

Ohio School Boards Association Capital Conference and Trade Show

November 13 – 16, 2011

Greater Columbus Convention Center
Columbus, Ohio

Is it too early to prepare for college?

Hot topics

Tuesday, November 15, 2011

9:00 a.m.

C 223 – 225

John Adams, senior director for enrollment brand strategy, University of Toledo

Traci McCaudy, superintendent, Fremont City

Kyle Menchhofer, technology director, St. Marys City

Romules Durant, assistant superintendent, Toledo City

Jennifer Rockwood, assistant dean and director of First Year Experience Program, University of Toledo

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OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

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Is It Ever Too Early To Begin Preparing For College?

A Panel Discussion
OSBA Capital Conference
November 15, 2011

Panelists

- Dr. Traci McCaudy – Superintendent for Fremont City Schools
- Mr. Kyle Mienchhofer – District Technology Coordinator for St. Marys City Schools
- Dr. Romulus Durant – Assistant Superintendent for Elementary Education at Toledo Public Schools
- Ms. Jennifer Rockwood – Associate Dean and Director for First Year Experience at The University of Toledo
- **Moderator** – Mr. John Adams – Senior Director for Enrollment Brand Strategy at The University of Toledo

Today's Discussion Objectives

- Raise awareness of the value of higher education
- Prepare students and their families for the rigors and challenges of college prior to high school
- Discuss strategies and programs currently in place in school districts within the state of Ohio

Fremont City Schools – In the Beginning

Fremont City Schools (FCS) – In the Beginning

- The Situation
 - Large population of first generation students
 - Need for parent and family education
- The Objectives
 - Prepare students and families for college and careers
- The Solution
 - Aggressive and comprehensive educational program that involves students, families, teachers and administrators

Fremont City Schools – In the Beginning

- FCS Strategic Plan
 - Mission and Belief Statements
 - District Goals
- College & Career Awareness Plan
 - High Expectations
 - Rigorous Coursework & Tutorial Support
 - Student and Parent Education

Fremont City Schools – In the Beginning

- College & Career Awareness Plan (Grades K-6)
 - College Preparation Checklist
 - Career Exploration
 - College Learning Objectives and Course Integration
- College & Career Awareness Plan (Grades 7-12)
 - College Learning Objectives & Course Integration
 - Financial Literacy/College Awareness Plan
 - College Visitations
 - Parent & Student Workshops
 - PLAN & EXPLORE


FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Fremont City Schools – In the Beginning

- Collaboration with Institutions of Higher Education
 - The University of Toledo's Scholarly Savings Account program
 - Eligibility Requirements
 - Parent and Student Communications
 - Recognition Programs
 - UT's Involvement
- Importance of relationships
 - Students, parents, teachers and universities

FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Technology / St. Marys Schools



FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Technology / St. Marys Schools

- The Situation
 - Insufficient technology available for students and teachers means less prepared and competitive students
- The Objective
 - Introduce students and teachers to latest technology for integration in lesson planning, classwork and communications
- The Solution
 - Mobile Learning Devices for grades 3 – 5
 - 30 Teachers
 - 500 Devices


FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Technology / St. Marys Schools

- The Challenges
 - District buy-in
 - Technology training of current and future staff
 - Various learning styles and differentiated instruction
- Today
 - Longest running program in country
 - More than 500 devices
 - BYOD (Bring your own device) pilot program, grades 8 – 12

FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Toledo Public Schools College Coaches - A Team Approach



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Toledo Public Schools College Coaches - A Team Approach

- The Situation
 - TPS has a large number of prospective first generation college students and a greater than ever need for parental support and involvement
- The Objectives
 - Increase the enrollment in post secondary education
 - Increase college retention rate
 - Make college the primary educational goal in NW Ohio
- The Solution
 - College Coach program that provides support, builds confidence and increases communication

FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Toledo Public Schools College Coaches - A Team Approach

