#EachChildOurFuture

EXPANDING OPPORTUNITIES FOR EACH CHILD GRANT
GRANTEE FORUM CONVENING



Liz Price (she/her)

Expanding Opportunities for Each Child Grant Manager

October 3, 2022

Ohio Department of Education

Expanding Opportunities for Each Child Grant:

MAKING CONNECTIONS

- Welcome! Introducing Our Presenters
- Grant Focus Areas: Benefits and Results
- Promising Practices: Cincinnati Public Schools and Dual Enrollment
- Making Connections: Career and Workforce Development
- Discussion and Q&A

GRANTEE FORUM PRESENTERS



Liz Price

(she/her/hers)

***Expanding Opportunities for Each Child* Grant Manager** at the Ohio Department of Education



Dani Reid-Filak

(she/her/hers)

College Specialist at Cincinnati Public Schools



Dennis Haft

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State Coordinator
Office of Graduate Success at the Ohio Department of Education



Dee Sturgill

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Consultant
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FORUM DISCUSSION PROTOCOL

Questions:

- Hold questions for the Question-and-Answer portion of each presentation section
- Hold general questions for the Question-and-Answer portion at the end of the Grantee Forum
- Moderators will read and respond to questions shared in the chat

Reminders:

- Please keep your microphones muted. Presenters will hold space for questions.
- Please use the "Raise Hand" Reaction to ask questions

EXPANDING OPPORTUNITIES FOR EACH CHILD NON-COMPETITIVE GRANT

Eligibility: To receive the *Expanding Opportunities for Each Child* grant, the LEA must have at least one (1) Priority, Focus or Warning school based on the most current identifications at the beginning of Fiscal Year 2023. These identifications were released in school year 2018-2019 with updates in school year 2019-2020.

Intent and Purpose: *Expanding Opportunities for Each Child* funds are meant to expand access to and enrollment in school improvement activities for low-achieving students and students from low-income families through four grant focus areas:

- Advanced coursework;
- Career pathways;
- Personalized learning;
- Credit recovery and academic acceleration services.

These funds should support and align to local continuous improvement plans. Districts and community schools must demonstrate how their proposed initiatives *align* with the district's continuous improvement plan (as part of the Ohio Improvement Process), *increase* access to opportunities for students from low-income families, and *improve* student outcomes, including participation, performance and graduation.

EXPANDING OPPORTUNITIES:

"significantly expanded" | not otherwise available | "substantially increasing access" | NEW

Grant Focus Areas and Expanding Opportunities:

- The career pathways coursework **must** be aligned with state academic standards and lead to industry-recognized credentials. Grants funds **must** be used to facilitate enrollment and participation in academic **courses not otherwise available at a student's school**.

- Implementing advanced coursework with this grant **must expand** access and enrollment by adding **new course offerings** or **substantially increasing** access to existing programs, especially for the lowest-achieving students and students from low-income families. Funding in the advanced coursework category must lead to enrollment and participation in advanced **courses that would not otherwise be available at the student's school**.

EXPANDING OPPORTUNITIES FOR EACH CHILD

Grant Focus Areas:



Career Pathways

Credit Recovery & Academic Acceleration

Advanced Coursework

Personalized Learning

EXPANDING OPPORTUNITIES FOR EACH CHILD GRANT FOCUS AREAS

1. Career Pathways: a combination of rigorous, high-quality education and training experiences, while also collectively looking at wages and outlook information for related occupations. **Career pathways** align with the skill needs of industries in the state or regional economy and prepare an individual to be successful in any of a full range of secondary or postsecondary education options.
2. Advanced Coursework: grant activities may include **Advanced Placement**, **International Baccalaureate**, **Advanced STEM** and **College Credit Plus** coursework. Implementing advanced coursework with this grant **must** expand access and enrollment by adding new course offerings or substantially increasing access to existing programs.
3. Personalized Learning: an approach to teaching that allows teachers to provide students with a variety of ways to achieve their best. Teachers determine the appropriate instructional approaches and academic supports aligned to individual student interests, desires and needs.
4. Credit Recovery and Academic Acceleration: funds can support **credit recovery** and **academic acceleration courses** that lead to a regular high school diploma. **Academic acceleration** is when a school, district or community school places a student in a higher grade level than is typical given the student's age for the purpose of providing the student access to appropriately challenging learning opportunities.

Grant Focus Area:	Career Pathways	Credit Recovery & Academic Acceleration	Advanced Coursework	Personalized Learning
Results:	Career Pathways afford students the opportunity to gain **work and project-based learning** experience to receive **industry-recognized credentials** and a high school diploma.	Schools experiencing student population learning loss can offer **credit recovery options**. Academic acceleration provides opportunities for **accelerated learning** to allow students to go at their own pace and enter the next grade.	Advanced coursework provides students an opportunity to challenge themselves with **obtaining college credit while in high school.**	Personalized learning allows educators to determine the appropriate instructional approaches and academic supports to **meet individual student needs** and **close achievement gaps**.
Benefits:	Workplace Readiness and Alternative Pathways to Graduation	Closing Achievement Gaps and Accelerated Learning	Dual Enrollment Opportunities	Student-centered Learning

Dual Enrollment: A Tool for Degree Attainment in Urban K-12 Districts

Danielle Reid-Filak



PRESENTER INFO



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04

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Where are we now - and were are we headed

05

NEXT STEPS/Q&A

Suggestions for duplicating this work in your own context

OHIO LANDSCAPE FOR DUAL ENROLLMENT

GRADES 7-12

All Ohio public secondary schools must support and pay for students to participate in dual enrollment between these grade bands, if they qualify. All public colleges must support, offer and enroll students in these grade bands if they qualify for admission.

