

How the Project is Self-Sustaining

The partnership expects that the proposed project will be sustainable if its outcomes continue after Straight A Funding has ended. The outcomes in this case, are for online high school students to access, participate in, and successfully complete certificate courses in the Health Sciences field of study.

The partnership maintains that this approach provides pathways to both career and continued post-secondary education in the Health Sciences field of study since the proposed project is designed with the long-term goal of developing these online post-secondary health sciences courses into certificate programs that are: (a) offered for dual enrollment; (b) stackable; (c) Title IV eligible so qualified students can continue postsecondary education following high school graduation; and, (d) correspond to a nationally-recognized certification exam that matches a standardized occupation classification (SOC) that is experiencing much faster than average growth nationally and in Ohio.

The below description will focus on the sustainability of activities and outputs related to the continuation of the project. Additionally, sustainability does not concern all aspects of the proposed project since several of the activities or outputs are not necessary to maintain the project (see Question 15 for a listing of recurring expenses and Question 16 for a listing of savings after Straight A funding has ended).

The partnership estimates that the proposed project will be sustainable because certain relevant activities will be pursued and outputs maintained and/or developed after the end of the Straight A funding. For example, course curricula developed for the simulation-based medical education (SBME) mobile classroom (output), updating online course content delivery to students (activity), student and faculty technology support (activity), etc. Foundational to the sustainability of the proposed project are:

- (i) The project's design is rooted in meeting the academic challenges of increasing student achievement and graduating online high school students prepared for career success and the continuation of post-secondary education options. The average graduation and matriculation rates for graduates from all online high schools in Ohio is only 40% and 7%, respectively.
- (ii) The partnership members are involved and committed to the proposed project with a deep sense of ownership for the project's success as demonstrated by:
 - a. UD's investment in developing two pilot certification online courses that will be ready for implementation in January 2014 (grant award announcement December 2013); use of the university's Learning Management System (LMS), Sakai; provision of student and faculty technical support from three centers at the university; and, use of faculty time and resources, for example, Dr. Brahler will spend 25 percent of her time on the project pro bono

- b. PAOH's commitment to providing historically underserved students with flexibility and a highly individualized online high school experience that has a challenging and enriching curriculum, delivered online using cutting edge technology, with a distinctive focus on STEM so students develop the skills necessary to succeed in the 21st Century. This commitment is demonstrated through its outreach to UD and commitment to work shoulder-to-shoulder with the university to develop and implement the proposed project to engage and preparing online students for success in careers and post-secondary education.

See Appendix 1: Partnership Description; Appendix 3: PAOH Background and Academic Program; and, Appendix 4: Detailed Project Description

- (iii) The Program Management team (consisting of Naim Sanders, Executive Director at PAOH and Dr. C. Jayne Brahler, Associate Dean in the College of Education and Health Sciences at UD) and their respective supporting staff and colleagues bring a wealth of experience to effectively lead and manage the project. The UD School of Education and Health Sciences (SEHS) is very experienced in online education. They have more than 100 online courses that comprise several undergraduate and graduate degree programs and over 20 online certificate and endorsement programs. They have offered most of these programs for nearly 15 years. SEHS has a network of adjunct and regular instructors who have an abundance of experience teaching online. The community of online instructors is a very rich, collective, and supportive resource.

Dr. Brahler is qualified to manage this project. She was the Director of the Educational Media Systems laboratory at Washington State University (WSU). She employed 30 student and staff workers in online course development and led WSU to earning the title as The Most Wired Campus in the World in 1999. Dr. Brahler has written several pivotal articles about online learning, several of which are still industry standards for online learning. The manuscript "*Developing on-line learning materials for higher education,*" has been translated to over thirty languages and has been cited by more than 54 subsequent publications. The manuscript "*Student critical thinking is enhanced by developing exercise prescriptions using online learning modules*" has been cited by 18 subsequent publications.

After joining the University of Dayton in 2000, Dr. Brahler won grant monies to:

- Conduct cardiovascular disease risk assessments and complete nutrition analyses on mothers and daughters who access WIC benefits and children attending public schools in grades 3-12., and
- Complete fitness testing, cardiovascular disease risk assessments and low back pain assessments for children in grades 8-12.
- These research projects spanned 12 years, during which time Dr. Brahler managed and supervised numerous teams of student technicians and scholars.