- The Program
 - Second year in existence
 - Began last year with two fifth grade classes in the TPS system
 - Added two schools this year
 - Continue to add schools until all TPS schools included
 - College preparedness is a focus
 - Collaboration with area universities and their programs
 - College visits start in the sixth grade
 - Coaches continue work through Sophomore year of college


FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Toledo Public Schools College Coaches - A Team Approach

- The Team
 - Coach
 - Coordinating Team
- Tools for coaches and students
 - Annual plans and goals by grade
 - Fully functioning, evolving Web site
 - Open communications with participating universities and access to key personnel for events, presentations and support

FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

The University of Toledo Planning for the Transition to College



FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

The University of Toledo Planning for the Transition to College

- The Situation
 - Many students are not prepared for the rigors of college
Lack of academic preparedness, poor study habits and time management and most of all, independence
- Objectives
 - Make the transition from high school to college as easy and simple as possible
- The Solution
 - UT's First Year Experience (FYE) program helps assist with the transition, however preparation needs to begin much sooner.

FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

The University of Toledo Planning for the Transition to College

- Preparing for College
 - Making the decision to go to college
 - What if I don't know what I want to be?
 - How different are high school and college
 - The skills and attributes of a good college bound students
- Key to a Successful Transition
 - Challenging high school curriculum
 - Involvement in student activities
 - Community involvement
 - Parental and school support

FREMONT CITY SCHOOLS St. Marys City Schools Toledo Public Schools UT TOLEDO

Is It Ever Too Early To Begin Preparing For College? A Panel Discussion OSBA Capital Conference 2011

Fremont City Schools Executive Summary Dr. Traci McCaudy, Superintendent

Fremont City Schools (FCS) serves 4,300 students from a wide range of social and cultural backgrounds. The PK-12 program is provided throughout seven elementary schools (Atkinson, Croghan, Hayes, Lutz, Otis, Stamm and Washington), one middle school (Fremont Middle School), and one high school (Fremont Ross High School). The district employs 289 certified staff and 161 classified staff. Approximately 64% of Fremont's teachers have Master's Degrees.

The district is in its third year of implementing improvement strategies outlined in the FCS Strategic Plan. Last year, Fremont City Schools received a Race to the Top (RttT) grant and all strategies within the RttT plan were integrated into the FCS Strategic Plan so that the district can implement and monitor one comprehensive plan. During the strategic plan's development phase, the district also created a new mission statement, belief statements and district goals.

The district has shown significant improvements in virtually all areas of the district's report card, including student achievement scores, attendance and graduation rates. Currently, 27-30% of Fremont's graduating seniors are attending a four-year college and 25-29% are attending a two-year college. In order to increase the college attendance rates, the district has recently implemented a three-pronged approach. First, the level of expectation for academic performance within Fremont's classrooms is high and uncompromising. Second, academic preparation assumes that Fremont's students will pursue post-secondary opportunities in college or training programs. Third, students and parents must be knowledgeable about this preparation, fully aware that Fremont believes in "open access" to rigorous coursework and tutorial support for all students at all times.

Fremont City Schools begins information sharing with its parents during kindergarten registration when parents receive a college preparation checklist. This checklist is discussed with parents each year through eighth grade. Career exploration begins with students during the intermediate grades and college learning objectives are also integrated into Language Arts and math classes. At the middle school level, students continue their career exploration and students begin visiting colleges. Additionally, the University of Toledo's Scholarly Savings Account Program is introduced to students and parents. Eighth grade students are required to take a "Financial Literacy/College Awareness" class and college learning objectives are integrated into middle school Language Arts and math classes as well. At the high school level, students continue to visit colleges and college planning workshops are offered to parents and students. All ninth and then grade students are required to take the PLAN and EXPLORE tests and the K-12 counselors organize career days, write college planning articles for newsletters and decorate hallways with college themes and general information. Finally, the counseling department tracks students after high school graduation so that college attendance and graduation rates can be collected and feedback about high school college preparation can be obtained.