Students can earn up to 30 credit hours per year - up to 120 hours for life of the program

Classes can be on college campus, online, or in your high school building

QUALIFICATIONS

3.0 GPA (OR)
College Ready Test Score (OR)
2.75 GPA + "B" in relevant coursework*
(*first implemented in 2022-2023 AY)

Must be an Ohio Resident

K-12 INCENTIVES

Successful participation in Dual Enrollment is now linked to :

- Demonstrating competency for graduation
- Qualifying for 3 different graduation seals (2 are required to graduate)

ZERO COST TO FAMILIES

Successful completion of a DE class results in no tuition, fees, or book costs for students.

Districts may reclaim funds if a student receives a "W" or "F" - Cincinnati Public Schools does not seek reimbursement for these fees

ABOUT CPS



3RD LARGEST

35,823 students across all grade bands



82%

Of our students are identified as economically disadvantaged

(this is closely aligned with free and reduced lunch designation - household income is below 130% of the federal poverty line)



79%

Of our student population identifies as an ethnicity that has been historically excluded from higher education

61% African American
10% Latinx
6% Multiple Ethnicities



54%

Of our population is federally identified as male at birth



2644

Students could qualify within our district to take dual enrollment classes

About 20% of that eligible number actually do participate

PROBLEMS WE ARE WORKING TO SOLVE AT CPS



26% ATTAINMENT

Of the class of 2015 - only 26% of graduates have earned a college credential (only 42% who pursued college were successful in earning their credential)

23% GAP IN ENROLLMENT INTENT

Our senior exit survey captures 71% of students who state college is their next destination. However in any given year, only 47% are actually matriculating (this number does increase with time lapse from graduation)

OPPORTUNITY GAPS

Not all of our 17 high schools offer the same rigor or curriculum options. We want to ensure a student at any one of our location is able to earn college credit - in their space.

PLACEMENT INTO REMEDIAL COURSEWORK

“Students who place into developmental education are less likely to earn a degree or credential when compared with similar students who do not place into developmental courses" (Attewell et al., 2006)

RESEARCH - NATIONAL



INCREASE MATRICULATION

As much as 15% increase in access and enrollment in college by DE participants across 5 studies (77,249 high school students in the United States)

Institute of Education Sciences. (2017)

INCREASED ATTAINMENT

As much as +25% increase in college degree attainment for DE participants across 5 studies (77,249 high school students)

Institute of Education Sciences. (2017)





HIGHER IMPACT

"The benefits of dual enrollment were not distributed equally. Rather, male, low-income, and students with lower grade-point averages (GPAs) benefited from dual enrollment to a greater extent than did other subgroups of students"

Karp et al. (2008)

NO DE

55%

Persistence from year 1 to year 2 for Students with no DE

DE Embedded

71%

Persistence from year 1 to year 2 for students who were successful embedded CCP

DE Mix

81%

Persistence from year 1 to year 2 for student who were successful embedded & CState CCP

Matriculation & Persistence

	Persisting to Spring			
	CPS 12th Grade No CCP	Successful CCP @ CPS High School	Successful CCP @ CinState/Mix	Unsuccessful CCP
Class of 2016	61%	83%	N/A	N/A
Class of 2017	46%	68%	100%	75%
Class of 2018	58%	76%	100%	0%
Class of 2019	63%	65%	50%	N/A
Class of 2020	50%	69%	83%	0%
TOTAL	**55%**	**71%**	**81%**	**50%**

1st Fall Enrollment - Persistence @ All Institutions

	ALL CPS CCP			
	# Fall Enrollees	% Persistence Any Inst	*% Persistence at 4 Year*	*% Persistence at 2 Year*
Class of 2016	194	88%	*89%*	*67%*
Class of 2017	324	87%	*88%*	*73%*
Class of 2018	363	86%	*87%*	*79%*
Class of 2019	365	88%	*90%*	*64%*
Class of 2020	323	82%	*82%*	*77%*
TOTAL	**1,569**	**86%**	***87%***	***73%***

PRIOR TO INTERVENTION (2019-2020)

26

DUAL ENROLLMENT COURSES IN OUR SCHOOL BUILDINGS

461

STUDENT PARTICIPANTS IN DE FROM CINCINNATI PUBLIC SCHOOLS

43%

OF DE STUDENTS WERE IDED AS BLACK/AFRICAN AMERICAN

OUR DISTRICT IS **61%** BLACK/AFRICAN AMERICAN

33%

OF DE STUDENTS WERE IDED AS MALE AT BIRTH

OUR DISTRICT IS **54%** MALE AT BIRTH

44%

OF DE STUDENTS WERE IDED AS ECONOMICALLY DISADVANTAGED

OUR DISTRICT IS **82%** ECONOMICALLY DISADVANTAGED

AFTER INTERVENTION (2021-2022)

