Appendix 9

Detailed Implementation Plan

Detailed Implementation Plan

Provide context in which the project will be implemented

While the National high school graduation rates are at their highest since 1974 and are projected to increase in public high schools from 2008-090to 2021-22. An overall, decline is expected in the Midwest region of the United States. Ohio falls in the bleakest category, with high school graduation rates expected to decline by at least 5% from 2008-09 to 2021–22 (U.S. Dept. of Ed., Hussar & Bailey, 2013)[i].

Graduation data are not available yet for Provost Academy–Ohio (PAOH), however, the Electronic Classroom of Tomorrow (ECOT), located in Columbus, had the largest high school graduating class in the nation in 2012, reported graduation and matriculation rates of approximately 40% and 6%, respectively.

Furthermore, in Ohio, the Averaged Freshman Graduation Rates (AFGR) for African American and Hispanic students were 60.2% and 67.7%, respectively, compared to 86.5% for White students. While the nation as a whole is failing, Ohio is failing dismally in the graduation of racial-minority students (U.S. Dept. of Ed., Stillwell &Sable, 2013)[ii].

PAOH's current student enrollment is:

Economically Disadvantaged	54%
African American	41%
Hispanic	9%
Multi-racial	7%
American Indian	1%
White	62%

Given the school's demographic composition, of more than half of currently enrolled students are economically disadvantaged and just over 40% are African American, PAOH is partnering with the University of Dayton (UD) to tackle the challenges confronting many of these students. The partnership anticipates offering post-secondary academics and state-of-the-arts skills training. This academic experience will provide a pathway to higher education attainment and health science career success for students at PAOH.

The long term goal of developing these online post-secondary health sciences courses is to provide 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.

Over 50% of each certificate program will be designed to provide students with the foundational courses they need to springboard into a postsecondary health science degree. Students

completing the program get their first year of college for free and graduate from high school with a career qualification that will allow them to work while completing further post-secondary degree work (see Appendix 4: Detailed Project Description).

The Major Barriers that need to be Overcome

There are many barriers blocking some high school students, online or traditional, from completing high school and/or accessing post-secondary options. Studies about barriers to access (Cross, 1981), and persistence (Bean & Metzner, 1985) are well established in scholarly literature. However, college and universities are just now learning how to meet these needs. It is possible that today's online students may be facing other barriers that are not yet documented. The partnership team is committed to evaluating the impact of barriers to PAOH's enrolled and prospective students as well as UD's practices as we proceed through the pilot. For example, UD voluntarily participates in the Board of Regents transfer agreement guidelines (TAGS) program.

The team understands that it might be able to increase post-secondary access and career success of PAOH's students in the online setting by offering multiple entry and exit points, assistance with receiving postsecondary credit for prior learning achievements, or provide competency-based instruction that allow students to earn fractional credit hours for demonstrating mastery of specific competencies. For example, in health sciences, acquisition of some skills/competencies, such as cardio pulmonary resuscitation (CPR), will be embedded in certificate courses (U.S. Dept. of Ed., *Pathways to Success*, 2012)[iii]. As well, rigorous data collection and analyses can provide valuable information about PAOH's students and also help to inform the design of course materials so students are able to "get it."

Student support services must be comprehensive for all PAOH's online students in both the high school and college settings. This support and advisement can help address issues related to: college applications, time and money management, career options, organization, and study skills (U.S. Dept. of Ed., *Pathways to Success,* 2012).

The partnership team has extensive experience in online learning and in providing support for online learners. Sense of community (SOC) is one of the strongest factors to impact retention of online students. The team plans to have PAOH's students enter and proceed through the courses in cohorts. This model helps dispersed learners form a sense of community and get to know their fellow class members. Classes are slated to run for 9 weeks and will be modular in design to help accelerate learning (U.S. Dept. of Ed, *Pathways to Success*, 2012).

Motivation also can be a barrier to success for online student success. Some students may have dis-identified with academic achievement (Toshalis & Nakkula, 2012)[iv]. For them, the fact that each course is designed to be part of a certificate program that can prepare them for employment may provide the motivation needed to succeed. For our long term goal, student success on a certification exams can contribute to increasing their academic-esteem. Successful students may re-identify with academic achievement and may continue for further postsecondary credentialing.

