

Budget

Provost Academy Ohio (014148) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (525)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		184,673.00	34,765.00	0.00	152,555.00	220,500.00	90,000.00	682,493.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		5,000.00	1,000.00	0.00	0.00	0.00	171,577.00	177,577.00
Prof Development		0.00	0.00	1,500.00	0.00	0.00	0.00	1,500.00
Family/Community		15,000.00	3,000.00	6,500.00	0.00	0.00	0.00	24,500.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	21,500.00	21,500.00
Total		204,673.00	38,765.00	8,000.00	152,555.00	220,500.00	283,077.00	907,570.00
Adjusted Allocation								0.00
Remaining								-907,570.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Post-secondary academics and state-of-the-arts skills training on health sciences career pathway for online high school students.

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The proposed project seeks to develop several core courses for numerous health sciences certificate programs that provide state-of-the-art post-secondary health science academics and skills training for dually enrolled online high school students. These health sciences certificate courses will provide a pathway to higher education attainment as well as career success for Provost Academy-Ohio graduates. This First Phase of the proposed project will: (1) Pilot [offer] two courses that are foundational to the health sciences certificate programs inclusive of testing the Simulation-Based Medical Education (SBME) and the Food Sciences mobile classrooms; (2) Develop six additional core courses; and, (3) Complete the market study to determine which certificate programs will be developed in the next phase of this project.

50 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Naim Q. Sanders, Executive Director

Organizational name of lead applicant: Provost Academy-Ohio (PAOH)

Unique Identifier (IRN/Fed Tax ID): 014148 [REDACTED]

Address of lead applicant: 4707 Hilton Corporate Drive, Columbus OH 43232

Phone Number of lead applicant: (614) 866-7570

Email Address of lead applicant: Naim.Sanders@oh.provostacademy.com

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Dr. C. Jayne Brahler, Associate Dean

Organizational name of secondary applicant: University of Dayton, School of Education and Health Sciences

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of secondary applicant: 300 College Park, Dayton OH 45469-2529

Phone number of secondary applicant: (937) 416-5381

Email address of secondary applicant: cbrahler1@udayton.edu

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

NA - the proposed project has no additional partners.

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The proposed project is overseen jointly by Naim Sanders, Executive Director of Provost Academy-Ohio and Dr. C. Jayne Brahler, Associate Dean at the University of Dayton's School of Education and Health Sciences (see Appendix 2: Key Team Members' Resumes/CVs). PAOH Team Members: Naim Sanders is the Executive Director of Provost Academy-Ohio (PAOH) with extensive experience as a school leader implementing research-based instructional strategies and school improvement initiatives. Mr. Sanders has observed and evaluated teachers to ensure mastery of curricula content and continuous improvement. Mr. Sanders is responsible for the instructional program, administration, and operations of the school. Harriett Washington is Edison Learning's Director of Virtual Relations and Support with extensive experience in the areas of business management, administration, communication and training, marketing and public relations with excellent technical expertise in the computing environment. Ms. Washington brings a proven track record for managing and supervising staff, and the ability to communicate with internal and external customers at all levels of management. Tiffany Martin is the Academic Advisor at PAOH and brings to this position a wealth of experience in the sciences that complements the school's focus on STEM course offerings. Ms. Martin has taught in both the K-12 and post-secondary settings and has provided leadership in science instruction through the development of instructional plans that align to grade-level science curriculum. Shannon Maurer is the Community Outreach Manager at PAOH with broad professional experience in case management and community engagement. Ms. Maurer is directly responsible for implementing the school's marketing and enrollment campaign including the roll-out of marketing initiatives, maintaining an online presence, demographic analysis, and coordination with the communications and marketing team at Edison Learning. University of Dayton Team Members: C. Jayne Brahler, Ph.D. has extensive experience designing and managing large-scale development projects for online learning materials. Prior to joining the UD faculty, she was the Director of Online Course Development at Washington State University in Pullman, WA. She currently is an Interim Associate Dean of Health Sciences and Director of Online Learning in the School of Education and Health Sciences (SEHS) at UD, with over 100 college courses are being taught 100% online to distant students. Dr. Brahler has taught in the health sciences for 23 years, spanning from secondary to doctoral students. Dr. Brahler will be a very hands-on Project Manager and will devote 50% of her time to the project (25% in kind). Since joining the UD faculty in August of 2000, she has authored 32 peer reviewed publications and has given 28 national-level presentations. Kathryn Kinnucan-Welsch, Ed.D. is the Associate Dean for Undergraduate Learning and Community Partnerships in SEHS. Her contributions to the proposed work will be associated with her role as Associate Dean. In that role, Dr. Kinnucan-Welsch serves to facilitate the development, submission, and approval of curriculum. She was successful in working with partners across the university to develop and obtain approval for an undergraduate certificate in Teaching English to Speakers of Other Languages. Her experience in establishing relationships with partner schools will support the work in developing and maintaining the partnership with the online high schools. Dr. Kinnucan-Welsch will devote 5% of her time to the project. She has published 16 peer reviewed manuscripts and has given over 75 national-level presentations. Other team members: Peter Titlebaum, Ed. D., Professor; Anne Crecelius, Ph.D., Assistant Professor; Jennifer Dalton MS, Director; Diana Cuy Castellanos PhD, Professor; Corinne Daprano, Ph.D., Associate Professor; and Dr. Lloyd Laubach, Ph.D., Associate Professor.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Provost Academy-Ohio (PAOH) is an online public charter high school serving students in grades 6 through 12 (see Appendix 3: PAOH Background and Academic Program). The proposed development of several core courses that can be included in numerous health sciences certificate programs, in partnership with the University of Dayton's School of Education and Health Sciences, is similarly focused on