51

DUAL ENROLLMENT COURSES IN OUR SCHOOL BUILDINGS

96% INCREASE

622

STUDENT PARTICIPANTS IN DE FROM CPS FALL 22-23

38%+ INCREASE

22-23 Spring Data will Impact these numbers positively

47%

OF DE STUDENTS WERE ID'D AS BLACK/AFRICAN AMERICAN

4-5%+ GAP CLOSURE

36%

OF DE STUDENTS WERE IDED AS MALE AT BIRTH

3% GAP CLOSURE

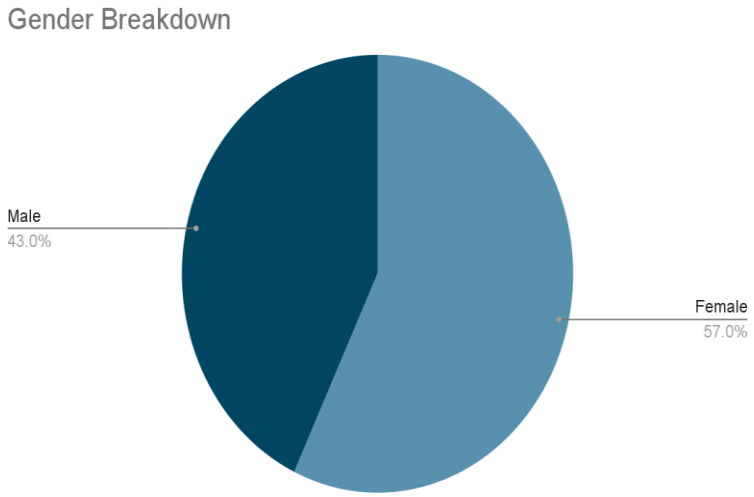
52%

OF DE STUDENTS WERE ID'D AS ECONOMICALLY DISADVANTAGED

8%+ GAP CLOSURE

2015-2021 OHIO GAPS IN PARTICIPATION

Apart from a wavering 2% increase in male participation, all other gaps have remained consistent from 2015 to 2021 or become larger



Population of Ohio High School Students		Population of CCP/DE Participants	
BLACK/AFRICAN AMERICAN	17%	BLACK/AFRICAN AMERICAN	5.5% THIS USED TO BE 7.6%
WHITE/ CAUCASIAN	67.6%	WHITE/ CAUCASIAN	70.5%
MULTIPLE RACES	5.9%	MULTIPLE RACES	6.4%
HISPANIC	6.7%	HISPANIC	1.5%





WHAT WE LEARNED FROM DATA (2019)

- Overwhelmingly our students who attempt these classes are successful in these classes (91%)
- Of our 49 CCP participants identified as both Black and Male prior to intervention - only 9 were participating on a college campus or online (40 in their school building)
- Of our 207 student CCP participants identified as economically disadvantaged - only 37 were participating on a college campus or online (170 in their school building)
- Embedding courses in buildings was our intervention strategy

WHAT WE LEARNED FROM STUDENT VOICE

- Family, teachers, & school counselors were the means by which students found out about CCP options
- Fear of too much work/challenge
- Desire for more options in their school buildings
- Desire to hear from other students who have done CCP classes
- Knowing about the program and how to sign up is a barrier









FOCUS ON EMBEDDED COURSES

- Prior to intervention, we had 6 buildings that were not offering any dual enrollment classes - all were Title 1 (schools serving primarily students identified as economically disadvantaged)

- Currently, we only have 2 buildings not offering Dual Enrollment, both have teachers set to be credentialed by 2023-2024

OUR STRATEGY

CFT

The CPS teachers union needed to be on board with any plan that impacts teacher payment/opportunities

CREDENTIALING

We needed to support teachers in earning the hours needed to instruct for colleges



We needed to demystify Dual Enrollment and expose the gaps in advising/registering

STAFF PD

We needed strong college partners to guide our teachers through credentialing and instructing

PARTNERS

WAYS WE USE EOEC FUNDS

SUPPORTING TEACHERS

- PD stipend of $3750 per academic year they meet the agreed terms of their PD plan
  - Enrolling in grad school
  - Finishing online training module
  - Attending on-boarding with the college partner
  - Meeting with central office staff
  - Turning in transcripts/progress purports on their grad coursework

SUPPORTING CLASSES

- ACT preparation - more college ready scores = more access to CCP
- Textbooks
- Calculators & supplies
- CTE lab creation ($30,000 in STEM equipment for an expanding STEM high school)
- Bus passes for students to get to their college classes
- Experiential learning - field trips to speaker series or the college hosting their coursework

ADDITIONAL USE IDEAS

- Project based learning ($100,000 in STEM kits for K-8)
- Creating online content that guides students toward career paths and advanced coursework awareness
- Supporting PD for teachers around world language acquisition
- Supporting PD for teachers in the AP field
- Extended time for credit recovery leads in our schools - instructional time/administration
- Parent/Family outreach and education
  - Mailers home to families
  - Translation services
- Support roles
  - Project based learning - Americorp role
  - Professors to Instruct at the high school when we can't find a credentialed teacher

OUR BARRIERS

GPA

Equity issues in GPA

RESIDENCY

Navigating enrollment for students who do not have permanent residency



MYTHS

CCP did not always have a positive connotation for our teachers

AWARENESS

Networks of families and guardians are disconnected and hard to reach in our district

TIMELINE

2019

- Hired staff to focus on DE (Data analysis and strategy)

2020

Applied for and received grant dollars to support:

1. Staff time in buildings
2. Credentialing funds for teachers
3. Books/supplies
4. Technology

2020-21

- CFT Agreement
- Recruited 16 teachers
- Grew from 26 to 33 DE class offerings
- Selected 3 pilot schools

2021-2022

- Grew from 33 to 45 embedded courses
- Renewed grant funds
- Moved from 6 buildings without options to only 2
- Built the UC Lindner Pipeline
- Built the Miami Acct. Pipeline
- Completion rate remains at 91%
- Navigated payment for non-residents

