

Budget

Portsmouth City (044669) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (146)

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		0.00	0.00	4,954,500.00	1,311,000.00	0.00	0.00	6,265,500.00
Support Services		0.00	0.00	2,114,766.91	390,351.44	1,361,964.36	0.00	3,867,082.71
Governance/Admin		0.00	0.00	1,325,000.00	0.00	0.00	0.00	1,325,000.00
Prof Development		5,000.00	0.00	2,741,499.00	144,000.00	0.00	0.00	2,890,499.00
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	30,000.00	0.00	0.00	0.00	30,000.00
Transportation		0.00	0.00	40,000.00	0.00	0.00	0.00	40,000.00
Total		5,000.00	0.00	11,205,765.91	1,845,351.44	1,361,964.36	0.00	14,418,081.71
Adjusted Allocation								0.00
Remaining								-14,418,081.71

Application

Portsmouth City (044669) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (146)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
EPPIC STEPS

2. Executive summary: Please limit your responses to no more than three sentences.

The EPICC STEPS project will strategically position a large regional consortium effort of 46 Appalachian Ohio school districts and 2 non-publics including 51 high schools and their feeder middle schools representing approximately 40,000 students along with various community stakeholders to share new technology/services, build a secure repository of readily-available teaching/training resources, and expand teacher professional development to achieve two fundamental goals: ****ONE**** Increased student achievement by a major expansion of lower cost/higher quality, rigorous dual enrollment courses, by increasing knowledge and credentials of school district educators and expanding use of the Flipped Classroom model that allows students to take more responsibility for their learning, and connecting student studies to individual student career goals, ****TWO**** Implementing a shared services delivery model by connecting consortium members through emerging technologies enabling the creation, storage and sharing of video conferences, webinars and learning modules in a centralized and secure digital library.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

40000 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Scott Dutey

Organizational name of lead applicant
Portsmouth City Schools

Address of lead applicant
724 Findlay Street; Portsmouth, OH 45662

Phone Number of lead applicant
7403544727

Email Address of lead applicant
Scott.Dutey@Portsmouthtrojans.net

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Schools in Appalachian Ohio face a multitude of challenges in attempting to motivate and guide students through high school completion, post-secondary learning and long-term gainful employment. Unemployment for the 16 counties served by EPICC STEPS exceeded the February Ohio average of 7%. These included Pike County at 12% and Adams and Scioto Counties at 11%. Despite this surplus labor supply, jobs remain unfilled as more jobs require post-secondary education, which only 1/3 of current high school graduates pursue. One result, according to the Ohio Department of Education, is that the family poverty rate for the 46 EPICC STEPS school districts exceeds the already-high state average of 39%. The average is 51% and two districts exceed 80%! *** Parents, counselors and students have insufficient knowledge about available job opportunities, as well as the education, skills and certifications required by local employers. Too many students leave high school without exposure to college-level coursework and collegiate expectations. Teachers themselves are challenged to remain aware of current career pathways, changing instructional technology and new professional development opportunities. This is made all the greater by the physical isolation and more limited resources in smaller, rural districts. *** The school districts need: 1) Access to more graduate programs allowing current teachers to earn the credentials to offer dual credit courses while maintaining their current teaching responsibilities; 2) Access to emerging technologies along with professional development in their use in innovative teaching strategies such as the Flipped Classroom model for improved student achievement; 3) Connections with local businesses and career counseling to inform their students and parents about career pathways that lead to local, long-term employment; and 4) Ability to share and build on local innovations and best practices.

The proposed innovation and how it relates to solving the problem or improving on the current state.

INNOVATIONS: Building on two other current grant programs, EPICC STEPS supports three major innovations. ONE - Transformed teaching methods to "flip" the use of classroom time from teacher-centered lectures to student-centered discussion and application of daily lessons. TWO - Efforts to improve, expand and standardize dual enrollment courses in math and English, while saving school districts money. THREE - New technology to support a central repository for storing and sharing of video-based learning modules to support student learning, to expand professional development without adding significant costs, and to bring in employer 'voices' regarding local careers into the classroom. *** MAJOR COMPONENTS: EPICC STEPS will meet the needs of the consortium members by providing 1) Access to graduate programs in mathematics and English that allow current teachers to earn the credentials to offer dual credit courses while maintaining their current teaching responsibilities; 2) Access to emerging technologies along with professional development in their use in innovative teaching strategies such as the flipped classroom for improved student achievement; 3) Connections with local businesses and career counseling to inform their students and parents about career pathways that lead to local, long-term employment; and 4) The creation of a regional structure for sharing delivery of local innovations and best practices. **SHARED DELIVERY STRUCTURE** EPICC STEPS fundamentally changes both the method of content creation and access to available resources. The central repository will be established at the South Central Ohio Computer Association (SCOCA). SCOCA is one of twenty-two Information Technology Centers (ITC) in Ohio providing administrative technology support services and classroom technology integration to achieve student success. Through the central repository, EPICC STEPS connects students, teachers and parents at 51 high schools and their associated middle schools with employers and college faculty to form a network of professional relationships and shared teaching practices. **PROFESSIONAL DEVELOPMENT** By using new technology to create a dynamic, centralized repository of professional development resources, directly complementing the existing Blackboard Learning Management System, ubiquitous resource sharing becomes as feasible as it is necessary. A minimum of 120 teachers will be supported to obtain masters degree credentials from Shawnee State University (SSU) and training in the Flipped Classroom Model from Pearson Education, Inc. **BETTER DUAL ENROLLMENT COURSES** Every year for five years starting in 2015, students will be provided a minimum of 5,100 3-credit hour dual enrollment courses that will consistently meet rigorous academic standards and be taught by credentialed teachers who are trained in the effective use of the Flipped Classroom model. SSU will mentor these teachers to help achieve this. **STUDENT ACHIEVEMENT** The project will connect students, faculty and employers in the classroom to identify job opportunities, the skills/education needed to fill those jobs, and the steps students need to take now to move forward on a clear path to gainful employment. WITH THIS MOTIVATION, WITH THE CHALLENGE OF RIGOROUS COURSES AND WITH THE MORE STUDENT-CENTERED FLIPPED CLASSROOM MODEL, STUDENT ACHIEVEMENT WILL INCREASE SIGNIFICANTLY.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels,

content areas as appropriate) in the box below.)