STEM career pathways within the health sciences field. These certificate courses and hands-on lab components are designed to capitalize on students' interests and build on what they already know. This way, students are engaged in the practices of science, technology, engineering and mathematics. This level and type of engagement follows the National Research Council's Framework for K-12 Science Education[i]. The certificate programs have the potential to be stackable and Title IV eligible. Following the successful completion of a certificate program, students will be prepared to complete nationally-accredited certification exams. During this First Phase (January through September 2014) of the proposed project, the team will be completing the following tasks: Task 1: Using the Post-Secondary Education Option (PSEO), option B, to pilot, starting in January 2014: (a) The online offering of HSS 295 Nutrition and Health and New Course: Dosage Calculations for Healthcare Professionals; and (b) The simulation-based medical education (SBME) and Food Sciences mobile classrooms; Task 2: Develop six additional courses that are core courses in numerous health sciences certificate and degree programs. The proposed courses for development may include: o HSS 226 Computer Applications in Sports Science; o HSS 111 Introduction to Sports Management; o HSS 210 Introduction to Foods; o HSS 210 Lab; o HSS 250 Principles of Sport Management; and, o TBD. All proposed courses will be developed and designed to be certified by Quality Matters. The Quality Matters Rubric (www.qualitymatters.org/rubric) is updated regularly based on the most current research, instructional design principles, and best practices. The courses will also comply with Universal Design principles to facility ADA accessibility. These courses will be offered to PAOH students starting in Fall 2014. All courses will have a built in student assessment system that dis-aggregates student performances across the full spectrum of achievement which allows the team to pinpoint not only where students are struggling but also where students could be challenged more. Each course is embedded in secondary-level coursework and builds the bridge for students to move seamlessly into college level work. Task 3: Complete the market analysis to determine the best certificate programs to pursue development of for the next phase of this project. 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. [i] National Research Council, Committee on a Conceptual Framework for New K-12 Science Education Standards. (2011). A Framework for