2022-2023

- Focus on 2 last schools
- Focus on Male students
- Focus on gap closing
- Expanding TEACh Cincinnati Pipeline

COLLEGE PARTNERSHIPS





ASKS OF EXISTING PARTNERS

- Prospective Coursework Reviews (for teachers)
- Embedded Course Guidance
- PD for our teachers on how to instruct at the college
- Incentives for students to enroll in their coursework and "feel" like a college student
- Orientations in high school buildings

BRINGING ON MORE PARTNERS

- We started with 2 college partners offering credit in our buildings - we now have 5 based on the focus of that school and the desired partnership.
- Further, we have used DE as a starting point for Pipeline Enrollment:
  - MU Teach (Miami University)
  - Spencer Accounting (Miami University)
  - Withrow To Lindner (Business School Partnership with University of Cincinnati)
  - UCIT (School of Information Technology with University of Cincinnati)
- These pipelines embed college credit, guaranteed admission, and scholarship support for students who complete the requirements

CCP/DE STUDENT EXPERIENCES

LOW INVOLVEMENT FAMILY/STUDENT LED

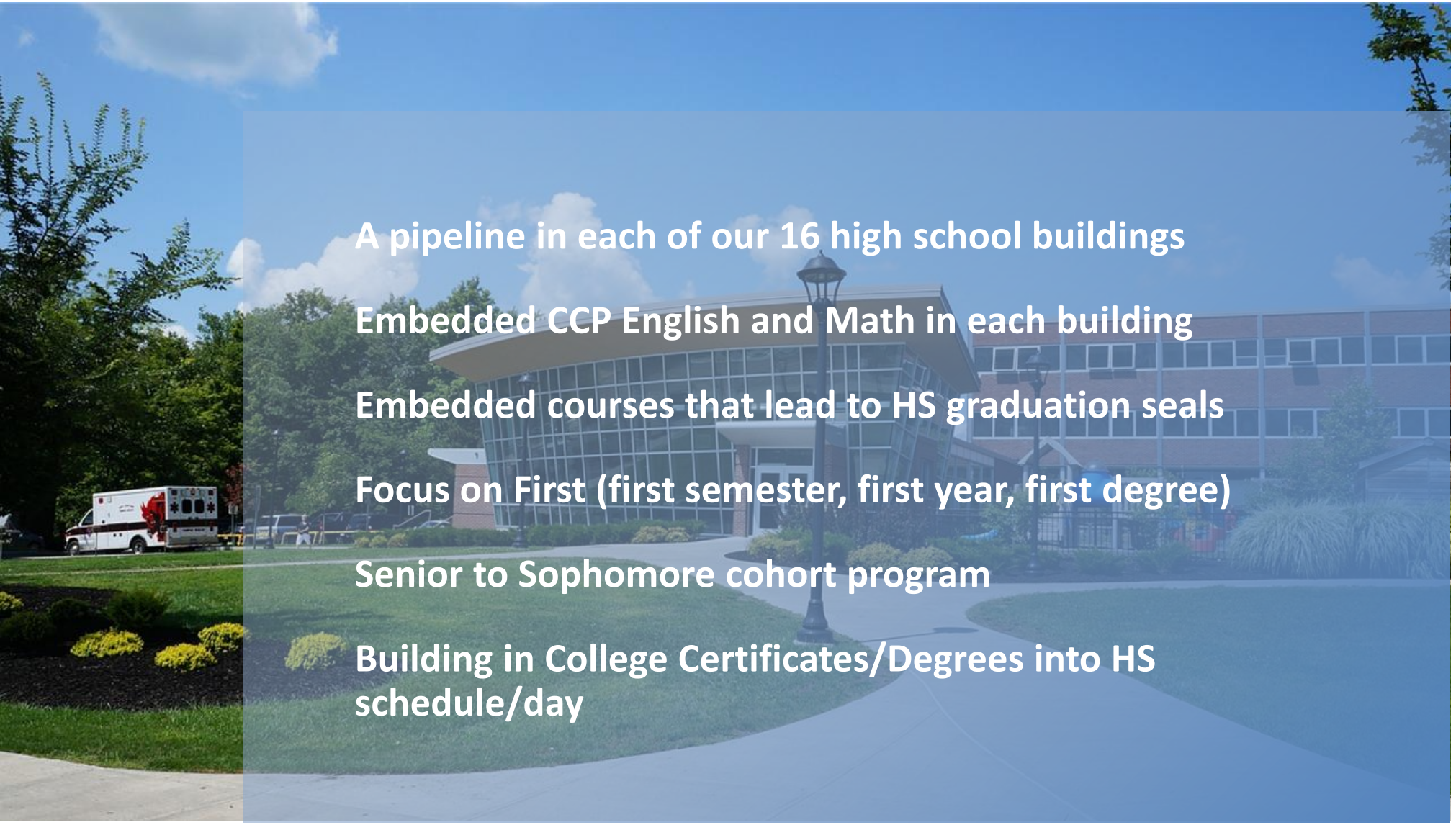
- Student/family seeks out classes
- College advises course choice
- Online
- On college campus
- We provide barrier busting:
  - Laptops
  - Bus passes
  - Wifi hotspots
  - Materials
- CCP Coordinator in building to assist with application process, transcripts, the enrollment process
- We appropriately document classes
- Semester by semester data analysis of involvement and equity