For further information about Fremont City Schools' plan for preparing college and career ready students, please contact Dr. Traci McCaudy at 419-334-5432 or Superintendent@fremont.k12.oh.us

Is It Ever Too Early To Begin Preparing For College?

A Panel Discussion

OSBA Capital Conference 2011

St. Marys City Schools Executive Summary
Mr. Kyle Menchhofer, District Technology Coordinator

St. Marys City Schools (SMCS) has been implementing mobile technology in the classroom since October of 2008. SMCS started with six classrooms in grades third through fifth, eight teachers, one principal and one technology coordinator in two neighborhood elementary buildings (East Elementary and West Elementary). The project started out using personal digital assistants (PDAs) in year one. There were over 120 students involved in using PDAs in the classroom.

In year two, SMCS expanded the project to include all third through six grade classes which included 605 students and thirty-nine staff members for a total of 644 users. SMCS partnered with Verizon Wireless and implemented 575 smartphones and 72 PDAs in both elementary buildings. The smartphones were labeled Mobile Learning Devices (MLDs). At the time the district didn't have WiFi in all of the classrooms. Two portable access points were rotated amongst the two buildings in each classroom to connect to the internet.

In the 2009-2010 school year, SMCS was the largest school in the country to implement over 640+ devices in the classroom. Since the inception of the mobile learning project started back in 2008, there have been over 100 school districts throughout the country in eleven states that have contacted and/or visited SMCS to inquire about the mobile learning project. Twelve universities have contacted SMCS about the mobile learning project and how can the MLD project be integrated into teacher education. The mobile learning project has been highlighted in many publications such as District Administrator, USA Today, MSNBC, EdWeek, and Education Week to name a few. SMCS has been using MLDs in grades 3rd-5th for the past four years making it the longest running mobile learning project in the country.

Due to limited funds, SMCS cannot financially afford to continuously update the technology at a fast pace in which the technology is being updated. One of the major focuses of the district is to prepare the students for the future whatever that may be whether it is college or the work force. Due to budget cuts, the district has had to make due with computer technology that has been aging at a fast rate. Outside of school, students are using other types of technology more efficiently. The center force of students' lives fit in their hands. When the students wake up in the morning, they begin using the various types of mobile and portable technologies available in their homes. When they come to school, the students "power down" when using desktop and laptop computers. Due to the limited amounts of technologies in the district, the students get very limited and restricted time on the computer. The types of software on the computers are very restricted as well. The students' learning styles are limited. Once school is over at the end of the day, the students "power up" their brains and then go back to using various devices to stimulate their brains. The students are use to being able to multi-task on the move.

SMCS has just completed the Ohio Schools Facilities Commission Building Project (OSFC). In a partnership with the OSFC and the community of St. Marys, SMCS was able to construct a brand new middle school/high school and renovate the two elementary buildings. The new and updated facilities have WiFi placed throughout the entire district. Interactive white boards (EnoBoards), projectors, and document cameras are placed in every classroom.

Last spring, the technology department sent out a survey asking parents what types of technology were in their homes. The list of questions such as such (1) Would the parents allow the students to bring their own technology to school?, (2) Would the parents support technology equipment rental?,

(3) Would the parents purchase the technology from a school supported vendor?, (4) What type of mobile/portable technology would they purchase? The technology department of SMCS tabulated the results from the survey sent out to district wide to all students in grades 5-11. Over half of the parents who returned their surveys said that they had a laptop at home (53%). The iTouch was the next highest at 23%. Many parents were very receptive in allowing their students to bring their own technology to school 62%. Due to the continued increase in awareness and commercialization of the various mobile devices that are on the market, the percentages will continue to increase. SMCS will begin the Bring Your Own Technology (BYOT) Pilot Project during the 2011-2012 school year in grades 8-12. Eleven teachers have volunteered to be a part of the pilot. The students will be given access to the district WiFi to access the internet when necessary. SMCS will be using the Google applications to partner with the BYOT project. Teachers and students will be able to share and access work together using the Google applications. Students will be able to continue working on assignments at home while working in Google applications. Students will be given Gmail email accounts to communicate with other students and the teachers.