The time it will take to implement the project with fidelity

The proposed project will be implemented over 9 months and is briefly described below by major tasks:

Pre-Award Tasks (Nov to Dec):

- Develop 2 courses to begin pilot in January 2014
- Market program and recruit students to participate in pilot
- Recruit adjunct professors and student workers
- Select site and develop schedule for mobile classroom sessions
- Award announcement

Grant Award (Dec):

- PAOH enters into partnership agreement with UD
- Accept award
- Grant administration and management
- Partnership team Kick-off meeting
- Continue to market program and recruit students to participate in pilot
- Establish schedule for project team meetings and status update reporting

January to May

- Task 1: Implement two pilot courses (each lasting nine weeks)
  - Continue to market program and recruit students to participate in pilot
  - Register students for pilot
  - Student support and advisement
  - Identify valid and reliable survey instruments
  - Administer pre-tests to measure student performance
  - Administer pre-course surveys to gather stakeholder input
  - Teach courses
  - Setup and offer mobile classrooms sessions
  - Administer post-tests for student performance
  - Administer post-course surveys for stakeholder input
- Notify students of PSEO fall program and turn in Form SP-PS 104A
- Continue grant administration, management and closeout

January to September

- Task 2: Develop additional six courses
  - Kick-off meeting with faculty and student workers
  - Outline and write course curriculum
  - Review results from pilot courses and revise course design (content delivery)
  - Finalize course curriculum
  - Quality Matters Review
  - Revise as recommended

- Package courses and submit for approval from SEHS
- Approval
- Inform PAOH

January to September

- Task 3: Market Study
  - Kick-off meeting with Market Study team
  - Update review of scholarly publications
  - Hold stakeholder meetings – focus groups, charettes, etc.
  - Conduct stakeholder survey
  - Develop demand model for certificate programs
  - Make recommendations and package for approval by SEHS

Implementation with Fidelity

The assessment system we plan to build into each course requires the development of an extensive question pools. Although every effort will be made to have a comprehensive range of questions so as to disaggregate student performance along the entire continuum from low to high performers, the first offering for each class will undoubtedly provide information to help calibrate the question pools to serve this purpose. For example, we may find that we need to add questions that provide a greater resolution within a particular range of scores if students tend to cluster within a narrow performance range.

Testimonies for the benefits of medical simulations are plentiful, and the scholarly evidence supports the opinions. A systematic review that covered 670 peer-reviewed journal articles (McGaghie, Issenburg, Petrusa, & Scalese, 2010)[v] provided evidence that high-fidelity medical simulations facilitate learning among trainees when used under the following 12 best educational practices: feedback; deliberate practice; curriculum integration; outcome measurement; simulation fidelity; skill acquisition and maintenance; mastery learning; transfer to practice; team training; high-stakes testing; instructor training, and educational and professional context (McGaghie et al., 2010).

Project Communicating Plan

The partnership team will develop the project's communication plan. The purpose of the plan will be to ensure consistent and intentional coordination and communication between and among the members of the partnership team. The team's preliminary communications plan follows and is based on the Princeton Project Methodology for project communication.

Preliminary Project Communication Plan

WHAT	WHO	PURPOSE	WHEN	METHOD
Team kick-off meeting	Partnership team members	To share project work plan; assign tasks; develop meeting schedule	Dec 2013	Meeting
Project kick-off meeting	All stakeholders	Share project work plan; review stakeholder responsibilities; encourage communication among stakeholder	Jan 2014	Meeting
Status Reports	Partnership team members; all stakeholders	Update team members and stakeholders on the project's progress	Monthly, beginning the first week in Feb	Distribute electronically
Team Meetings	Partnership team members + sub-teams (e.g., Market Study team)	Review detailed plans (tasks, assignments, and action items) to identify constraints and monitor progress	Monthly, beginning the first week in Feb	Meeting
Post Project Review (team self-evaluation)	Partnership team members + sub-teams; and key stakeholders	Identify lessons learned; what worked, what did not work; outline improvement plan; and review accomplishments	End of project	Meeting and Report produced by program managers
Presentations	Chair and other faculty members of the School of Education and Health Sciences; EdisonLearning; and key stakeholders	Update partners and supporters on the progress of the project and to promote continued cooperation and awareness of how each group is important to the success of the project	At project milestones	Presentation meeting
Blackboard or SharePoint site	All partnership team members + sub-teams	Provide a central space to store project documents: reports, project plan, etc. that can be shared with all team members	Update monthly with Status Reports, and as necessary	Online
Other	The partnership team will determine if other forms of communication may be added to this preliminary communication plan.			

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[v] Issenberg, S. B., McGaghie, W. C., Petrusa, E. R., Gordon, D. L., & Scalese, R. J. (2005). Features and uses of high-fidelity medical simulations that lead to effective learning: A BEME systematic review. Medical Teacher, 27(1), 10-28.