MODERATE INVOLVEMENT BUILDING FACILITATION

- Teacher led interest to determine what courses could be offered in a building
- Facilitate teacher credentialing and financial support of that process
- Support student enrollment process for classes
- We provide all classroom supplies and textbooks for these in-building classes
- CCP Coordinator in building to assist
- Targeted outreach to key populations who might otherwise not see CCP as an option
- Family mailers home with options
- Curriculum guide for district with options for students in buildings

DEEP PARTNERSHIPS PARTNER FACILITATION

- Structured coursework through a pipeline
- Guaranteed college admission when course completion and GPA criteria are met
- Student mentorship
- Scholarship dollars
- Summer programming
- Financial support of teachers to be credentialed or develop coursework with partner college
- Monthly meetings on progress and pipeline progression
- Tracking of students for on-ramp and off-ramp conversations
- On-Campus college immersion experiences for students to the Pipeline destination



FUTURE

A pipeline in each of our 16 high school buildings

Embedded CCP English and Math in each building

Embedded courses that lead to HS graduation seals

Focus on First (first semester, first year, first degree)

Senior to Sophomore cohort program

Building in College Certificates/Degrees into HS schedule/day

SUGGESTIONS FOR DUPLICATION



COLLEGE PARTNERSHIPS

Our college partners have been willing to lend funding - and influence, especially for programs where they are looking to diversify their enrollment.

We've had success in dropping residency questions on applications

CLIMATE SURVEY

Knowing your teacher incentives/motivations, perceptions of dual enrollment, and barriers you'll need to overcome is key to staring/strategizing around this work.

Additionally - know your data - where are your gaps, who is participating and who is not?

DATA TRAINING & CURRENT RESOURCES

Excel training can go a long way

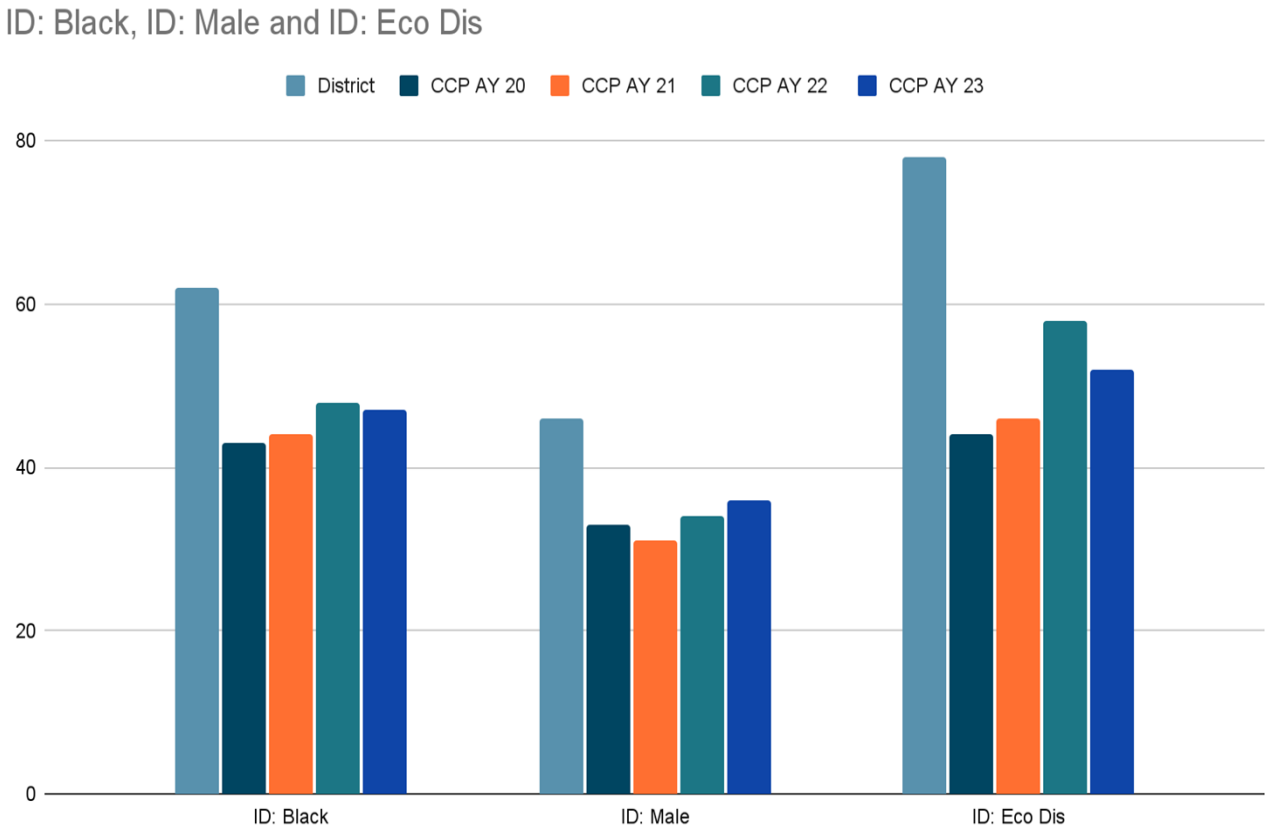
Many teachers may already be eligible to instruct

GRANT FUNDING CAN BE FOUND

Next slide will cover some grant search tools/websites in higher education

QUESTION AND ANSWER

Cincinnati Public Schools: College Credit Plus, Dual Enrollment





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Making Connections
Career and Workforce Development





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State Coordinator
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Consultant
Office of Career-Technical Education at the Ohio Department of Education

Office of Graduate Success

Dedicated to creating preK-12 linkages to postsecondary and work so that each child has an opportunity to pursue a fulfilling post-high school path.