Greater student achievement will be accomplished: 1) by raising the bar and increasing the expectations of students by adding rigorous dual enrollment courses taught by qualified local teachers, 2) by 'flipping' these dual enrollment courses and other classes to motivate students to take charge of their learning, and 3) by adding career-related content that helps students see the relevance and importance of their learning. Research, cited in response to Question #21, has shown that each of these changes leads to greater student success. Collectively, the improvement will be very significant. ** DUAL ENROLLMENT COURSES: Dual enrollment courses are designed so that students who complete the courses gain credit simultaneously toward high school graduation and toward a future college certificate or degree. To achieve the latter, the course content must meet rigorous college accreditation requirements. Experience has shown that when tougher courses are offered, students naturally rise to the occasion. Students that participate in dual enrollment tend to have better educational outcomes with increased high school completion rates and higher enrollment and persistence in postsecondary education. In addition, the participating teachers will have completed at least a semester's worth of graduate mathematics or English aimed at providing them with the advanced content knowledge associated with the teaching of college level courses. The teachers will also have SSU faculty assigned to them as mentors to answer questions and provide any additional support that is needed for the successful implementation of their dual enrollment courses. ** FLIPPED CLASSROOMS: Increases in student achievement will be further enhanced by having teachers trained in the Flipped Classroom format. Flipped learning happens when the teacher's lecture is delivered outside of the traditional class time, typically via a video that students view on their own. Class time is used for active problem solving by students and one-to-one or small-group tutoring with the teacher. The Flipped Classroom uses modern technology to create a sustainable, reproducible, and manageable environment for student-centered learning. Students can watch the short lectures as many times as they wish to grasp the content and then come to class ready to jump into the lesson, ask questions, work on collaborative projects, and explore the content further. With the transfer of foundational knowledge outside of class time, students are asked to take ownership of their own learning. Educators are able to personalize each class and spend quality time with each student. ** CAREER CONTENT: Career content will be added to increase student motivation to achieve. The aim is to increase student awareness of STEAM careers (Science, Technology, Engineering, language Arts and Mathematics), college opportunities, and college preparedness. Guest speakers will talk face-to-face - via distance learning technology - with students so that they might learn about available careers and what they have to do to succeed. This will include sharing information so that students, parents and teachers see college as a viable, valued option, and students visualize themselves as college and vocational training graduates. College and career readiness are embedded within the course standards. The distance learning technologies will be implemented using the Ohio Appalachian Center for Higher Education's ideas that have shown to improve the college/career readiness culture among participating schools. The program's reach includes traditional college careers, pursuing certificates or associate degree programs, preparation for on-site training in industrial settings, and expanded offerings across clusters of schools for enriched technology, engineering, science and mathematics courses.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Through EPICC STEPS, the participating school districts will share professional development, teaching/learning modules and curriculum development. This shared delivery will be built on a succession of prior successes in regional cooperation. One of the oldest was the creation of the SCOCA in 1979 as one of the regional centers for delivering effective, efficient and secure IT services to Ohio K-12 schools. SCOCA has been instrumental in fostering the efficient use of a leading learning management system (Blackboard) by 45 school districts in the region. The Round One Straight A Fund grant to a consortium of thirteen school districts confirmed the need and feasibility of enhancing dual enrollment through courses and credentialing offered by SSU and by use of the Flipped Classroom model. Most recently, a USDA Rural Utilities Service Distance Learning and Telemedicine grant (DLT) is helping to underpin the planning and design of the EPICC STEPS proposal. ** PROFESSIONAL DEVELOPMENT: PD is an on-going need and expense for school districts for both teachers and staff. The technology and habits of using the central repository to allow teachers to "attend" PD sessions remotely via video-conferencing or recorded webinars will extend to many other topics beyond the dual enrollment and Flipped Classroom topics of this project. Furthermore, by sharing training materials with other districts so easily through the central repository, more such exchanges will occur and greater additional savings will result. Thus the project will achieve increased PD effectiveness and efficiency to the degree that it becomes desirable and practical to sustain it for the long term. ** TEACHING LEARNING MODULES: The Flipped Classroom model requires teachers to capture or record their traditional classroom presentations. Students view these outside of their classroom as "homework." In class the students work individually or in small groups on those portions of the recorded presentations which they did not fully understand or on additional applications or implications of the material being presented. This allows classroom time to help students master the basic materials when needed or to pursue the topic in greater depth in a direction of personal interest to the student. Materials for students to explore further can be researched and located by the students, or teachers can prepare modules in advance that will be relevant and attractive to some of the students. With the shared delivery structure in place the basic teacher presentations and the supplemental learning modules can be shared by teachers with their counterparts in other school districts adding greatly to the tools available to each teacher and the range of materials available to the students. As a library of materials is built, the repository becomes more useful at no additional cost. ** CURRICULUM DEVELOPMENT: From time to time new courses are needed or older courses need to be refreshed to reflect new findings or the changing environment. This process has traditionally been expensive and time consuming. With a wealth of recorded materials readily at hand, teachers or committees assigned to develop or revise courses can do so more efficiently and successfully.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

14,418,081.71 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

INSTRUCTION Appropriately, the largest item in the budget is Instruction and the largest part of that is for Purchased Services (400) which includes \$4,054,500 for the scholarship awards of 5,100, 3-credit dual enrollment courses every year for five years starting fall 2015 provided by SSU through a multi-year service contract. An additional \$900,000 is required for the Blackboard LMS which will be done through a service agreement with SCOCA to provide licenses to all teachers through May 2020. Supplies (500) for instruction include tools and software with 5-year service agreements for the development of video content used in Flipped Learning (\$561,000), and classroom sets of graphing calculators and college texts used in the dual enrollment courses (\$750,000). ***SUPPORT SERVICES The purchase, installation and maintenance of the central repository equipment and emerging technologies required to connect consortium schools to employers, faculty and each other will be provided for by a service contract with SCOCA. The total cost for equipment (600 Capital Outlay) is \$1,361,964.36. This includes a backup generator, video infrastructure and 35 endpoints (user stations). Supplies (500) associated with the equipment such as cables, microphones, video cameras, surge protectors and control devices will cost \$390,351.44. Purchased services (400) include the related multi-year maintenance agreements and licenses to sustain the infrastructure plus delivery and installation of the equipment at \$1,084,766.91, along with \$1,030,000 for the external evaluator and for printing, mailing and other miscellaneous charges. ***GOVERNANCE/ADMIN The EPICC STEPS implementation team will be supported through Purchased Services (400) contracts with SCOCA and SSU totaling \$1,325,000. SSU will supply the project director (PI) for \$90,000 and SSU coordinator at \$300,000 to purchase release time for a faculty member half-time. SCOCA will provide for the K12 coordinator, a fulltime 1-year position with part-time responsibilities the remaining five years to write contracts and handle fiscal responsibilities plus a full-time SCOCA coordinator at \$600,000 to schedule and provide for employer conferences, PD for teachers and support for the building and maintenance of the central repository over the scope of the project. ***PROFESSIONAL DEVELOPMENT (PD) Purchased Services (400) provides \$2,293,547 for credentialing at least 120 HS teachers in math or English through SSU. Pearson's foundations of flipped learning and Cisco's PD in the use of video communication equipment for 11 cohorts account for \$106,952. PD in statistics software for use in the dual enrollment course costs \$6,000 contracted with SSU. Other PD contracted with SSU is \$100,000 to give release time to English faculty to expedite the development and approval of the M.A. in English plus \$1,000 stipends to faculty mentors (\$120,000) and the teachers they are working with (\$115,000) to ensure the dual enrollment courses are offered at the same rigor as those offered at SSU and to review and revise the flipped course content.

In addition, \$5,000 in Salaries (100) is included for stipends for the 5 teachers at Portsmouth City Schools as well as \$144,000 in Supplies (500) to purchase the graduate texts required for the teachers being credentialed. ***FACILITIES: The intense graduate courses in the summer are blended and include 5, two-day long on-campus meetings, for which \$30,000 in Purchased Services (400) is included to provide lodging. ***TRANSPORTATION: Purchased Services (400) includes \$30,000 for mileage reimbursement for the SCOCA coordinator to travel to 51 high schools to provide PD in the use of the Blackboard LMS and video conferencing equipment and \$10,000 for SSU project personnel to travel to set up dual enrollment MOU's and meet with the teachers taking graduate courses.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

A significant portion of the budget is for one-time expenses, notably the equipment and software to create the central repository for training and learning modules. Built into these are five year service and maintenance agreements so that no recurring costs will be incurred by the participating members. Similar agreements cover those other items that might otherwise result in recurring costs. Districts will receive \$10,000 stipend to use toward the purchase of tools associated with the flipped classroom along with suggested packages and training on best practices of blended and flipped learning. Pearson and Cisco have agreed to provide the PD in the Flipped format of instruction and the use of video conferencing in the classroom respectively on a, as needed basis throughout the duration of the scope of this project which ranges from July 2014 through May 2020. The foundation of flipped learning course offered through Pearson will support 275 teachers and faculty in cohorts of 25 on the instruction of best practices using the flipped classroom. The Telepresence Teachers Training Teachers (T4) PD offered through Cisco will be offered to 11 cohorts of 20 teachers that leverages a "Training the Teacher" method helping to facilitate the long-term sustainability and adoption of video in the future classroom environments. The LMS, video conferencing and repository of resources will be provided for through a contract with SCOCA to ensure maintenance and continued PD can be delivered to the districts. Scholarships for teachers and students to provide dual enrollment courses throughout the consortium will be provided by a contract with SSU ensuring 5,100, 3-credit hour courses are supported every year for five years starting fall of 2015. SSU will also be contracted to provide scholarships for at least 120 teachers to be credentialed to teach dual enrollment courses in math or English. Panel discussions with employers, faculty and college students addressing career opportunities and the skills, training and education necessary to meet the demand will be recorded and stored at SCOCA for access by teachers and students of the consortium schools. The maintenance of this repository is included in the contract with SCOCA. EPICC STEPS builds off of an already awarded Straight A Grant and a federal DLT grant. Combining the best of both with the inclusion of the storage and server capacity to store the video content will result in a central repository and trained personnel that is sustainable for a significant number of years.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

