

Budget

University Of Cincinnati (062927) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (223)

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		46,240.00	14,343.00	0.00	0.00	0.00	172,500.00	233,083.00
Support Services		5,000.00	370.00	10,000.00	0.00	0.00	0.00	15,370.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		18,461.00	5,397.00	0.00	0.00	0.00	0.00	23,858.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00
Total		69,701.00	20,110.00	10,000.00	0.00	0.00	172,500.00	272,311.00
Adjusted Allocation								0.00
Remaining								-272,311.00

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: Step Up to College

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.

Ohio high school seniors experience a dramatic and, at times, daunting change in their instructional environment when they matriculate to a college or university, even when the matriculation is to a two year associate degree program. If Ohio seniors are given the opportunity to be prepared for these changes, such as the increased depth in study and research expectations, massive repositories of digital courses and content, and courses presented in online and blended format (while still in high school), they will spend much less time during their first year in higher education orienting themselves to this new environment. This grant proposal requests funds to develop two online classes in order to utilize a greater share of resources in the classroom and increase student achievement - (1) an online learning and digital information resources class for high school teachers and (2) a dual credit "Step Up to College" class for high school seniors, particularly students identified as "at risk for college success", taught by the prepared high school teachers with mentoring assistance from university instructors.

200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Marcia K. Deddens

Organizational name of lead applicant: University of Cincinnati

Unique Identifier (IRN/Fed Tax ID):

Address of lead applicant: P.O. Box 210002

Phone Number of lead applicant: 513-556-4425

Email Address of lead applicant: marcia.deddens@uc.edu

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

First Name, last Name of contact for secondary applicant: Cheryl C. Albrecht

Organizational name of secondary applicant: University of Cincinnati

Unique Identifier (IRN/Fed Tax ID):

Address of secondary applicant: P.O. Box 210033

Phone number of secondary applicant: 513-556-1784

Email address of secondary applicant: cheryl.albrecht@UC.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.

Emails requesting participation for High School teachers have been submitted from - Butler Technical High School Cincinnati Public Schools Fairfield High School Hamilton City Schools Kings Local School District Madeira High School Northwest School District Oak Hills School District Princeton Schools Southwest Schools Talawanda Schools and others will be coming from Hamilton, Butler and Warren Counties in southwest Ohio - a total of 100 high school teachers

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.

Two teams of four faculty comprised of an online instructional designer and a pedagogy expert from the College of Education, Criminal Justice and Human Services (CECH), School of Education and two librarians with skills in digital literacy and research skills needed for the 21st Century learning from UC Libraries (UCL). These two teams will collaborate to create a robust curriculum for the two online classes with coordination and advice from Marcia Deddens and Cheryl Albrecht. There is a long history of collaboration between CECH and UCL, but this endeavor will be a deeper collaboration between the two entities. Over the years, they have worked together to make resources available to students in the CECH Library and supported teacher preparation with guides to resources and workshops. Both lead applicants have Master of Library Science degrees. In addition, CECH is a leader in online course development and online degree programs. Nearly 50% of CECH's graduate credit enrollment is in online courses. The lead instructional designer has developed multiple professional development classes for UC faculty through UC's Center for Enhancement of Teaching and Learning. Topics for these classes included: course design, online teaching techniques, course interface design, tool sets available to foster digital content, communication and assessment.

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.

This project builds on an established concept of dual enrollment for high school students but moves from a discipline and content structure to one that is both innovative in concept and format. The course content is not discipline based but rather applicable to a wide range of students from those who are academically talented and will enter upper level classes as college freshman to those who are "at risk" and can benefit from preparation that increases their ability to handle college level courses. This course, and the preparation to teach it, focuses on the educational process within higher education from the course structure and expectations of students and instructors using an online approach, through the communication requirements and on to the research, citation and information validation necessities for digital repositories. Research resources available digitally from the University of Cincinnati, INFOhio and OhioLINK are provided with no additional cost to the high school seniors. The model treats these seniors as regular UC undergraduates and thereby bypasses any otherwise complicated resource licensing issues, but rather leverages these valuable resources. The actual format of the class is a learning experience for the high school students and it is not limited by technology provided by their home schools. The class requires no additional hardware or software and could even be completed via the facilities of a local library or community center. It prepares students to participate in online classes, both asynchronous and synchronous, to communicate effectively within the online environment, and to engage in learning with heterogeneous groups preparing presentations and projects accelerated by technology. Class projects can engage students by interest rather than by their participating school definition. The high school teachers who instruct in the program are prepared by completing a rigorous graduate credit course and are then mentored during the dual credit course by University Faculty. The dual credit course is offered online with flexible scheduling that does not need to occur during the seniors' already packed and established schedules.

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.