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. The proposed project utilizing a career pathway approach to increasing high school graduation rates and career readiness by offering online post-secondary health sciences courses to online high school students meets the Straight A Fund goal of increasing student achievement based on the following: 1. The Expectancy-value theory of motivation, which suggests that students conduct a cost-benefit analysis when weighing the relative value of competing tasks. 2. Extremely hard work from teams of devoted educators who are committed to rigorous assessment using the response to intervention (RTI) process. 3. Utilizing "Learning by Doing" instructional techniques to leverage students' creativity by linking them to the health sciences discipline and holistically connecting classroom work with hands-on training and skills development. By using this skills development and training method, intervention/remediation and acceleration can be addressed immediately and students receive appropriate academic support from course instructors based on their individual learning needs. Only students who cannot achieve skill mastery using the simulated remediation will be referred for instructor-led remediation. This feature is critical to maximizing high school graduation and matriculation rates. According to the development team's research findings, there are no experiential online learning programs similar to this proposed grant application for high school students. Experiential learning programs available are in a traditional brick and mortar setting and the resources are stationary. There are also online learning programs available that challenge their students to create their own experiences. Our proposal is unique in that the experiences can commute to online learners via the SBME and Food Sciences mobile classrooms making training and skills development readily available to all students. See Appendix 5: How Project Meets Straight A Goals for a detailed explanation of the of items 1 through 3 and how the members of the team work together.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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 Straight 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 forecasts of each school 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.

(a) Project budget entered. (b) Financial Impact Table uploaded - See Appendix 6 (c) NA

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

907,570.00 * 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, RttT money, local funding, foundation 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).

Total Salaries and Wages.....	\$204,673.00	Total Employee Retirement and Insurance Benefits.....	\$38,765.15
Source.....	Straight A Fund Grant The Executive Director of PAOH, Mr. Naim Sanders, will be the school's Team Leader for the project and will jointly oversee the development and implementation of the proposed project with the University of Dayton's Co-Principal Investigator, Dr. C. Jayne Brahler. He will attend all project meetings and provide program development input on behalf of the PAOH team. Additionally, Mr. Sanders will be responsible for overseeing the Grant Management and Administration for the project with support from EdisonLearning's Grants Department. He will also be responsible for providing monthly update reports and overseeing the implementation of the school's marketing and enrollment plan. Total		
Purchased Services.....	\$8,000.00	Source.....	Straight A Fund Grant Marketing and
Enrollment.....	\$5,000.00	Professional Development.....	\$1,500.00
Services.....	\$1,500.00	Total Supplies and Materials.....	\$152,555.00
Source.....	Straight A Fund Grant Course books and lab materials.....		
\$10,000.00 Material and supplies are for both the SBME and Food Sciences mobile classroom units and include: SimMan 3G accessories (\$48,055); trailer to house and transport SimMan 3G (\$3,000); Food Sciences classroom/lab accessories (\$50,000); Quality Matters training (\$15,000); Food Sciences classroom/lab software (\$20,000); video recorder (\$500); and television (\$1,000). Mobile Classrooms materials and supplies.....			
\$142,555.00	Total Capital Outlay - New.....	\$220,500.00	Source.....
Straight A Fund Grant Food Sciences Mobile Classroom (\$138,000.00); SBME Mobile Classroom SimMan 3G (\$67,500); and Simview server (\$15,000). Mobile			
Classrooms.....	\$220,500.00	Total Other Operating Disbursements.....	\$283,076.85
Source.....	StraightA Fund Grant Travel - PAOH team.....		
\$1,500.00	Tuition and Fees: PAOH is requesting	\$90,000.00	Travel - UD development team.....
\$20,000.00	UD Indirect Costs.....	\$171,577.00	

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

108,000.00 * 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.

PAOH Recurring Costs: Purchased Services (\$8,000) o Marketing materials..... 5,000 All future marketing and enrollment initiatives related to the PSEO program will be added as a line item in the school's operating budget. o Technology Service..... \$1,500 All future technology services related to the PSEO program will be added as a line item in the school's operating budget. o Professional Development..... \$1,500 All future professional development expenses related to the PSEO program will be added as a line item in the school's operating budget. UD Recurring Costs: ? Original Staffing expenses and fringe benefits (\$210,438.15)..... YES ? Revised staff expenses and fringe benefits (instructional staff only)..... \$80,000 ? Other Operating Disbursements o Travel reimbursement (\$20,000)..... \$1,500.00 Tuition YES UD will continue to incur travel expenses for team members to cover course roll-out meetings and mobile classroom sessions. These expenses will be covered by UD through the PSEO, Option tuition reimbursement program.