1,610,834.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The expected savings for the consortium schools through the implementation of the EPICC STEPS project are in two areas: 1) the costs of the learning management system and 2) those associated with the offering of PSEO-type of dual enrollment courses. There are 46 public school districts and 2 non-publics including 51 high schools and 35 middle schools representing approximately 40,000 students that form the collaborative of EPICC STEPS. Within this collaborative are also the associated elementary schools that make up another 40,000 students, but as the majority of the impact of implementing the program will be realized on grades 6-12, this headcount was not included in the number of students impacted. However, there is likely to be some positive impact on these students as their teachers will be enrolled in the Blackboard LMS and will be eligible to receive PD in the blended and flipped learning and have access to the repository of resources for downloading. Currently, 27 of the 46 school districts pay \$2,500 a year for the Blackboard LMS which would result in a savings of \$67,500 annually. To determine the savings in PSEO and dual enrollment offerings, the PI and Portsmouth City treasurer emailed and made calls to the different districts to inquire of the expected savings in this category. Over half of the consortium responded. Their data plus estimates based on enrollment and location were used to fill in the attached Fiscal Impact Statement. The responses to the expected savings ranged from \$2,000 at Wilmington City to \$150,000 at Gallia County Local schools and averaged at approximately \$40,000. Extrapolating this amount to the 46 public school districts yields \$1,840,000. The sum of the reported savings in the Fiscal Impact Statement is \$1,543,334 to be conservative. Together with the LMS savings, the total annual savings result is \$1,610,834 annually or \$8,054,170 over the scope of the project.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The EPICC STEPS project is designed to invest funds in the first year and eliminate the need for additional expenditures for at least five years after. The project creates one-time, long-term improvements in people, equipment, software, learning modules, and course designs. The hardware and software that carry the important technology undergirding the project require little maintenance and will come with multi-year maintenance included. The implementation team will be supported for 6 years through contracts with SCOCA and SSU. Through a multi-year service agreement with SSU, scholarships will be provided each year for five years starting in fall of 2015, for students to enroll in 5,100 3-credit hour college-level courses. Starting summer 2015, SSU will also provide 24 scholarships for high school teachers to enroll in Master's degree programs in Mathematics or Rhetoric and Composition each of the 5 years to achieve credentialing of 120 teachers. The course designs for the college-level courses utilizing the Flipped Classroom model of instruction created with teams of high school teachers under the guidance of faculty at SSU will be available for re-use by any teachers credentialed to teach dual enrollment classes, including the teachers that participated in the project. The review and revision of course content will continue through the scope of this project through the mentoring process associated with the teachers in the graduate programs. The courses will have activities, assignments and assessments built in to ensure rigor and consistency among sections offered by different teachers. SSU will provide faculty mentors for all teachers when they offer a dual enrollment course for the first time. The participating teachers will engage in an intensive, hands-on, personally relevant professional development experience in the creation of the flipped courses that will serve to improve the teachers' level of comfort in the development of resources for flipped learning, while simultaneously developing a viable teaching product. They will have the tools necessary to convert other courses they teach to the flipped format at no additional cost. It is expected that the participating teachers will become advocates for flipped learning? further, they will be able to train or mentor other instructors in this pedagogical methodology. The career information presentations of employer and college speakers will be captured and be available for re-use at no additional cost. Similarly, the teacher presentations and newly created learning modules will be in re-usable video format. Most importantly, there will be an attitudinal shift. Students will come to believe that high school and postsecondary courses are relevant to their future job success, that what they learn depends on them, and that meeting the challenges of more rigorous courses pays off. As these attitudes are passed on to siblings and friends, the educational and economic future becomes brighter.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range January 2014 -July 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Initial planning occurred in January - February 2014 with (SCOCA Rep) Peggy Whyte, (Dean UC at SSU) Brenda Haas and (PI) Krista Maxson discussing the implementation of the Straight A Funded DEAMFISA grant and the new USDA RUS DLT project. The need for a repository to hold the content being created for the mathematics dual enrollment courses and video recordings associated with the DLT grant led to the vision for the EPICC STEPS proposal. This vision was shared in February with Portsmouth City Schools superintendent and with SSU's executive staff. Both encouraged the proposal. During March, communications promoting the vision led to the desire of 46 school districts from 16 counties to participate in the EPICC STEPS consortium. Emails from all the participating superintendents are on file. Districts were surveyed in March and April to help define the scope of the project and the budget. The external evaluator was acquired in March and helped with the development of the evaluation plan. TASKS TO BE COMPLETED: ** *INFORM ALL STAKEHOLDERS: A summary of the final proposal

will be circulated to all consortium members and partners, and posted on the applicant's website. All of these units will, in turn, be urged to inform their members and constituents. A special emphasis will be placed on discussions with IT professionals in each end point unit regarding the specifications for the proposed new software and hardware. ***PREPARE FOR IMPLEMENTATION: The members of the implementation team will meet and oversee steps to position the consortium to move quickly once the Award Notice has been received. This will include confirming the job descriptions and hiring procedures for the K-12, SSU and SCOCA coordinators and determining the details of purchasing procedures. Meeting dates with teachers and district personnel will be established that are consistent with the start of school schedules for the 51 high schools

* Anticipated barriers to successful completion of the planning phase

POTENTIAL BARRIER: Low motivation for participation in the planning phase due to summer vacations and the uncertainty of award. The lead implementation team will promote the many advantages of discussing the technical and pedagogical issues raised by the project design even if funds are not available immediately through this grant request. It is also felt that the potential for cost savings will help to create interest in the project during the planning phase. *** POTENTIAL BARRIER: Administrative differences regarding purchasing and hiring procedures. Where the consortium is rather large there will be a need to communicate with many administrative personnel regarding the specifications and installation schedule for the new equipment and software. There may be unforeseen differences of opinion, although the several prior regional efforts involving shared IT efforts should minimize this. Similarly, the expedited hiring of identified and highly qualified candidates for the three coordinator positions may not go smoothly in every case. Back-up plans for professionals who can start as acting coordinators to keep the project on schedule are being identified. The fact that the lead school district and the major partners of SSU and SCOCA have recently worked together on a related project will also help avoid this barrier.

18. Implementation - Process to achieve project goals

* Date Range July 2014 - June 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

PHASE ONE: July-Sept. 1) Install and test video conferencing equipment at 35 end points (high schools) that do not already have such equipment/software, 2) Install and test central repository/distribution software, such as Cisco Show and Share, at SCOCA, 3) Enroll additional teachers, students and courses in SCOCA's Blackboard Learning Management System, 4) Establish data-collection responsibilities and procedures to obtain project management and evaluation data, and 5) Take steps at SSU to continue development of the MA in English. *** PHASE TWO: Oct.-Dec. 1) Train teachers/district personnel in use of interactive video conferencing equipment and the posting of recorded presentations to the central server, 2) Train district personnel in the use of Blackboard LMS for blended learning and the specific use of embedded videos from the central repository for continued Blackboard training for teachers, both on-site and via recorded webinars, 3) Establish mentors, and schedule for dual enrollment teachers in professional development in the Flipped Classroom model and in advanced graduate-level courses needed for full credentials, 4) Meet with local businesses to prepare career pathways videos on job opportunities and the skills/education necessary for those positions; determine student and staff audiences for monthly career pathway presentations, and 5) Begin approval process for new MA in English at SSU *** SUSTAINED ACTIONS: Jan. 2015-May 2020 1) Continue to train teachers in all high schools, both on-site and via recorded webinars, in the Blackboard LMS and the sharing of teaching modules through the central video server, 2) Deliver monthly video conferences in conjunction with Shawnee State University and local business partners on career pathways for students, 3) Expand participation in dual enrollment classes taught using the Flipped Classroom model, and 4) Bring additional teachers into the SSU credentialing process and PD in Flipped Learning.

* Anticipated barriers to successful completion of the implementation phase.