5 Core Functions



Career Development

True or False

Career pathways and workforce development can only take place in an approved Career-Tech School.

Expanding Opportunities Considerations

- Employment needs in your community
- Role of Business Advisory
- **Creating a bridge between school and employer**
- Creating electives that coincide with need
- Use of college/career advisor

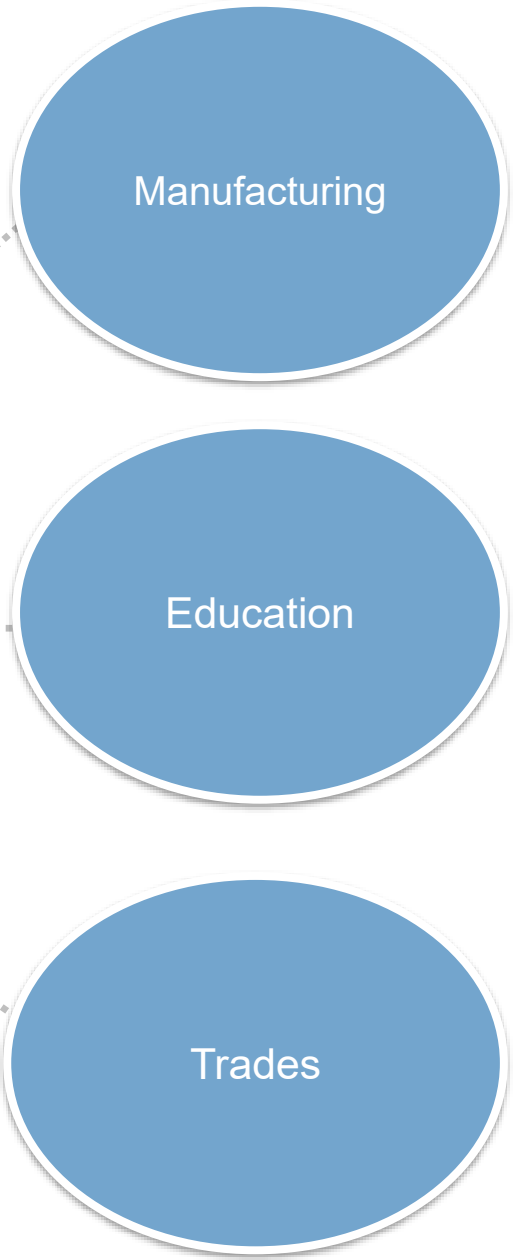
Clyde-Green Springs Example

Whirlpool and Manufacturing

Educators

Agriculture and Trades

Connecting with community needs without CTE affiliation



- Soft skills: career readiness classwork
- Bootcamp/manufacturing events/job fairs
- Internships

- Career coursework
- Classroom shadows
- Internship in classrooms

- Prefab coursework
- Agricultural trade work
- Internships

Making Connections
Career and Workforce Development

- Many ways to use funds to expand opportunities for students to experience career & workforce development.
- Consider implementing a college/career advisor as a liaison to the business community and to help teach employable skills.
- Use your business advisory council to determine what industry needs are in your area.
- Career exploration is crucial to making this work successful.
- Workforce readiness is a priority item for ODE.

CAREER-TECHNICAL EDUCATION

- Career-Technical Education (CTE) is defined in the Strengthening Career and Technical Education for the 21st Century Act of 2018 as "organized educational activities that… provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions,… includes competency-based, work-based, or other applied learning that supports the development of academic knowledge,… coordinates between secondary and postsecondary education programs through programs of study… and may include career exploration at the high school level or as early as the middle grades."