16. Are there expected savings that may result from the implementation of the innovative project?

799,570.15 * 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.)

PAOH Savings: ? Staffing expenses and fringe benefits..... \$33,000 o Executive Director o Dual Enrollment Coordinator o Academic Advisor o School Operations Management ? Supplies and materials..... \$10,000 Expenses incurred for books and materials in FY14 ? Other Operating Disbursements..... \$91,500 o Travel reimbursement..... \$1,500 o Tuition (\$90,000)..... 90,000 TOTAL SAVINGS PAOH..... \$134,500 UD Savings ? Staffing expenses and fringe benefits..... \$130,438.15 This is the difference between staffing expense of \$210,438.15 incurring during project implementation and staffing expense post-Straight A funding of \$80,000. ? Supplies and Materials..... \$142,555 UD does not expect to incur any of these expenses after the project has concluded. ? Capital Outlay - New..... \$220,500 UD does not expect to incur any capital outlay expenses after the project has concluded. ? Other Operating Disbursements (\$191,576.85) o Indirect Expenses..... \$171,577 UD does not expect to incur any of these expenses after the project has concluded. TOTAL SAVINGS UD..... \$665,070.15

17. Provide a brief explanation of how the project is self-sustaining. 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 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 successful complete certificate courses in the Health Sciences field of study. 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. (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. (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. (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. 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 1: 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. See Appendix: How the Project is Self Sustaining For are more detailed explanation of the the five factors of sustainability outlined above.

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 your 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 with 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.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/18/2013 to 01/14/2014

* Narrative explanation

See Appendix 9: Detailed Implementation Plan See Appendix 10: Implementation Timeline - in gant chart format showing project activity in weekly increments The project is ongoing and about 80% of the planning has been completed by the partnership team, so the team will be in a position to get started almost immediately if the grant is awarded. See Appendix 10: Implementation Timeline for a listing of pre-Award activities.

Implement (MM/DD/YYYY): 01/14/2014 to 08/31/2014

* Narrative explanation

See Appendix 9: Detailed Implementation Plan See Appendix 10: Implementation Timeline - in gant chart format showing project activity in weekly increments 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) o Continue to market program and recruit students to participate in pilot o Register students for pilot o Student support and advisement o Identify valid and reliable survey instruments o Administer pre-tests to measure student performance o Administer post-course surveys to gather stakeholder input o Teach courses o Setup and offer mobile classrooms sessions o Administer post-tests for student performance o 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 o Kick-off meeting with faculty and student workers o Outline and write course curriculum o Review results from pilot courses and revise course design (content delivery) o Finalize course curriculum o Quality Matters Review o Revise as recommended o Package courses and submit for approval from SEHS o Approval o Inform PAOH January to September ? Task 3: Market Study o Kick-off meeting with Market Study team o Update review of scholarly publications o Hold stakeholder meetings - focus groups, charettes, etc. o Conduct stakeholder survey o Develop demand model for certificate programs o 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, Issenberg, Petrusa, & Scalese, 2010)[i] 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). [i] 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

Summative evaluation (MM/DD/YYYY): 09/01/2014 to 09/30/2014

* Narrative explanation

See Appendix 9: Detailed Implementation Plan See Appendix 10: Implementation Timeline - in gant chart format showing project activity in weekly increments The partnership team will conduct the evaluation of the project led by Dr. C. Jayne Brahler. A complete description of the Evaluation Process and Methodology is described under Question #25.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