POTENTIAL BARRIER: Misunderstandings and Miscommunications. ***Any large consortium or group of people can find itself with internal miscommunications that lead to misunderstandings. With the limit in number of teachers that can start the masters programs each year a clearly communicated process for the selection process of the first and following cohorts must be addressed. In addition, the expectations of participation need to be discussed with all stakeholders. Fortunately, there are several existing avenues of communication that the implementation team will utilize to minimize this problem. Most of the school districts in EPICC STEPS are in the current SCOCA Blackboard consortium and are represented by three Educational Service Centers. They are partners in the coalition and maintain standing meetings and communication channels with superintendents, curriculum coordinators, IT supervisors, etc. In addition, the implementation team will work individually with each school district during the implementation. ***The project depends on quickly filling the three coordinator positions. If, despite steps to avoid it, there is a delay in filling one or more of these positions, other persons have been identified who can step in as acting coordinators to move the project forward. POTENTIAL BARRIER: Insufficient Teacher/Class Time. ***Time for teachers to engage in training and class time to attend presentations on career planning is precious. To minimize this barrier, the project will maintain the management level support that has gone into the preparation of the proposal and the teachers who are being prepared to teach the new dual enrollment classes will be given small incentive payments. POTENTIAL BARRIER: Inability to complete development of M.A. in English. There are other interested regional institutions that have approved English masters programs we could work with to support credentialing of teachers.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range July 2014 through May 2020

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

EPICC STEPS has significant investments in the first year in organizational capacity and personnel training whose value will become increasingly apparent in the following years. Hence the summative evaluation has also been front loaded so that useful annual evaluations will be sustained for at least five years. Although evaluation activities will take place throughout each year, an annual summative evaluation report will be produced by June 30 of each year. In addition, evaluation progress and findings will be shared with the implementation team through phone conferences, quarterly progress reports, and informal communications. ***DATA SOURCES: Student and teacher surveys will be administered in SEPTEMBER AND MAY ANNUALLY as pre- and post-tests to assess changes in attitudes, knowledge and skills (e.g., academic efficacy and knowledge of career pathways among students; technology integration skills and instructional efficacy among teachers). SSU will provide INSTITUTIONAL DATA on key outcomes (e.g., # of teachers credentialed, # of dual enrollment courses offered, #/% of students completing dual enrollment courses, student persistence, etc.) and copies of reports on the implementation of a new MA degree in English in JUNE ANNUALLY. High school graduation data will be acquired in JULY EACH YEAR (as available). To assess whether

dual enrollment courses are taught with the expected rigor, six participating teachers per year who earned credentials through the grant will be selected for structured observation BEGINNING IN THE FALL OF 2015, for a total sample of 24 teachers. To track college enrollment, persistence and completion of participating students, National Student Clearinghouse (NSC) data will be acquired in JUNE/JULY ANNUALLY. Data from the Common Core of Data, used to provide contextual information about schools and support multilevel analyses, will be downloaded EACH JUNE. Qualitative data will be investigated via thematic analysis.

* Anticipated barriers to successful completion of the summative evaluation phase.

POTENTIAL BARRIER: Distractions Due to Formative Evaluation Needs. ***During the initial project year, there will be a number of one-time, set-up tasks that are vital to the long-term success of the project. This high priority on short-term outcomes has the potential to distract participants from the need to collect baseline data and establish data-collection needed for summative evaluations. The applicant has chosen an external evaluator to minimize this potential barrier. POTENTIAL BARRIER: Low Survey Response Rates. ***Pre- and post-tests are an effective method to assess changes in attitudes, knowledge and skills in both students and teachers. However, it requires a minimal level of response to be successful. The extensive experience of the chosen external evaluator will minimize the potential of this barrier by designing survey questions that are sufficiently concise and clear so that respondents can complete them quickly and electronically. POTENTIAL BARRIER: Incomplete Institutional or High School Data. ***An important by-product of the EPICC STEPS project is that the investment in the storage and communications capacity of shared data-processing systems reinforces on-going efforts to improve and share data-collection. The external evaluator will work with and support efforts to improve the completeness and timeliness of performance data collection by the school districts, regional IT support units and the Ohio Department of Education. POTENTIAL BARRIER: Difficulty Securing a Data Agreement to Access NSC Data. ***This problem should be minimized by the choice of an external evaluator with national experience and standing. In any case, the evaluation team will devise contingency plans to address this potential challenge.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

EPICC STEPS allows for the sharing of resources and information through the use of emerging digital technologies, resulting in a changed school and community culture of learning and professionalism. **CHANGES TO INSTRUCTIONAL PRACTICES. DUAL ENROLLMENTS -- The number of dual enrollment courses offered by local high school teachers will be increased. Through these offerings, the number of students completing college-level mathematics and English coursework will increase, leading to improved high school graduation rates, college enrollment, and college persistence. FLIPPED COURSES -- The teachers participating in the EPICC STEPS project will become proficient in the development of resources required to offer courses in the flipped format. It is expected that the participating teachers will become advocates for flipped learning; further, they will be able to train or mentor other instructors in this pedagogical methodology. This format will be crucial to ensuring that the dual enrollment courses are rigorous and that the need for dual enrollment teachers in the future is met by a supply of qualified instructors. CAREER CONTENT -- Students will connect with guest speakers from institutions of higher education and business/industry via digital technology. SSU's department of career services will coordinate with high school and middle school guidance counselors to provide career counseling, career interest inventories, and career aptitude testing so that students can experience a realistic sense of their career readiness. All of this will provide students with greater guidance in how to establish and work toward specific college and career goals. **CHANGES IN ORGANIZATIONAL PRACTICES: The consortium of schools participating in EPICC STEPS will share resources via a repository stored at SCOCA. This repository will be used to store learning modules such as videos of panel discussions and Flipped Classroom videos, which can be accessed through YouTube-like software that allows users to search for specific informational and educational interests. It will provide a secure forum for users to discuss and share best practices in the classroom among the consortium members, thus providing a sense of community and camaraderie in the education of students. This will enhance existing shared and collaborative projects. Without this new embedded content availability, projects like this one can easily fall by the wayside. Now the stored content will be available any time and can be used in a variety of ways in individual classrooms. The information and content become available to a growing number of classrooms through enhancement of video networks and the implementation of stored streaming video. ***PROFESSIONAL DEVELOPMENT: With the addition of video search and distribution technologies and the video content server, professional development is embedded and available via distance learning at any time convenient to teachers and trainers alike. While this will support enhancement and expansion of professional development in many areas, the EPICC STEPS Project will involve three specific areas: 1) teachers' access to graduate-level coursework in English or mathematics so that they can become credentialed to offer dual enrollment course for their students; 2) training for the tools used in the flipped format of learning; and 3) support for the inclusion of career awareness and career readiness materials. A key result will be the provision to mathematics and English teachers of both the credentials needed to teach dual enrollment courses and the skills necessary to offer the courses in the flipped format.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The EPICC STEPS project will build on the successes of the Straight A Fund Round I DEAMFISA program that is introducing the Flipped Classroom model to offer dual credit mathematics courses to the students of 13 area school districts. Extensive additional research supports EPICC STEPS. * * * DUAL ENROLLMENT: Studies on dual credit in California, Oregon, Florida and New York indicate that students who participate in dual enrollment courses achieve greater educational outcomes (Golann & Hughes, 2008), (Jacobs & North, 2010), and (Hughes, Rodriguez, Edwards & Belfield, 2012). They are more likely to graduate high school, persist in postsecondary education, earn more college credit, and test out of basic skills courses in college (Jacobs & North, 2010). Students in Florida who took a dual enrollment college algebra course were 23% more likely to earn an associate or bachelors degree than similar students (Speroni, 2011). In surveys of high school graduates by Achieve, Inc., nearly a quarter felt they were not challenged in high school, and 82% of college students said they would have worked harder if their high schools had higher academic expectations and demands of them. The vast majority (94%) of college students believed that offering challenging courses such as honors, AP or IB courses, or dual enrollments would have improved their postsecondary preparation (Achieve, Inc. 2005). Locally, according IPEDs, the 6-year graduation rate at SSU is 29%. However, 69% of students that were enrolled in fall of 2007 in one of the math or freshman composition courses to be offered by EPICC STEPS, have since graduated from SSU. This is a good indication of the likely success if high school graduates can start college with these courses already completed. * * * FLIPPED LEARNING: The flipped (Baker, 2000) or inverted (Lage, Platt, & Treglia, 2000) classroom has grown in popularity with the increase in user-friendly technology that enables instructors to deliver content outside of class via video. This model of instruction frees up class time to allow for collaborative and interactive learning along with one-on-one time with the instructor, shifting the focus from a teacher-centered to a learner-centered environment. Research into Flipped Classrooms supports the idea that this approach to teaching and learning is likely to increase connectedness among students and instructors (Bergmann & Sams, 2012) and (Garrison & Kanuka, 2004). Studies also show improved student awareness of their own learning processes (Frederickson, Reed & Clifford, 2005). Flipped Classes allow for increased flexibility in time management within the classroom for more student-centered interaction and problem solving that has positive effects on both student learning and student attitudes (Bergmann & Sams, 2012) and (Guerrero, Baumgartel & Zobott, 2013). * * * VIDEO REPOSITORY: The Medical College of Georgia has conducted research into the reasons its students access on-demand presentations via its lecture capture service. Of 344 responses, 32% do so for test review; 28% replay portions for clarification; 22% are first time viewing from remote locations; and 18% do so for class makeup. A similar study of 258 students conducted spring 2007 by the University of Alabama indicates that 84% believed the use of a lecture capture service increased their satisfaction with the course, and 82% believed the service improved their classroom performance. * * * CAREER CONTENT: The report "Effective Career Awareness and Development Programs for K-8 Students" found that middle school students benefit, both academically and vocationally, from career development programs that promote career exploration skills, as well as increased knowledge of career options and career paths (Hanover Research, 2012).

