York indicate that students who participate in dual enrollment courses have a greater likelihood of completing high school, persist in postsecondary education, earn more college credit, and test out of basic skills courses in college(8). Students in Florida who took a dual enrollment college algebra course grade 23% more likely to earn an associate's bachelor's degree as compared to the student. The flipped(1) or inverted classroom approach has grown in popularity with the increase in user-friendly technology. A model of instruction focusing on student learning and practice, this learning model has the potential to impact a wider audience of students over a variety of modes of delivery. This model of instruction focuses upon the inherent motivation inherent in student behavior, aligning with one-on-one time with the instructor, shifting the focus from a teacher-centered to a learner-centered environment. Research into flipped classrooms supports the idea that this approach to teaching and learning is likely to increase connectedness amongst students and instructors (2,4). Studies also show improved student's awareness of their own learning process. It is expected that the participating teachers will become advocates for flipped learning; further, they will be able to train or mentor other instructors in this pedagogical methodology. Through the collaboration of the teachers and faculty at SSU it is foreseeable that relationships will form between the participants. Through these relationships a line of communication between area high schools and SSU will be established which will increase the ability to partner towards the common goal of increased student achievement. By aligning the expectations of college faculty with the practice of high school teachers the gap between K-12 and higher education can be bridged.
21. Is this project able to be replicated in other districts in Ohio?  
Yes  No

22. If so, how?

The DEAMFISA project can be replicated in other districts in part or in whole where there are Masters programs that are accessible to current high school teachers. The professional development in flipped learning is a course that is offered through Pearson that can be replicated for groups of teachers anywhere in the United States. Training teachers in the flipped model of instruction can be done independently from the entirety of the project as well as with the creation of dual enrollment courses. The instructional tools associated with flipped learning are readily available. The model can be replicated in other disciplines.* Findley and Ohio Dominican are offering English Language Arts programs specifically aimed at credentialing current high school teachers. The M.S. in Mathematics degree is being offered in an accessible format that math teachers from anywhere in the state of Ohio could participate.* In the pilot cohort, there are 4 teachers that travel 3 hours to attend the on campus portion of the program. * Teachers that pursue the M.S. in Mathematics will be able to use the already developed content under the guidance of a faculty mentor while they are making sufficient progress toward the degree. The time frame of this project is ambitious but not impossible to achieve. Without the restrictions of the timeframe inherent to particular RFP, other districts would be able to take an entire year to develop the flipped model of any courses they intend to offer. It would also be possible for the high school teachers to complete a full semester of graduate coursework prior to beginning the development of the dual enrollment courses. It is likely that the courses created through this project will require some adjustment or revision to address issues that arise during their implementation. As such, it is important to have the faculty mentor available to the teachers through the first offering of the course to answer questions and help with revisions to the content.

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

The substantial value and lasting impact that the DEAMFISA project will produce stem from the rigorous, sustainable and cost-effective nature of the dual enrollment courses. As previously noted, students who participate in dual enrollment courses demonstrate higher high school graduation rates, college entrance rates, and college persistence rates compared to their peers who do not receive college credit during high schools. These courses are also a particularly cost-effective tool to provide that college credit. They are significantly less expensive than standard college tuition. PSEO or CAP courses (as noted in section 16), if PSEO and CAP courses are replaced with dual enrollment courses, it could save the districts in the consortium approximately $333,000 annually. These courses can continue to be offered as long as a high school has the appropriately credentialed teacher capable of offering the class. The DEAMFISA project also provides value to the region by increasing the number of appropriately credentialed Mathematics teachers in Appalachian Southern Ohio. These teachers are able to develop additional dual-credit courses, and will receive the education necessary to ensure improved rigor in their classrooms. This will help to bridge the gap between high school and higher education in terms of student achievement expectations. Finally, by providing high school teachers with professional development and mentoring in the use of flipped classroom approaches to teaching, the DEAMFISA project encourages increased use of this innovative and effective pedagogy. The teachers can serve as mentors to other high school teachers who may desire to flip their own classrooms.

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

* The benchmark to indicate increased student achievement will be: 1. Number and percent of participating students completing a dual enrollment mathematics course successfully 2. Number and percent of participating students that enroll in college 3. Number and percent of participating students that persist to their sophomore year. Intermediate goals: 1. Completion of the college mathematics courses to be offered in the flipped format a. College Algebra b. Calculus c. Principles of Statistics d. Trigonometry 2. Number and percent of participating teachers that complete the graduate courses 3. Number of courses offered as dual enrollment 4. Number of teachers trained in the flipped format that participate in the creation of the college mathematics courses 5. Number of courses that these teachers begin to offer in the flipped format beyond the dual enrollment courses created as part of the grant 6. Number of additional teachers mentored/coached by the initial cohort of teachers that participate in the grant

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

Ohio University's Voinovich School of Leadership and Public Affairs will serve as the external evaluator for the program. The evaluation plan includes both formative and summative components. The formative evaluation will address the following evaluation questions: 1. Do teachers who participate in the 2014 Math Master's courses feel prepared to develop and teach new dual enrollment courses in math? 2. Do participating high school teachers and university faculty work collaboratively to design dual enrollment courses? 3. Do teachers who participate in the flipped classroom workshops feel competent to design and develop blended learning coursework? The summative evaluation will address the following evaluation questions: 1. What percentage of participating teachers completed the summer 2014 Math Master's courses at Shawnee State University? 2. What percentage of teachers who were trained in the flipped format actually created dual enrollment and/or blended learning math courses? 3. How many new courses are offered as dual enrollment/blended learning math courses in the next four academic years as a result of the program? 4. How many students are enrolled in new dual enrollment/blended learning math courses beginning in the Fall of 2014 and continuing through the 2015-2016 academic year 5. How many students successfully complete the dual enrollment/blended learning courses and receive both high school and post-secondary credit over the next two academic years, beginning in 2014 and continuing through the 2015-2016 academic year. 6. How many students enroll in post-secondary education? 7. How many students persist in post-secondary education? Methodology: 1. Observation selected Math Master's courses and flipped classroom/blended learning workshops. 2. Interviews with teachers participating in Math Master's courses and flipped classroom workshops. 3. Document review of new dual enrollment course syllabi. 4. Document review and interviews with administrators in the 9 participating school districts to verify the number of new dual enrollment/blended learning courses being offered beginning in the 2014-2015 academic year through the 2018-2019 academic year, the number of students enrolled each year, and the number of students who receive credit for both high school and post-secondary for each year. The initial evaluation report will address the formative and summative evaluation questions and be delivered on September 30, 2014 and a final report will be issued by July 30, 2019.

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

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

Janna Reedy - Portsmouth City Schools - October 25, 2013