Student Achievement - The goal of the project is to better prepare Ohio high school seniors for their first year in higher education by introducing them to both the class format and the resource content they will face. Normally college freshman arrive on campus with both a deficient expectation of the rigors of academics at this next level and a pressing need to learn how to interact with online and blended learning classes, as well as the very extensive array of new digital resources available to support their classes and their learning. This approach will provide a "Step Up to College" that will diminish anxieties about the first year experience, better prepare high school students for research during their senior year and their first year in college, and allow for more advanced digital learning skills experiences once the students are enrolled in higher education. Some of the school districts who intend to have their teachers engage in the project mentioned that their schools provide a college preparation course or experience and that this dual credit class will provide the real world experience that their seniors need. It may even supplant some or all of the college preparation experiences now provided at the high schools during the regular school day, thereby opening resources and time for other options. Utilization of a greater share of resources in the virtual classroom - As the students are dual enrolled, they will have access to both INFOhio and OhioLINK which are supported by state and federal funds. This course will utilize these already existing significant resources and leverage their value for these students by incorporating them into the course. INFOhio is a learning tool for all Ohio K-12 students and educators provided by state and federal funds. It offers a large online collection of educational resources, which includes images, videos, popular magazines, newspapers, scholarly journals, encyclopedias, audio and e-books, as well as content in multiple languages. These resources help students develop 21st century thinking skills, virtual collaboration skills, and new ways to express themselves. The Ohio Library and Information Network, OhioLINK, is a consortium of 89 Ohio college and university libraries, plus the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research.... Together, OhioLINK and its member libraries provide access to: * nearly 50 million books and other library materials * more than 100 electronic research databases * millions of electronic journal articles * over 81,000 e-books * thousands of images, videos and sounds * over 39,000 theses and dissertations from Ohio students

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.

Personnel - \$69,701 Fringe Benefits \$20,108 Evaluation - \$10,000 Professional Development Graduate Tuition for Teachers - \$106,500 Tuition for high school seniors - \$66,000

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

272,311.00 * 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).

\$18,461 for Principal Investigators' effort, including project coordination and evaluation supervision. \$30,000 to prepare the curriculum for the two online courses, including building the online classes and pilot presenting them to undergraduate and graduate Education majors at UC for critique and modification. \$106,500 to fund the graduate tuition for a 3 CR HR course (at a special reduced professional development tuition of \$355 per credit hour) for 100 high school teachers who will teach the "Step Up to College" online dual credit course. \$66,000 to fund the undergraduate tuition for a dual 3 CR HR course "Step Up to College" for 200 southwest Ohio high school seniors offered between May and August 2014. Dual credit rate with UC is \$110 per credit hour and the "Step Up to College" class will carry three undergraduate credit hours. Flexible class scheduling will be used to accommodate the term differences among the participating schools. All class fees will be expended on or before June 30, 2014. We are hopeful that a proposal submitted for the FY14-15 cycle of Straight A funding will allow us to cover the dual credit expenses of an additional 800 students. \$10,000 to fund the CECH Evaluation Services Center to create and administer an evaluation survey for each of the graduate course and dual credit course participants. \$16,240 to fund adjunct pay for 20 high school teachers who each teach one section of the dual credit course to high school seniors. \$20,108 for fringe benefits for the UC funded participants. UC will pay the instructor costs for the five sections of teacher grad credit enrollment. Salary and benefits are \$20,250. UC will pay for the instructor mentor for 20 sections of the dual credit course for 200 high school students. Salary and benefits are \$30,375.

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.

0.00 * 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 project will be sustained through the existing structures of the University of Cincinnati dual credit programs and teacher professional development graduate credit classes at published tuition rates. This project covers developing, piloting and refining the "Step Up to College" concept. The new/recurring cost of program continuance will be covered by the new tuition revenue. It is not possible to estimate the new costs as they are entirely dependent upon enrollment levels.

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

0.00 * 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.)

This project will leverage existing equipment, library resources and faculty that are already funded from other budgets. While expected savings cannot be quantified in terms of dollars, the outcomes are more in terms of efficiencies in the learning process. The students will be more efficient learners once they begin their higher education experience. They will have the knowledge to navigate efficiently through the online learning environment that they will encounter post high school. They will also learn to communicate in a thoughtful and effective manner with their instructors and fellow students. Experience has taught us that succinct and fact based communications are a hallmark of quality online communications and frustrations are magnified for both instructors and students when class participants cannot effectively make their points but rather ramble on, often without adequate support for their point of view.

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.

This project is self-sustaining. As stated above, the project will be sustained through the existing structures of the University of Cincinnati dual credit programs and it leverages the use of existing equipment, library resources and faculty to reach this new and extended audience. The class model can also be generalized for any Ohio colleges and universities because all have access to both INFOhio and OhioLINK, the backbone resources for the project, and access to the dual credit model.

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): 01/01/2014 thru 05/15/2014

* Narrative explanation

a. January - February 2014: Project teams comprised of individuals from CECH and UC Libraries create content and develop the graduate credit course. The course will be team taught. b. End of February 2014: Pilot the graduate 3 CR HR course with CECH graduate students and incorporate their feedback in course refinement. c. March - May 2014: Project teams comprised of individuals from CECH and UC Libraries create content and develop the undergraduate student course. We intend to have two high school teachers from 10 different high schools in the first graduate class in order to open the opportunity for the 20 sessions of the dual credit course to be team taught. We will engage the 20 teachers in feedback for the student course and actively discuss the lesson plans utilizing their knowledge.