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

EPICC STEPS will be evaluated by an external, third party evaluation team from ICF International (ICF). ICF's evaluation team has extensive experience conducting objective, comprehensive program evaluations of education interventions similar to that proposed here, and has led numerous large scale research and evaluation efforts, such as randomized control trials of Odyssey Math and of the Communities in Schools program. ICF staff is expert in a wide range of data collection methods, including survey development, validation and administration; interview and focus group facilitation; classroom observation; and acquisition of data and artifacts. Evaluators at ICF are experienced in conducting descriptive analyses, tests of statistical significance, validity studies, linear and nonlinear multivariate regression, survival modeling, structural equation modeling, hierarchical linear modeling, linear programming, and spatial analysis. ICF statistical analyses are supported by a large analytic software library that includes Excel, R, SPSS and SAS, as well as GIS software to support spatial analyses. Qualitative data analyses are supported by various qualitative analysis software packages, such as Atlas.ti and NVivo. ICF maintains a corporate Institutional Research Board (IRB00001920; FWA00002349) to ensure that all research and evaluation projects protect the rights and welfare of human subjects and adhere to all applicable Federal regulations. The team for the EPICC STEPS evaluation will be led by Dr. Caitlin Howley, Associate Director of the IFC Appalachia Regional Comprehensive Center. Contact information: ICF International, Appalachian Office, 300 Summers St., Ste 1240, Charleston, WV 25301, 304.342.4627, Caitlin.Howley@icfi.com

* 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 project's progress).

ICF will use a multi-method, longitudinal design to evaluate achievement of EPICC STEPS goals. Administered in September and May annually, the STUDENT SURVEY will assess knowledge of career pathways and skills/education needed for careers, career planning activities and academic efficacy. The TEACHER SURVEY, administered each September and May, will measure technology integration skills, understanding and use of the central repository of learning modules and teacher efficacy. When possible, subscales for both surveys will be adapted from existing, validated instruments. SSU will provide INSTITUTIONAL DATA to track key outcomes: # of teachers selected for Flipped Classroom training/enrollment in graduate courses; # of teachers trained to use IVC equipment and post recorded material to the central repository; #/% of teachers completing Flipped Classroom and Blackboard training; #/% of teachers completing graduate coursework and credentialed for dual enrollment courses; # of career pathway video conferences scheduled with schools and businesses; # of dual enrollment courses offered; dual enrollment rates; and #/% of participating students completing dual enrollment courses. To assess whether newly credentialed teachers implement dual enrollment courses with the expected rigor, the evaluation team will develop and use a CLASSROOM OBSERVATION rubric to observe a random sample of teachers annually. In collaboration with SSU, ICF will also obtain HIGH SCHOOL DATA to track graduation rates and will negotiate a data agreement with the OBR to obtain National Student Clearinghouse (NSC) data to assess college enrollment, persistence, and completion rates among participating students. Finally, school-level data from the COMMON CORE OF DATA will be downloaded to support multilevel modeling of key outcomes. Analyses will include descriptive statistics, tests of statistical significance, multiple regression, and, as feasible, multilevel modeling.

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

IMPLEMENTATION EVALUATION: ICF will also provide timely, RAPID RESPONSE INFORMATION about project progress toward goals via implementation evaluation of EPICC STEPS structures and processes, outputs, benchmark achievement, and stakeholder perceptions. Implementation evaluation will include EPICC STEPS staff interviews, teacher focus groups, and review of team meeting notes to explore project operations and progress, satisfaction with project supports, and suggestions for improvement. To support any needed programmatic changes, ICF will first assist EPICC STEPS staff to develop and refine a LOGIC MODEL articulating key project inputs, activities, and expected outcomes, and a BENCHMARK DOCUMENT to identify key progress measures and timelines. Ongoing informal and formal communication of implementation assessment findings (e.g., via monthly conference calls and quarterly progress reports) will assist project leaders in making modifications as needed. ***PRIOR EVALUATIONS: The lead school district and SSU experienced the value of formative evaluation in its recent implementation of the Straight A Fund Round I project: DEAMFISA. An unanticipated barrier required changes in the project design and contributed directly to the initial concept of this EPICC STEPS project. *** SHARING LESSONS LEARNED: Findings and lessons learned from this project will be shared with other Ohio educators via presentations at state professional conferences, journal articles, and an interactive webinar series for other Straight A grantees and others interested in dual enrollment or Flipped Classrooms.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

SUSTAINED IMPROVEMENTS: The genius of EPICC STEPS is that project contributions will not be transitory. By installing the capacity to capture learning modules on video, and by training existing and future teachers in their use through other videos on both Flipped Classrooms and traditional teaching, a sustainable, growing repository of tools to support implementation of these three innovative classroom changes can serve the area for years to come. Furthermore, by assisting more teachers to obtain the knowledge and formal credentials to teach college-level courses in the dual enrollment program, the professionalism of the teacher corps is permanently increased. Finally, students are better equipped to obtain postsecondary education and enter local career pathways, the entire economy of Ohio Appalachia will be improved. * * * FIVE YEAR QUANTIFIABLE MEASURES: An additional 35 End-points (user stations) added to the regional video-conferencing/transmission system for a total of 54 locations being served (the other stations are provided by the RUS DLT grant). 275 additional teachers trained in Blackboard LMS. 800 teachers and staff are trained in video capture and sharing technology. 120 teachers trained and credential to offer dual enrollment courses in math and English. 275 Teachers and faculty trained in the Flipped Classroom Model. Students complete approximately 25,000 dual enrollment courses, there is at least one dual enrollment course that is 4-credits which makes the number of courses an approximate one since the budget is built on providing for 3-credit hour courses. A new master's degree in English at SSU created and approved. 5,000 additional consortium students enroll in college. 3,200 additional students persist to their sophomore year in college.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

SHORT-TERM BENCHMARKS: ***PHASE ONE: (July-September 2014) 1) Number of new teachers enrolled in Blackboard LMS, and 2) Percent of teachers in consortium enrolled in Blackboard LMS. ***PHASE TWO: (October - December 2014) 1) Number of teachers selected for the first cohort of math and English teachers for professional development in the Flipped Classroom model and enrollment in advanced graduate-level courses to start summer 2015 (Target: 24 =100% capacity), 2) Number and percent of teachers in credentialing track paired with SSU faculty mentor, and 3) Program Development Plan for new MA degree in English at SSU submitted to state agency. ***PHASE THREE: (January - August 2015) 1) Number of teachers that complete Blackboard training, 2) Number and percent of teachers that complete graduate coursework summer 2015, and 3) Number of dual enrollment courses taught by district teachers scheduled for fall 2015. * * * LONG-TERM OBJECTIVES (after July 1, 2015) 1) Full Proposal for MA in English at SSU submitted and approved, 2) Number of teachers credentialed to teach dual enrollment classes (target: two per district), 3) Number of participating students completing a district-teacher-taught dual enrollment course, 4) Number and percent of participating students that enroll in college, 5) Number and percent of participating students that persist to their sophomore year, and 6) Number and percent of participating students that complete a post-secondary degree.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

PHASE ONE: (July-September 2014) 1) Number of tested video endpoints installed (percent of total to be installed), and 2) Installation of central repository complete. ***PHASE TWO: (October - December 2014) 1) Number of teachers/district personnel trained in use of interactive video conferencing equipment, 2) Number of recorded presentations added to the central repository, and 3) Number of career pathway video conferences scheduled with schools and businesses to begin FY 2015 (Target: one each school month = nine per year). ***PHASE THREE: (January - August 2015) 1) Number and percent of trained teachers posting learning modules to central repository and 2) Number and percent of teachers down-loading modules from repository. ***LONG-TERM OBJECTIVES (after July 1, 2015) 1) Number and percent of students in Flipped Classrooms down-loading modules from repository, 2) Expanded teacher professional development through central repository materials, and 3) Proportion of students using materials from other school districts from repository.