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Toledo Public Schools Executive Summary
Dr. Romules Durant, Assistant Superintendent Elementary Education

Why A College Coach Program?

Currently, less than 14%* of all Lucas County residents have a Bachelor's degree. Almost every other major county in Ohio and many of the most successful communities in the country have a higher proportion of residents with at least a Bachelor's degree.

In addition, communities across the county that are succeeding are doing so by attracting industries that require a highly-educated workforce. For Toledo and Lucas County to prosper, we must work to foster a culture that makes a college education a necessity, not a luxury.

The College Coach Program will impact greater college graduation through coaches who will work with our young people from fifth grade on, mentoring them toward a college future.

A trusted adult, often a parent or relative, pledges to assume the duty of "college coach". The college coach will take the student on tours of our many prestigious universities and community colleges in Northwest Ohio, will expose the student to potential career opportunities, will excite the student about science, reading, and math, and once the student reaches high school, will work in conjunction with high school guidance counselors to help the student navigate the achievement tests and the financial aid process.

By investing in college resources at an early stage and identifying appropriate tasks for the middle grades and high school, young people will learn how important a college education is for their future. Students will have a coach available to rely on—a trusted adult who understands the challenges and opportunities available in pursuit of this dream.

Changing our college culture and making it a goal in reach for our families is an endeavor that can pay long-term dividends for our entire community.

It will create better citizens, encourage the growth of local, high-skilled jobs, and give our community the hope of brighter days during these tough economic times.

What Kinds of Activities Does the Coach Assist With?

In fifth grade during the fall semester, the student identifies a College Coach. They attend a kick-off meeting where they receive written curriculum regarding the program, including the various steps to be taken together toward college success.

The student, college coach and legal guardian sign a Declaration form committing to the program. Upon joining the College Coach program, students enjoy two passes to Imagination Station as a reward and an opportunity to explore interest in the area of science. Students also receive a College Coach t-shirt and flash drive bracelet.

The student and coach are encouraged to read the curriculum packet and to explore the College Coach website. The coach and the student commit to reviewing and discussing the student's academic performance, and attending additional workshops exploring the college preparation curriculum.

Each semester of the sixth and seventh grade, the College Coach program offers campus visit to a local college or university. The CC program is currently partnering with University of Toledo, Lourdes University,

Owens Community College, Bowling Green State University, and Mercy College of Northwest Ohio to coordinate these visits.

In addition to campus visits, the middle grade years are dedicated to opportunities for the student to identify career interests. Through online resources and the College Coach website (www.committedcollegecoach.com), the student and college coach can research education and training requirements, income, tasks associated with the job, and long-term job forecasts.

In the eighth grade year, students begin to become active in community service opportunities. The college coach assists the student with developing a "school plan" for high school and beyond, helping to assure that the student will be taking appropriate course work. The plan is revised and updated regularly with the TPS school guidance counselor(s) as well.

In the ninth grade the student and college coach learn about techniques that will ensure a successful transition into high school, including note taking strategies, learning styles, and the importance of a high grade point average. This is another time in which the high school plan is revised and updated. During the spring semester of the ninth grade, the student and college coach begin to learn about the scholarships available through our partnering colleges and universities.

In the tenth grade, students focus on career exploration, as well as prepare for the Ohio Graduation Test (OGT). The College Coach remains highly active reflecting with the student upon the "school plan" and updating as necessary. Students learn about Advanced Placement and Tech Prep options, and remain active in community service and extracurricular opportunities.

In the fall semester of the eleventh grade the student and college coach attend college fairs, tour college campuses, and begin seriously researching college options. The college coach and guidance counselors support students through the ACT preparation process. Activities prepare for a successful transition for the student to college, with information and resources offering details related to housing, financial decisions, and college student panels providing "real world advice" on making a success transition to college.