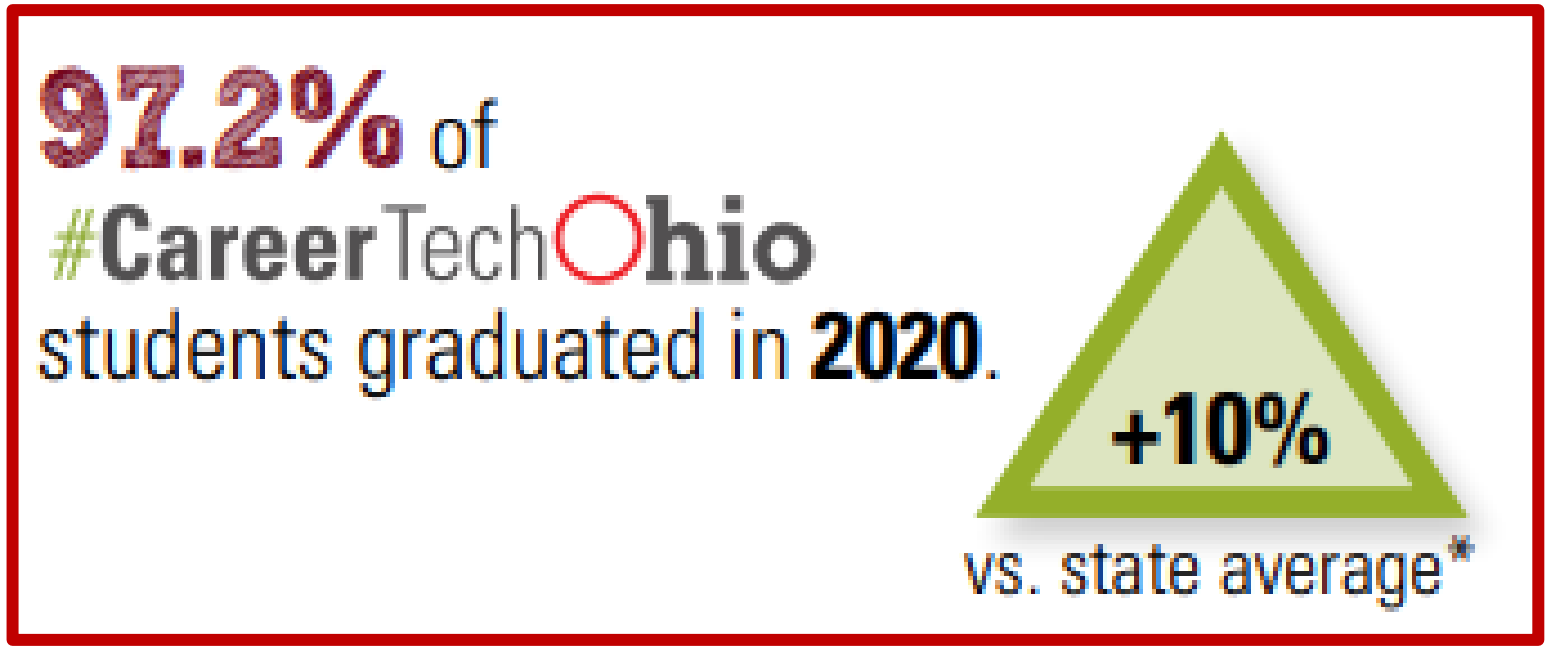
CTE WORKS

- There are 30 million jobs in the United States that do not require a bachelor's degree and pay median earnings of $55,000 or more

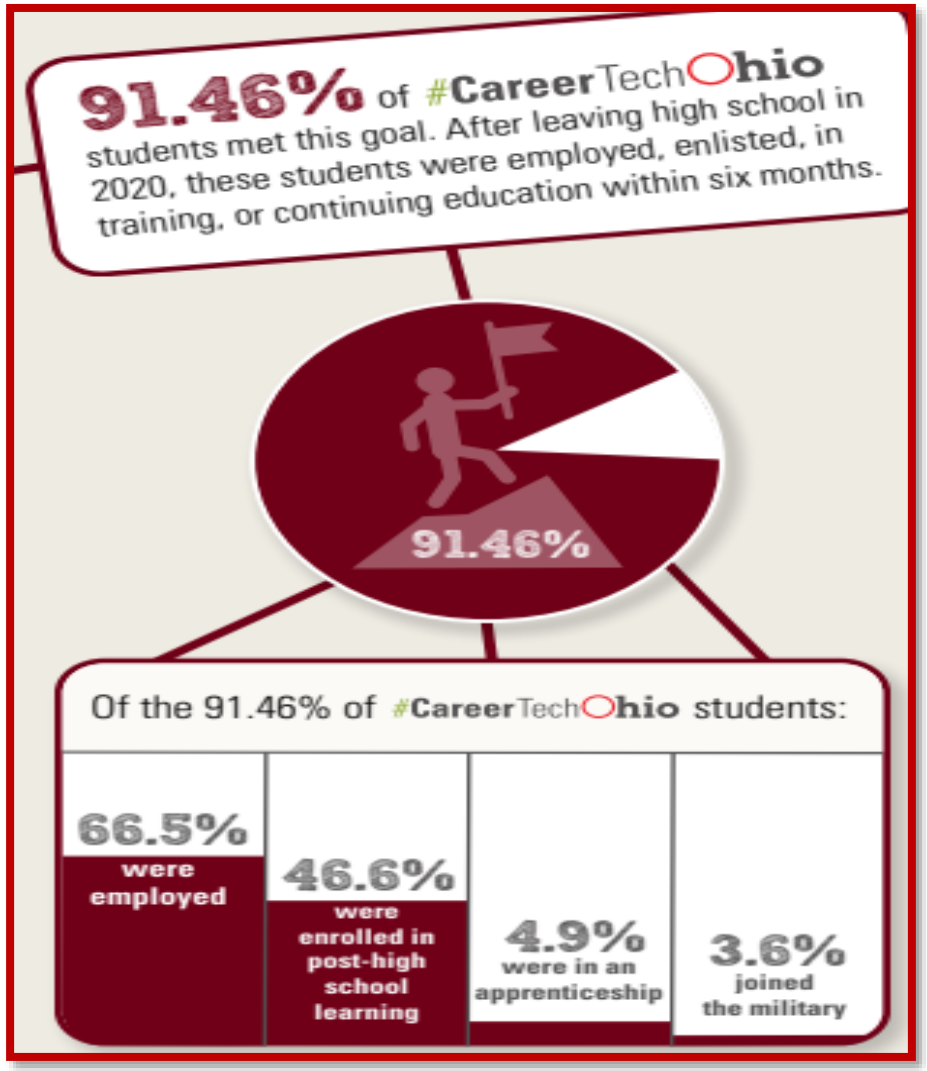
- CTE has a positive impact on student success. CTE is associated with higher levels of student engagement, reduced rates of dropout, higher graduation rates and higher rates of enrollment in postsecondary education.