* Other Anticipated Outcomes

The other important outcomes from EPICC STEPS are generally intangible. For example, each teacher entering one of the math or English programs will be assigned an SSU faculty mentor to coach them in using the flipped content delivered via dual enrollment courses. Such mentoring will lead to the ongoing improvement of dual enrollment course content. Also, through collaboration between the teachers and SSU faculty, it is likely that strong collegial relationships will emerge among the participants. Such relationships will further establish a line of communication between area high schools and SSU, increasing the capacity of each to partner to achieve the common goal of increased student achievement. By aligning the expectations of college faculty with the practice of high school teachers the gap between K-12 and higher education can be bridged. Implementation evaluation includes sufficient open-ended and qualitative methods to ascertain such outcomes and may include the use of social network analysis.

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

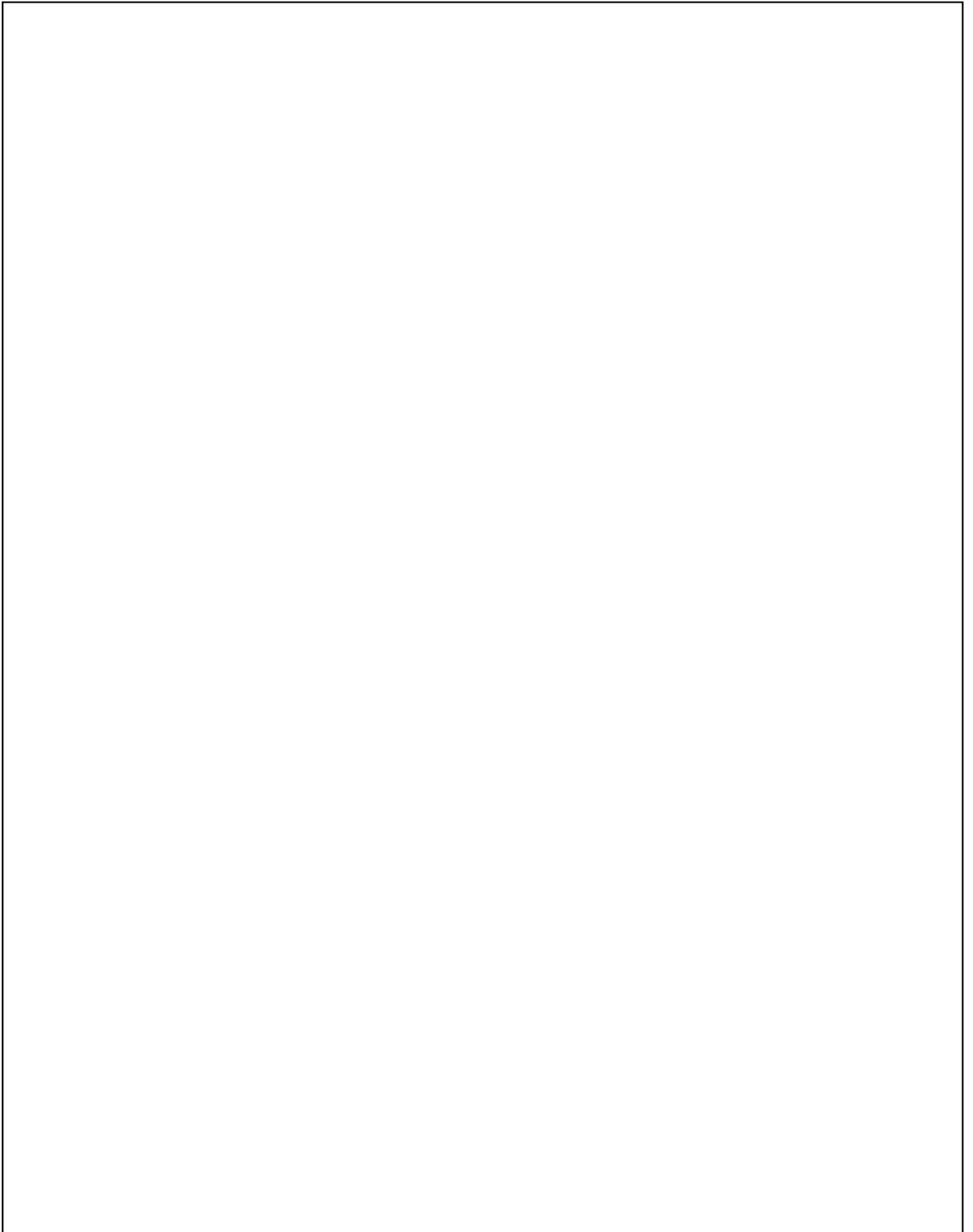
* Explain your response

Every student in the state of Ohio should have the opportunity to connect with local employers who can explain the jobs currently available and forecasted for the future, and the training and education necessary to fill them. They deserve career counseling as early as middle school in order to help them focus their skills and strengths towards a pathway of college completion and gainful employment along with access to dual enrollment courses, with credentialed teachers using the Flipped Classroom to ensure the rigor and content is consistent with that offered at the local Institution of Higher Education (IHE). Through a consortium of schools, businesses and higher education institutions sharing information and best practices via a repository of resources, Ohio's students can have this opportunity. THE EPICC STEPS PROJECT CAN MAKE THIS POSSIBLE, AND IT CAN BE REPLICATED THROUGHOUT THE STATE. To replicate the EPICC STEPS model, current relationships between schools and ITC's could be expanded to include businesses and IHE's. IHE's would need graduate programs that include summer courses and blended delivery formats to allow current teachers to maintain their current assignments while earning graduate credit. * * *SCOCA could provide the framework needed to replicate the face-to-face, interactive distance learning in conjunction with a dynamic learning management system to support multimedia instruction and content sharing. Some regional information technology centers of these may need additional data handling equipment and back-up capacity. * * *SSU could provide other IHE's the model of the accessible graduate program that has worked for its M.S. in Mathematics and is being used to develop the M.A. in English. It would be relatively easy to share the model used in DEAMFISA to develop the dual enrollment courses in the flipped format, using teams of high school teachers guided by SSU faculty along with strategies for incorporating career counseling and recruitment of business partners to offer the career pathway videos with local employers. * * *SSU's Student Career Development Office can share how they provide the career counseling services to the participating schools. * * *An interactive webinar series can be prepared easily for other Straight A grantees and others interested in dual enrollment or Flipped Classrooms. *** ONE CHALLENGE WITH REGARDS TO SCALABILITY is the cost of tuition. EPICC STEPS provides scholarships to teachers to complete the credentialing requirements to offer dual enrollment courses. Collaborations between development foundations, IHE's and school districts to provide tuition support would be recommended. In terms of professional development and equipment, Pearson offers professional development in Flipped Learning as an online course that can be accessed by groups of teachers anywhere in the United States. Additional professional development in the Flipped Format of instruction could be produced by the teams putting the content together and provided to other teachers in the districts they serve. The timeframe of this project is ambitious but not impossible to achieve. Without the restrictions of the timeframe inherent to this particular RFP, other districts would be able to take an entire year to develop the Flipped Classroom model of any courses they intend to offer. It would also be possible for the high school teachers to complete a full semester of graduate coursework prior to beginning the development of the dual enrollment courses. It is likely that the courses created through this project will require some adjustment or revision to address issues that arise during their implementation. As such, it is important to have the faculty mentor available to the teachers through the first offering of the course to answer questions and help with revisions to the content.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Dianna Reedy, Treasurer, Portsmouth City Schools



Consortium

Portsmouth City (044669) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dean	Nance	7405323911	Dean.nance@tigertown.com	Ironton City	044149	105 S 5th St, Ironton, OH, 45638-1426	
Kirk	McMahon	7404744846	kirk.mcmahon@cvcgsd.com	Circleville City	043760	388 Clark Dr, Circleville, OH, 43113-1517	
William	Garrett	9377802221	bill.garrett@fairfield.k12.oh.us	Fairfield Local	047621	11611 State Route 771, Leesburg, OH, 45135-8601	
Ryan	Caldwell	7404325370	ryan.caldwell@rollinghills.k12.oh.us	Rolling Hills Local	047308	PO Box 38, Byesville, OH, 43723-0038	
Terry	Leeth	7404933113	terry.leeth@westernlocalschools.com	Western Local	049155	PO Box 130, Latham, OH, 45646-0130	
Michael	Mccoy	7406827595	michael.mccoy@oakhill.k12.oh.us	Oak Hill Union Local	047761	205 Western Ave, Oak Hill, OH, 45656-1068	
Ron	Sexton	9372837485	ron.sexton@wilmington.k12.oh.us	Wilmington City	045112	341 S Nelson Ave, Wilmington, OH, 45177-2034	
Jerry	McConnell	7408675958	jerry.mcconnell@peake.k12.oh.us	Chesapeake Union Exempted Village	045294	10183 County Road 1, Chesapeake, OH, 45619-7032	
Anthony	Jenkins	7402595558	todd.jenkins@nwmohawks.net	Northwest Local	049635	800 Mohawk Dr, Mc Dermott, OH, 45652-9000	
Sandra	Mers	7403549221	sandy.mers@green.k12.oh.us	Green Local	049619	4070 Gallia Pike, Franklin Furnace, OH, 45629-8889	
Tony	Mantell	7403546645	mantellt@claylocalschools.org	Clay Local	049601	44 Clay High St, Portsmouth, OH, 45662-8817	
Rick	Carrington	7407882281	rick.carrington@bv.k12.oh.us	Bloom-Vernon Local	049593	PO Box 237, South Webster, OH, 45682-0237	
Scott	Dutey	7403532398	scott.dutey@portsmouthtrojans.net	Portsmouth City	044669	724 Findlay St, Portsmouth, OH, 45662-4113	
Linda	Naylor	9373924396	linda.naylor@rulh.k12.oh.us	Ripley-Union- Lewis- Huntington Local	046078	PO Box 85, Ripley, OH, 45167-0085	
Tim	Williams	7404747501	tim.williams@loganelm.org	Logan Elm Local	049080	9579 Tarlton Rd, Circleville, OH, 43113-9448	