PAOH Student Advisement: o More intentional student advisement focused on certificate and post-secondary programs in the health sciences o College and career preparedness - time management, study skills development, homework help, note taking, virtual study groups/blogs/forums ? Higher graduation rates among under-served student populations: minorities, rural, gifted, special education, previously disengaged, etc. ? Motivated and engaged community of online learners - develop persistence to remain in high school as well as communicate through virtual study groups/ blogs/ forums and other social media settings ? Expanded STEM subject offering: Earn both high school and college credits ? Accountable Staff - focused on student graduation, completing some college that prepares them for career success and continuing post-secondary education UD PSEO Program Expansion ? Admit more students into the program since courses are offered 100% online with the exception of the SBME and Health Sciences mobile classroom courses - that travel to the students - to train and develop skills, strengthen student self-confidence, and deepen their knowledge of career pathways in the health sciences ? Strengthen health sciences stakeholder relationships for the future development of certificate programs, which may include a practicum and internship ? Program Development - lays the foundation for developing certification programs with credentials that high school graduates can use for entry-level jobs in the health sciences field ? Mobile Classroom - SBME and Health Sciences Lab and Kitchen - to deliver hands-on instruction to where students are instead of waiting for students to come to the college or university. ? Offering High School students the opportunity to participate in a unique program that meets them where they are as the courses are infused with intervention, remediation, and acceleration including instructor led remediation, to ensure student success

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 classroom.

The Partnership Team believes the project's design is innovative and unique for online high school students and addresses several major issues that are at the heart of raising student achievement. ? Individualizing student instruction; ? Overall graduating students with employable skills, ? Creating an engaging learning environment; ? Exposing students to STEM career pathways in the health sciences Individualizing student instruction (RTI): During the two pilot, the team will analyze student performance through progress monitoring for remediation and acceleration. They will collect student and course data to pinpoint sections within each course that are either supporting student learning or need revision to increase student learning. The results from the usability testing data will be used to inform the development of the six certificate courses. While the development team may revise the course materials, the course content cannot be made less rigorous so revisions may include changing presentation style, different chunking of information, etc. Remediation will be provided for students who struggle with the coursework. Overall graduating students with employable skills: The McKinsey Global Institute report (2009) suggests that too few American workers are equipped with the skills required to fill attractive jobs in the economy's new growth sectors. In fact, 71% of U.S. workers are in jobs for which there is either low demand from employers, an oversupply of eligible workers, or both. Many lower-skill jobs have vanished for American workers and the recession pushed more jobs off-shore. Jobs in the health sciences, on the other hand, remained so strong that employment increased by almost 650,000 jobs during the recession (Carnevale et al., 2010). Through 2018, the healthcare sector is projected to have the highest rate of growth and the Technical job category has the highest concentration of job openings for individuals requiring some postsecondary education. By focusing the dual enrollment program in the health sciences, the team will be graduating skilled workers on a pathway to additional post-secondary opportunities. Creating an engaging learning environment: Medical simulation has the capacity to serve as the ultimate model for responsiveness to intervention (RTI) to bridge the gap between didactic training and live patient care. The simulation mannequins are programmed to provide feedback so students can repeat skills and assessments as required for skill mastery. 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, Issenberg, Petrusa, & Scalese, 2010) provided evidence that high-fidelity medical simulations facilitate hire rates of learning among trainees. Exposure to STEM career pathways in the health sciences: The Food Science mobile classroom will expose high school students to dietetics as a career choice. In addition to HSS 295 Nutrition and Health class, the Food Sciences mobile classroom will be used for online dietetics and nutrition courses and will allow distance students to learn about the basic concepts of food composition and basic principles of food preparation. This knowledge is essential for any student interested in a career in hospitality, food management, and dietetics. A qualitative study of blacks' perceptions of their majors and future professions, published in the *Journal of the American Dietetic Association* in 2008, revealed that students did not choose a nutrition major because they lacked awareness of the field and

Identified advanced training requirements, lack of diversity, and low salaries as reasons for not seeking more information about the profession.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