Dr. Brahler is qualified to conduct the program evaluation for the current project. She has served as an external evaluator on numerous state (Reading First) and National (Ignite!) projects. Dr. Brahler is an interdisciplinary scholar who is nationally accredited for her research and scholarship. Dr. Brahler joined the University of Dayton in 2000 and has published 35 peer reviewed articles since then. In her 12 years as a faculty member at UD, she has sustained a publication rate of 2 articles per year, on average. She has also presented her research to national audiences at a rate of 2 per year for her tenure at UD. Dr. Brahler can design, implement, assess and report project findings with the rigor required to pass peer review by the scientific and scholarly community. She is also well published in the educational literature which provides evidence of her ability to conduct, assess and report quasi experimental research. One area of Dr. Brahler's research investigates student critical thinking.

See Section A: Applicant Information and Appendix 2: Key Team Members Resumes/CVs

- (iv) The development team's research as well as a number of scholarly publications demonstrated that students will be interested and motivated to participate and complete the certificate courses because of the hands on skills training and development opportunities provided by the mobile classrooms. McGaghie, Issenger, Petrusa, and Scalese (2006) found a strong association ($p < 0.0002$) between hours in simulation practice and standardized learning outcomes. With just a single day (8.1 hours- 11 hours) of simulation training, students approximately tripled multiple learning outcomes. Skill and knowledge gains for students who participated in between 1-8 hours were one third of what they were if students participated in between 8.1-11 hours.

Additionally, UD will be completing its Market Study during the grant period and will be engaging PAOH, students, parents, employers, and other stakeholders specific to employment opportunities and position/job requirements to develop and package a list of possible certificate programs for review and approval by the university.

- (v) The partnership, using its own resources as well as what is available from programs to support student achievement believes that it has adequate resources for continuation of the proposed project when Straight A funding ends. The table below summarizes the resources needs and sources and is described in more detail under Questions 14-16. Based on operating receipts \$120,000 from the PSEO program of 50 students taking up to 8 college credit hours per year and subtracting UD's expenses related to teaching the online certificate courses, the ongoing project will have a reserve of \$20,000.

FUNDING REQUEST	STRAIGHT A	POST-STRAIGHT A	NOTES
Salary and Wages			
• PAOH staff	\$27,500.00	\$0.00	Incorporated in PAOH operating budget
• UD staff	\$177,173.00	\$64,800.00	Expensed under PSEO, Option B
Employee Benefits			
• PAOH staff	\$5,500.00	\$0.00	See salary note above
• UD staff	\$33,265.15	\$15,200.00	Expensed under PSEO, Option B
Purchased Services	\$8,000.00	\$0.00	Incorporated in PAOH operating budget
Supplies and Materials			
• Mobile Classrooms	\$142,555.00	\$0.00	Start-up expense only
• Books and Materials	\$10,000.00	\$0.00	Start-up expense only
Capital Outlay – New			
• Mobile Classrooms	\$220,500.00	\$0.00	Start-up expense only
Other Operating Disbursements			
• Travel – PAOH	\$1,500.00	\$0.00	Incorporated in PAOH operating budget
• Travel – UD	\$20,000.00	\$20,000	Expensed under PSEO, Option B
• Tuition	\$90,000.00	\$120,000	Funded through PSEO, Option B
• Indirect Expenses UD	\$171,577.00	\$0.00	Start-up expense only
TOTALS		\$100,000 \$120,000 \$20,000	Operating Expenses Operating Receipts Reserves

In conclusion, the proposed project has the full academic and institutional support from both partnering entities as evidenced by the signed Partnership Agreement (**see Appendix I: Partnership Description**). There is national support based on current research to develop and implement similarly innovated projects that can engage and motivate high school students to graduate from high school prepared for career success and continuing post-secondary education. The partnership believes that the socio-economic support is clearly present with all stakeholders (PAOH, students, parents, employers, etc.) and the completed Market Study will bear this out.