Dwight	Garrett	7407734102	dgarrett@mail.gsn.k12.oh.us	Union-Scioto Local	049536	1565 Egypt Pike, Chillicothe, OH, 45601-3974
Timothy	Winland	7406342826	tim.winland@paintvalleylocalschools.org	Paint Valley Local	049510	7454 Us Highway 50 W, Bainbridge, OH, 45612-9708
Jeff	Stricklett	7408581111	jeff.stricklett@west.k12.oh.us	Washington-Nile Local	049650	15332 Us Highway 52, West Portsmouth, OH, 45663-9093
Craig	Hockenberry	9375494744	craig.hockenberry@mlsd.us	Manchester Local	000442	130 Wayne Frye Dr, Manchester, OH, 45144-9314
Richard	Earley	9373933485	Rearley@hcs-k12.org	Hillsboro City	044123	39 Willettsville Pike, Hillsboro, OH, 45133-8277
John	Rocchi	7402643502	john.rocchi@omeresanet.net	Indian Creek Local	047803	587 Bantam Ridge Rd, Wintersville, OH, 43953-4231
Bill	Beattie	7402820065	bill.beattie@omeresanet.net	Edison Local	047795	14890 State Route 213, Hammondsville, OH, 43930-7902
Shane	Shope	9373642338	shane.shope@lynchclay.k12.oh.us	Lynchburg-Clay Local	047639	PO Box 515, Lynchburg, OH, 45142-0515
Dee	Wright	9374223114	dee.wright@brightlocalschools.com	Bright Local	047613	PO Box 299, Mowrystown, OH, 45155-0299
Mark	Christian	7403774315	mchristian@southpoint.k12.oh.us	South Point Local	047951	302 High St, South Point, OH, 45680
Wesley	Hairston	7405327030	whairston@rockhill.org	Rock Hill Local	047944	2325A Co. Rd. 26, Ironton, OH, 45638-8385
Roni	Hayes	7408863100	rhayes@fairland.k12.oh.us	Fairland Local	047936	228 Private Drive 10010, Proctorville, OH, 45669-8600
George	York	7405326451	george.york@db.k12.oh.us	Dawson-Bryant Local	047928	222 Lane St, Coal Grove, OH, 45638-2947
Stephen	Dodgion	7408676641	skdodgion@collins-cc.edu	Lawrence County	051185	11627 State Route 243, Chesapeake, OH, 45619-7962
Joe	Wills	9379812152	joe.wills@greenfield.k12.oh.us	Greenfield Exempted Village	045401	200 N 5th St, Greenfield, OH, 45123-1373
Christopher	Burrows	9373783565	sherry.marks@gtown.k12.oh.us	Georgetown Exempted Village	045377	1043 Mount Orab Pike, Georgetown, OH, 45121-8440
Neil	Leist	7402264851	nleist@mail.gsn.k12.oh.us	Eastern Local	049122	1170 Tile Mill Rd, Beaver, OH, 45613-9435
Rodney	Wallace	9375445586	rodney.wallace@ovsd.us	Adams County/Ohio Valley Local	061903	141 Lloyd Rd, West Union, OH, 45693-8974
				Adams		141 Lloyd Rd, West

Rodney	Wallace	9375445586	rodney.wallace@ovsd.us	County/Ohio Valley Local	061903	Union, OH, 45693-8974	
Rodney	Wallace	9375445586	rodney.wallace@ovsd.us	Adams County/Ohio Valley Local	061903	141 Lloyd Rd, West Union, OH, 45693-8974	
Mark	Knapp	7405748484	mark.knapp@wheelersburg.net	Wheelersburg Local	049668	PO Box 340, Wheelersburg, OH, 45694-0340	
Carl	McCrary	7402593115	carl.mccrary@valleys.org	Valley Local	049643	1821 State Route 728, Lucasville, OH, 45648-8510	
Barb	Dever	7408203896	bdever@minfordfalcons.net	Minford Local	049627	PO Box 204, Minford, OH, 45653-0204	
Joe	Scholler	9372892471	jscholler@clinton-massie.k12.oh.us	Clinton-Massie Local	046391	2556 Lebanon Rd, Clarksville, OH, 45113-8201	
Dean	Lynch	9375093280	lynchd@blan.org	Blanchester Local	046383	951 Cherry St., Blanchester, OH, 45107-7846	
Stan	Jennings	7402595522	stan.jennings@sciototech.org	Scioto County Career Technical Center	051490	951 Vern Riffe Dr, Lucasville, OH, 45648-8437	
Rick	Brooks	7405965253	rick.brooks@vinton.k12.oh.us	Vinton County Local	050393	307 W High St, Mc Arthur, OH, 45651-1093	
David	Lewis	7403351959	dlewis@mtrace.org	Miami Trace Local	046920	3818 State Route 41 NW, Washington Court House, OH, 43160-9184	
Mike	Staggs	7404564626	mstaggs@newboston.k12.oh.us	New Boston Local	044461	#1 Glenwood Tiger Trail, New Boston, OH, 45662	
Kathy	Milligan	7403530719	kmilliga@cdeducation.org	Notre Dame Jr/Sr	053363	2220 Sunrise Ave, Portsmouth, OH, 45662-2962	
Rick	Bowman	7407766777	rick.bowman@east.k12.oh.us	Sciotoville	143644	224 Marshall St, Portsmouth, OH, 45662-5549	

Partnerships

Portsmouth City (044669) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Krista	Maxson	740-351-3340	kmaxson@shawnee.edu	Shawnee State University		940 Second Street, , Portsmouth, Ohio, 45662	
Peggy	Whyte	740-289-5330	pwhyte@scoca.org	South Central Ohio Computer Association (SCOCA)		175 Beaver Creek Road, , Piketon, Ohio, 45661	
Kathy	Milligan	740-353-0719	kmilliga@cducation.org	Notre Dame Jr/Sr	053363	2220 Sunrise Ave, Portsmouth, OH, 45662-2962	
Paul	Mollett	740-532-0485	pmollett@lawrencedd.org	St Joseph Central	053728	912 S 6th St, Ironton, OH, 45638-1962	
Tony	Long	937-382-6921	so_tlong@mveca.org	Southern Ohio ESC	046375	3321 Airborne Road, Wilmington, OH, 45177-8902	
Dr. James	Payne	7405324223	james.payne@lc.k12.oh.us	Lawrence County ESC	047910	111 S 4th St, Ironton, OH, 45638-1522	
Lowell	Howard	7403540266	Lowell.Howard@scoesc.org	South Central Ohio ESC	125658	522 Glenwood Ave, New Boston, OH, 45662-5505	
Chris	Virgo	4402683204	Chris.Virgo@mcpc.com	MCPc, Inc		1801 Superior Avenue, Ste 300, , Cleveland, Ohio, 44114	
Kenneth	Tam	6789084898	kenneth.tam@pearson.com	Pearson		501 Boylston Street, , Boston, MA, 02116	
Rosie	Picklesimer	7403511185	rpick@workforceconnections.biz	Ohio Means Jobs Adams, Brown, Pike and Scioto Counties		PO Box 1525, 433 Third Street, , Portsmouth, Ohio, 45662	
Caitlin	Howley	3043424627	caitlin.howley@icfi.com	ICF Incorporated		300 Summers Street, Suite 1240, , Charleston, WV, 25301	
Oak	Williams	8777418806	oh@infra-metals.com	Infra-Metals, Ohio		1 Sturgills Way, , New Boston, OH, 45662	
Jon	Buck	7407747188	jbuck@aep.com	AEP Ohio		701 Hardin Drive, , Chillicothe, OH, 45601	
Kara	Redoutey	7403565000	redoutek@somc.org	Southern Ohio Medical Center		1805 27th Street, , Portsmouth, OH, 45662	
Katie	Batten	7403559871	KMBATTEN@suncoke.com	Suncoke Energy, Haverhill Operations		2446 Gallia Pike, , Franklin Furnace, OH, 45629	
Jeff	Wagner	8886037722	Jeff.Wagner@fbports.com	Fluor?B&W Portsmouth		PO Box 548, , Piketon, OH, 45661	
						630 Second Street, ,	