The high school considering replicating a program should ensure it is completely operational somewhere. This way, the planning team can see the program in practice and get a clear understanding about what the school is doing and the reasons behind it. The planning team should also be able to envision ways in which the program can be adapted to fit their needs. A program that has big pieces missing, should not be considered for replication. The recipient school will need to: (1) Obtain written documentation about the program's major functions, staffing, budget, etc. and clear specifications of essential "non-negotiable" elements of the program; (2) Ensure the program school has a structured support system that offers training and accessibility to answer questions, etc.; (3) The recipient school should have already secured buy-in from its stakeholders (students, parents, teachers, staff, community partners, etc.). It is critical for the team charged with rolling out the program to believe in it, otherwise it will not be successful; (4) The recipient school should also be aware of the costs to run the program and have access to sufficient resources and time to implement the program and support its ongoing operations; and (5) The recipient school should have a program champion to help with overcoming resistance for the program and helping people see its benefits. Once the recipient school has done these foundational tasks they are ready to delve into actual replication by following the steps in the "replication manual" which includes: ? Select team to oversee implementation and roll-out ? Have team lead goal setting exercise ? Establish a post-secondary dual enrollment program ? Identify and hire a coordinator ? Identify and hire an Academic Advisor ? Establish eligibility criteria for student participation ? Host parent and student information meetings to explain the program ? Select UD to provide college level classes for dually enrolled students ? Notify students of post-secondary course options and register students ? Assist students with UD registration and provide ongoing support ? Students attend and complete the course with passing grade The long term goal of developing these online post-secondary health science 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. Once the certification programs are established, the program will be 100% portable because of the online didactics and the simulation-based medical education (SBME) and Food Science mobile classrooms. The program is poised to change the standards for online secondary education by providing an engaging hands-on training and skills development component through the use of mobile classrooms. These classrooms will reside with UD and through masterful scheduling, the mobile classrooms can be dispatched throughout the state and will be used to its maximum capacity. The bulk of time spent replicating this program will be in the front-end of the project ensuring that all stakeholders are on board and have jointly developed program goals and outcomes. The program can be readily replicated at any online or traditional high school since the course programs have been developed and taught by UD professors; UD provides all the technical support to faculty and students and offers all courses through Sakai, their learning management system (LMS); provides instructor-led remediation, if needed; and, the state's post-secondary option programs will pay for these classes so that both low-income and wealthier students are able to attend and the university is reimbursed by the state.

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

See Appendix 11: Description of Substantial and Lasting Impact. PAOH has developed the following goals for the five-year impact period of the grant: Goal 1: Increase student academic growth on the OGT. The measures of attainment: (a) In year 1, the percent of students scoring in the Proficient category on the OGT will match the 2012-13 state average for each grade and subject tested; and (b) In subsequent years, the percent of students scoring in the Proficient category on the OGT will match the state average or exceed the 2012-13 baseline in each grade and subject tested by an additional 2% per year, whichever measure is greater. Goal 2: Increase the graduation rate. The measures of attainment: (a) In year 1, PAOH's graduation rate will equal 70%; and (b) In each subsequent year, PAOH's graduation rate will increase by 3% annual to match or exceed the state average by year 5. Goal 3: Increase STEM literacy for all students and support the development of students' technology skills and knowledge to learn effectively and live productively in the 21st century. The measures of attainment: Annually, PAOH will require 100% of students to (a) Use curriculum specific simulations to practice critical thinking processes; (b) Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing sources; (c) Master selecting digital tools and resources for use in real-world tasks and provide justification for selections based on their efficiency and effectiveness; (d) Identify a complex global issue, develop a plan for investigation, and present innovative sustainable solutions; and (e) 100% of students will be enrolled in at least two additional STEM electives before graduation. Goal 4: Develop students' Personalized Learning Plan (PLPs) in collaboration with advisors and parents/guardians within 30 days of enrollment and maintain at least an 80% student retention rate year over year. Measure(s) of attainment: (a) Complete 100% of student needs assessment by actively engaging students in examining the supporting and hindering factors to achieving their goals; (b) Members of the advisory team will work with students to develop annual academic and career [SMART] goals as well as identify students' strengths and areas of interest; (c) Members of the advisory team will meet with students quarterly to discuss their involvement in extra-curricular activities (student generated blogs, recognition events, leadership activities, study groups; peer orientation; student council); (d) Members of the advisory team will meet students quarterly to discuss and involve students in the assessment process to manage their portfolio development, PSEO options and post-graduation academic and career goals; (e) Advisors will provide students with a variety of methods to allow them to monitor and measure their progress (portfolios, eAcademy student portal, regular conferencing, private dialogue journals for conversations with teachers, and self-evaluations).