CTE Works Fact Sheet

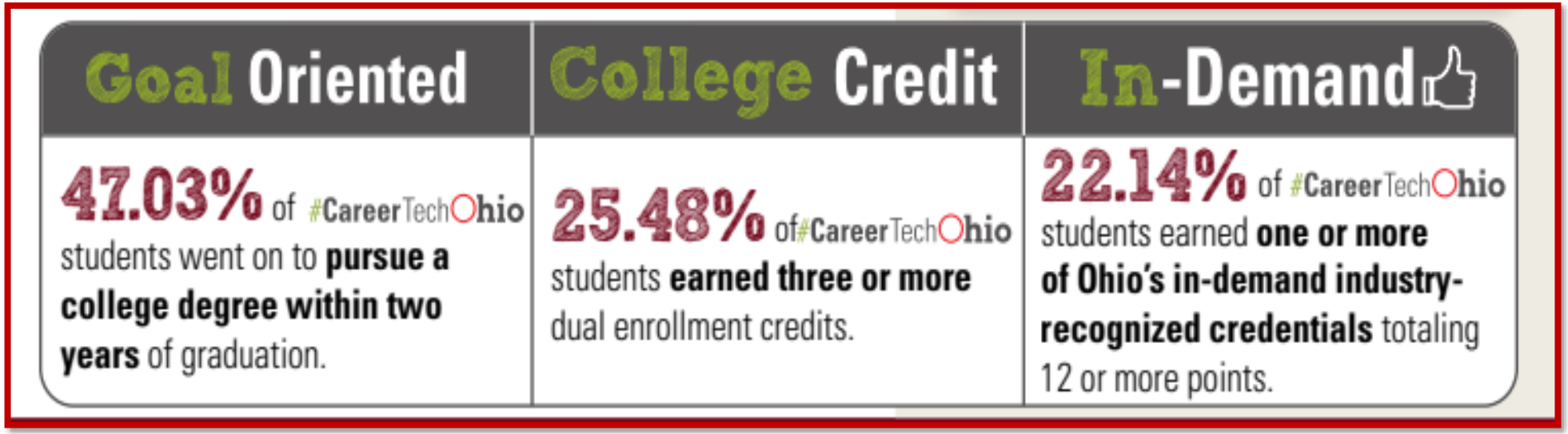
2022 CAREER TECH OHIO FACT SHEET



2022 CAREER TECH OHIO FACT SHEET



2022 CAREER TECH OHIO FACT SHEET



16 CAREER FIELDS

Agricultural and Environmental Systems



Arts and Communication



Business and Administrative Services



Construction Technologies



Education and Training



Engineering and Science Technologies



Finance



Government and Public Administration



Health Science



16 CAREER FIELDS

Hospitality and Tourism



Human Services



Information Technology



Law and Public Safety



Manufacturing



Marketing



Transportation Systems



TYPES OF CTE PROGRAMS

- Agribusiness and Production Systems
- Natural Resource Management
- Media Arts
- Visual Design and Imaging
- Human Resources
- Medical Office Management
- Professional and Technical Sales
- Marketing Communications

TYPES OF CTE PROGRAMS

- Manufacturing
- Robotics
- Interactive Media
- Programming and Software Development
- Nursing
- Mental Health
- Engineering
- Carpentry

TYPES OF CTE PROGRAMS

- Teaching Professions
- Culinary
- Cosmetology
- Automotive
- Aviation
- Firefighting and Emergency Medical Services
- Criminal Justice

TYPES OF CTE PROGRAMS FOR THIS GRANT

- Career Pathways
  - 4 Courses
  - Comprehensive Program
  - College Credit
- Industry Credential Senior Only Program
  - Requires 12-point Combination of Credentials in One Career Field
  - Seniors Only
- Middle School Courses

STARTING A CTE PROGRAM

1. Collaborate with Business and Industry
2. Review Local, Regional and Statewide Labor Market Information
3. Contact your Career Technical Planning District
4. Survey Students and Parents for Program Interest
5. Review Career Fields
6. Review Types of Programs
7. Review Industry Credentials Available for Programs
8. Select a Program to Start
9. Complete a CTE26

CONTACTS FOR STARTING A CTE PROGRAM

- Dee Sturgill dee.sturgill@education.ohio.gov
- Ryan Curtis ryan.curtis@education.ohio.gov
- Matt Wells matthew.wells@education.ohio.gov

DISCUSSION AND Q & A

What questions do you have for us?

UPCOMING GRANTEE FORUMS

Rural Grantee Forum Convening

Thursday, October 6, 2022 | 10-11AM | Microsoft Teams
Topic of conversation: Making Connections

This is a grantee forum for *EOEC* grantees in rural typologies. Presentations will include rural-specific information from the Office for Improvement and Innovation.

Hosted by Liz Price and David Cloud, Office for Improvement and Innovation

Making Schools Work Site Forum Convening

Friday, November 18, 2022 | 9-11AM | Microsoft Teams

Topic of conversation: Making Connections

MSW school leaders are welcome to present at upcoming grantee forum convenings. All grantees welcome.

Hosted by Liz Price, Office for Improvement and Innovation, and Dennis Haft, Office of Graduate Success

If you are interested in presenting at an upcoming grantee forum convening, email Liz Price at Elizabeth.Price@education.ohio.gov

RESOURCES & CONTACT INFORMATION

- *Expanding Opportunities for Each Child* website
- Grant inbox: eoecgrant@education.ohio.gov
- Liz Price – EOEC Grant Manager: Elizabeth.Price@education.ohio.gov
- Dennis Haft – State Coordinator: Dennis.Haft@education.ohio.gov
- Dee Sturgill – Consultant: Dee.Sturgill@education.ohio.gov