Francesca

Hartop

7403559029

hartop@yeicorp.com

YEI Corporation

Portsmouth, OH,
45662

Implementation Team

Portsmouth City (044669) - Scioto County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Krista	Maxson	Interim Associate Provost for Research and Graduate Programs, Shawnee State University and chair of the Department of Mathematical Sciences	Dr. Maxson will serve as the Principle Investigator (PI) for the EPICC STEPS project, chair the implementation team, supervise the grant-funded position of SSU Coordinator, and meet bi-weekly with coordinators. She will work with the coordinators and evaluator to ensure benchmarks are being met along the way.	She earned a Ph.D. in Mathematics from the University of Nebraska-Lincoln. Maxson is currently serving Shawnee State University (SSU) as Interim Associate Provost for Research and Graduate Programs and chair of the Department of Mathematical Sciences. She has directed a Project NExT open discussion on the flipped classroom at the 2013 Joint Mathematics Meeting (JMM) which led to the creation of a Google community of faculty interested in the inverted classroom she moderates. She co-organized four "Flipping the Classroom" contributed paper sessions at the 2014 JMM and presented at the 31st annual Academic Chairs conference on the issues facing chairs associated with flipped classes. She has conducted professional development in the flipped format of instruction for the Ohio Appalachian Collaborative/Battelle For Kids and is scheduled to provide training in the flipped classroom for the Lawrence County Summer Academy as well as an invited PD for Western Kentucky University. Dr. Maxson is currently serving as a guest editor for a special issue addressing the flipped classroom for Problems, Resources and Issues in Mathematics Undergraduate Studies (PRIMUS), with an expected release in May of 2015. She has served on the Ohio Mathematics Steering Committee and as the faculty lead in the high school - higher education alignment initiative and as associate director of the Southeast Ohio Center for Excellence in Mathematics and Science, working with regional public school mathematics teachers.	Dr. Maxson has experience administering several grants including the Straight A Fund Round 1 project: Dual Enrollment Access in Mathematics using the Flipped Format to Increase Student Achievement (DEAMFISA). Related to that grant, she coordinated the development of the M.S. in Mathematics degree which is being offered for high school teachers who need it to qualify to teach dual enrollment courses in mathematics. This project is on schedule to complete its objectives by this June.	
Dianna	Reedy	Treasurer, Portsmouth City Schools	Mrs. Reedy will be a member of the Implementation Team and supervise the grant-funded position of K-12 Coordinator.	She currently serves as the treasurer for a school that has over 1900 ADM and 300 employees. She controls all aspects of the finances of the school system including payroll and benefits. She has a B.S. in Business Administration. She obtained her Bachelors of Business Administration at University of Northwestern Ohio.	She is currently responsible for the 22 million dollar budget of the Portsmouth City School District. Before that, she was the treasurer of Northwest Local Schools. Prior to the she was the assistant treasurer at Portsmouth City Schools and business manager of Scioto County MRDD.	

SCOCA	Coordinator	SCOCA Coordinator for EPICC STEPS, South Central Ohio Computer Associates	This full-time coordinator at SCOCA will schedule all employer, faculty, and college student panels along with professional development in the Flipped Classroom model and the use of the video conferencing, and the Show and Share content portal. They will set up the Blackboard LMS shells for the discipline and grade specific courses that will host the discussion boards, content sharing for use by teachers and faculty communicating best practices. This person will travel to schools to train teachers and tech specialists in the use of Blackboard and provide follow up to the Flipped Learning PD. They will work closely with the PI to ensure that benchmarks are being met along the way.	A bachelors degree in teaching or human resources or the equivalent in training and experience	Three years of experience teaching or training adults, including the use of video-based learning modules.	
Scott	Dutey	Superintendent, Portsmouth City Schools	Mr. Dutey is the CEO of the lead applicant for the consortium and will be formally in charge of all grant funds. Much of this will be delegated to the school district treasurer, Dianna Reedy.	He has been Superintendent since 2010 and was the Federal Programs/Curriculum Coordinator for 2009. Previously he served the Dawson-Bryant Local Schools as Assistant Superintendent/Federal Programs/Curriculum Coordinator for 2006-2009, and was a middle school principal from 1996 to 2006. He holds an M.Ed. in Educational Administration.	He has managed many grant-funded projects including School Improvement grants, Raising the Bar Technology grant, the USDOE GEAR UP multi-year grant, Project Real Math and Science grant through NCREL, 21st Century After-School Mall Site Coordinator, and High Schools That Work/Making Middle Grades Work through the Southern Regional Education Board.	
SSU	Coordinator	SSU Coordinator for EPICC STEPS, Shawnee State University	This position will maintain dual enrollment agreements with the school districts and coordinate professional development with the SCOCA coordinator for teachers offering dual enrollment. They will recruit the faculty mentors and help with graduate application, registration and follow progress being made by the teachers that are	This position will be filled by a full-time SSU faculty member, in either the English Humanities department, teacher education or the Department of Mathematical Sciences. Half of this person's load will be released in order for them to be dedicated to the coordination of project activities for the five years.	Five or more years of higher education experience as an instructor or in student affairs.	

			<p>part of the project. They will facilitate faculty mentors traveling to schools to observe and provide mentoring. Although the majority of this activity will be done virtually through the video conferencing, there will be at least one visit to each school during the five years by faculty mentors.</p>			
Peggy	Whyte	Curriculum Integration Coordinator and Regional Manager for Interactive Video Conferencing for the South Central Ohio Computer Association (SCOCA)	She will be a member of the Implementation Team, supervise the grant-funded position of SCOCA Coordinator, and supervise the contractors installing the new central repository equipment and software.	Ms. Whyte manages the region's Blackboard Learning Management System (LMS) that provides a cost effective distance learning option for our schools region-wide. In addition, SCOCA has been leading the way for schools to provide dynamic content via Interactive Video Conference (IVC) in the region since 1998, with Ms. Whyte at the helm since 2009. She holds a masters degree from Ohio University.	She has administered several grant-funded projects and currently is in charge of the USDA Rural Utilities Service Distance Learning & Telemedicine Grant that is a foundation for this EPICC STEPS project.	
Caitlin	Howley	Associate Director of the IFC Appalachia Regional Comprehensive Center (ARCC)	Dr. Howley will serve as the external evaluator for the EPICC STEPS project and will meet with the implementation team to assist in their formative evaluations.	She has nearly 20 years of experience leading education research and program evaluation studies. Her work has been honored by awards from the Rural Education Special Interest Group of the American Educational Research Association and National Rural Education Association. She earned her Ph.D. in Sociology from Temple University in 2005.	Currently she conducts research for the Regional Educational Laboratory Mid-Atlantic, and evaluates K-12 and college access and success programs for at-risk student populations across the Appalachian region. Previously employed by Edvantia, she served as Co-director of the Institute for the Advancement of Research in Education and Associate Director of the ARCC. In earlier capacities, Howley directed evaluation for the Appalachia Eisenhower Regional Consortium for Mathematics and Science Education, provided evaluation services to the Region IV Comprehensive Center, and served as a Research and Evaluation Specialist with the Appalachia Regional Education Laboratory.	
K-12	Coordinator	K12 Coordinator for EPICC STEPS	The K-12 coordinator will be a full-time position with the Portsmouth City School District associated with the encumbering and spending of funds. This	A bachelor's degree in Accounting or an equivalent in training and experience.	Four years of responsible government accounting or grants administration.	

			<p>position will be responsible for maintaining all records associated with the funds of the grant. They will write and maintain contracts and liaise with the other two coordinators to ensure that benchmarks are being met along the way.</p>			
--	--	--	--	--	--	--