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.

Since PAOH is a start-up charter online school since Fall 2013, there are not historic data for comparative benchmark comparisons. However, the school complete initial benchmark assessments at the start of the school and data will serve as the basis to measure gains and proficiency for this first year of operations. The school has developed the following long and short term objectives in support of the overall program goals listed in question #23. ? Long Term Objectives: Increase enrollment at the high school directly attributable to the project by 10% each year o Short Term Objectives: - Consistently market PAOH and the certificate course option - Hold at least two open houses each semester to showcase the mobile classrooms and demonstrate its training and skills development capacity ? Long Term Objectives: Increase the number of students graduating from PAOH by 70% in year 1 o Short Term Objectives: - Students are talking to their advisors at least twice per week - Students that need remediation are being provided with extra support - Students who need acceleration are being challenged ? Long Term Objectives: Recruit at least 75 students each year to participate in UD's PSEO certificate courses o Short Term Objectives: - Hold at least two seminars with currently enrolled students to explain PSEO option and enrollment process - Turn in student interest form by due dates to ensure consideration for the program ? Long Term Objectives: Increase enrollment at the high school directly attributable to the project by 10% each year o Short Term Objectives: - Consistently market PAOH and the certificate course option - Hold at least two open houses each semester to showcase the mobile classrooms and demonstrate its training and skills development capacity ? Long Term Objectives: Ensure that 100% of students are taking at least two science electives each year either through PAOH's program or UD's certificate courses o Short Term Objectives: - Ensure frequent and consistent communication with Academic Advisor - Hold at least two virtual open houses each semester to showcase PAOH academic program and eCourses selection Specified measurement periods and preliminary success points that will be used to validate successful implementation of the project can be found in Appendix 6: Implementation Timeline, for more specific measurement periods and preliminary success points to demonstrate the successful implementation of the project. The below description provides a big picture overview of the major tasks with Straight A funds and subsequent year FY14 First Phase - Development ? Pilot 2 core certificate courses ? Pilot 2 mobile classrooms ? Gather and analyze student performance and usability data ? Develop six additional core certificate courses ? Complete market study to determine which certificate programs to offer (10) FY15 Second Phase - Development ? Offer 8 core certificate courses ? Gather and analyze student performance and usability data ? Develop remaining core classes for approved certificate programs ? Develop specialized courses for approved certificate programs

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

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

See Appendix 12: Evaluation Plan Primary Research Method: A quasi-experimental nonequivalent control group design with pretest and posttest will be used to compare retention, completion, and attainment rates between control students and UD PSEO class enrollees. The counterfactual will be age- and gender-matched students who were eligible to enroll in the UD courses but who elected not to participate. We will compare their retention, completion, and attainment rates with students who enroll in the UD classes. Secondary Research Methods: A quasi-experimental one-group pretest-posttest design will be used to determine if experimental students make statistically significant gains in content acquisition. Linear regression analyses will be used to determine what variables are most predictive of student success. Response to Intervention: The research team will develop, test, revise/improve and retest the online courses, medical simulations and food science exercises. Usability testing will involve tracking the level of remediation required for students to progress through course materials and achieve passing grades on formative and summative assessments. Key Outcomes: Student test score performance; student remediation data; retention, completion, and attainment data for students and controls; prognostic indicators of certification exam score. Analytic strategy: Repeated measures (RM) multivariate general linear model (GLM) tests will determine if there are significant differences in retention, completion, and attainment rates between experimental and control subjects and if students are making significant content and skill gains from pre- to post-test. Linear regression analysis will be used to determine what variables are most predictive of student success.

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.

I Accept Naim Q. Sanders Executive Director Provost Academy-Ohio October 25, 2013