Implement (MM/DD/YYYY): 03/01/2014 thru 08/15/2014

* Narrative explanation

a. March 1 - early May 2014: Teach the first graduate cohort of 20 high school teachers. The 20 teachers designate 10 juniors each (soon to be seniors who will be college bound) to take the dual credit student course over the summer. b. Summer 2014 (mid-May - August): Student course is taught to 200 high school students. UC mentors in partnership with trained high school teachers as adjunct instructors teach the class.

Summative evaluation (MM/DD/YYYY): 10/15/2013 thru 08/15/2014

* Narrative explanation

Over 300 High School Principals and School Superintendents in three counties in southwest Ohio have been apprised of the proposed plan and have been asked to nominate teachers for the program. In one short week we have nearly 100 teachers nominated. Once the final selection of 100 teachers is made, these teachers will be asked to select ten seniors each to participate in their first session of the dual credit class. Evaluation forms will be distributed online to all participants. UC Faculty mentors will communicate with the high school teachers from within the online dual credit classes as they will be assigned a Teaching Assistant role for the class. Each participant will have full UC student status including a UC email account, access to Blackboard, full access to UC Libraries resources and to OneStop, the UC online source for registration, grades and transcripts.

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

The project will result in the creation and refinement of one graduate course and one undergraduate course which will continue to be offered to meet demand for the foreseeable future. The only change in instruction will be an increase in the number of professional development graduate students and in the number of dual credit high school students. Tuition revenue from these programs will fund the increased costs of Faculty and adjunct instructors, as well as university services such as registration and academic records processing. For this grant, we have nearly seventy of the participating high school teachers identified at this time. Additional teachers to reach the grant request to cover 100 will be solicited once the grant is awarded. Most, if not all, of these teachers may reply to the initial response inquiry shortly after the grant application is submitted. We do not anticipate any other changes.

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.

Research shows that the more support and preparation that students have, the greater their success will be, and the more likely they are to be retained and graduate. Student success literature documents this. We also know this from exit interviews. The biggest deterrent to student success is the feeling of failure, being overwhelmed with no map to navigate the new terrain of higher education. Students are well aware of the high cost of higher education, whether it is being paid from their own resources, those of their parents or through loans. The feeling that they are wasting both time and money often leads otherwise successful students to drop their programs and once deferred they are far less likely to continue. UC's Gen 1 House has brought together first generation college students and provides extra support for study skills and acclimation to college life. The results have been impressive. This grant is designed to take the basic premise of Gen 1 to a wider audience and trusts that preparation always adds to success.

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

Yes

No

22. If so, how?

This program can easily be replicated many times over as the structure for graduate credit for teacher professional development and the dual credit system are well established at the University of Cincinnati, as well as many other Ohio universities and colleges. Once the course development and refinement are complete and the concept has been well tested with a large group of high school seniors, we will be prepared to replicate the program at the University of Cincinnati and provide materials to other Ohio schools that may also wish to do so. This program can easily be replicated many times over as the structure for graduate credit for teacher professional development and the dual credit system are well established at the University of Cincinnati, as well as many other Ohio universities and colleges. Once the course development and refinement are complete and the concept has been well tested with a large group of high school seniors, we will be prepared to replicate the program at the University of Cincinnati and provide materials to other Ohio schools that may also wish to do so.

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

The value of this program is providing advanced experience and training for Ohio's college bound high school students. It creates a framework for any high school participating in dual credit options, as well as providing training for high school teachers in online and blended learning as it may be used in any of their other high school course options. It also introduces high school seniors to a new and vast environment of digital resources that they will use extensively throughout their college years. It will prevent hours of non-productive wandering through this array and prevent the frustration that may occur for students who have not received the training and orientation. The impact is only limited by the number of high school students who enroll in the dual credit option and the number of high school teachers who are prepared to teach them. Given the online nature of the two courses, the impact is significantly expanded as it is not limited by time or place.

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.

In five years, the project expects to increase the involvement of high school teachers and dual credit learners through UC by 10% every year. We plan to survey the high school students immediately post course, during their freshman year and three years hence. We are open to providing information on the program and the teaching model to other OBR schools who may wish to add the concept to their dual enrollment programs which tend to be regionally based.

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.

Within the context of this first year grant, we will survey participants to evaluate their learning experience and determine how they feel the experience will affect the remainder of their senior year and their first year in college. We also intend to keep data on where each high school student attends college and contact them for further feedback after their first semester is completed. That evaluation will be outside the scope of this initial grant. The impact of this initial evaluation will reflect the experiences of 200 high school students. We intend to submit a second Straight A grant application for the 2014-2015 fiscal year and cover the dual enrollment expenses for an additional 800 high school students who will be taught by the remaining 80 high school teachers who have been prepared in the 2013-2014 grant cycle. Evaluating the impact on this much larger group will improve the validity of the evaluation process and cover a broader range of experiences.

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. Evelyn Sten, Assistant Director Business Affairs/Director of Sponsored Awards-CECH - 10/25/13