Spring semester of the eleventh grade is traditionally when the ACT or SAT test are completed. The college coach and the student begin to learn basic information regarding the Free Application for Federal Student Aid (or FAFSA). The coach will assist and review the student's college essay.

In the fall semester of the twelfth grade, the college coach assists the student with college applications, scholarship applications, as well as prepare for the FAFSA.

In the spring semester of the twelfth grade, the college coach assists the student with completing the FAFSA and interpreting the financial aid report. The school plan is reviewed and updated for college.

Many students face difficulties adjusting to college life. The unique feature of the College Coach program is that support and information continues into sophomore year of college. The summer into college is an opportunity for students to address common challenges including how to survive a lecture course, understanding campus resources, and addressing housing challenges.

When the student is enrolled and attending a college or university, the college coach remains a critical support person for the student. They discuss academic progress, review and update the college plan as needed, and discuss issues and concerns the student may be having.

The College Coach program is available to participating TPS schools through strong community partnerships, including collaboration among Partners In Education, Lucas County Jobs and Family Services, Toledo Community Foundation, Toledo Public Schools, Toledo Federation of Teachers, and the Lucas County Commissioner's office.

For more information, please contact: *Shawna Babula, Program Director/Partners In Education*
419-242-2122, shabula@partnerstoledo.org

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University of Toledo First Year Experience, College of Innovative Learning
Executive Summary
Jennifer Rockwood, Asst Dean and Director FYE and COIL

University of Toledo's Office of First-Year Experience is an integral partner with the College of Innovative Learning and supports the University's student-centered mission by assisting first-year and transfer students to gain the skills, knowledge and experience needed for success as engaged citizens of their new academic community. We introduce students to a scholarly community in the foundation year of their college journey.

FYE build and sustains a vibrant and diverse college community committed to the success of the first-year college students and all students in transition.

FYE acquaints students with the academic tools and opportunities for intellectual growth and exploration in and outside the classroom. We ensure that first-year and transition students feel welcomed, celebrated, and supported through the use of peer mentors, learning community's orientation classes, service learning, freshman activities, and increased interaction with faculty outside of the classroom.

FYE is devoted to helping students develop a positive sense of self with the confidence and skills necessary to define and achieve their academic and life goals and to improving the University's recruitment and retention of students.

Currently we are extending our reach so that we can help high school students prepare for the transition to college in advance of entrance. Research has shown that students who are better prepared do better their first semester and thereafter. Our outreach is to outline the major difference between high school and college. We know college faculty assume their students are **responsible adult human beings**. I will outline that thought and discuss the differences between college and high school and stress college preparedness.

For further information about University of Toledo FYE and COIL plan for preparing college and career ready students, please contact Jennifer Rockwood @ (419) 530-2330, or jennifer.rockwood@utoledo.edu



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Financing a College Education Resources and links

Free Application for Federal Student Aid (FAFSA)

<http://www.fafsa.ed.gov>

Step by step tutorial for filling out the FAFSA

<http://www.utoledo.edu/financialaid/fafsa/>

Free information from the Department of Education on preparing for and funding education beyond high school

<http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>

Funding Education Beyond High School brochure

http://studentaid.ed.gov/students/publications/student_guide/index.html

The Federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post baccalaureate students

www2.ed.gov/programs/fpg

Teacher Education Assistance for College and Higher Education (TEACH) Grant provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

studentaid.ed.gov/PORTALSWebApp/students/.../TEACH.jsp

Federal Supplemental Educational Opportunity Grant program is for undergraduates with exceptional financial need.

studentaid.ed.gov/PORTALSWebApp/students/.../FSEOG.jsp

Federal Perkins Loan Program provides low-interest loans to help needy students finance the costs of postsecondary education.

www2.ed.gov/programs/fpl

Stafford Loans are low-interest loans for eligible students to help cover the cost of higher education at a four-year college or university, community college, or trade, career, or technical school. Eligible students borrow directly from the U.S. Department of Education.

<http://www.staffordloan.com/>

PLUS Loans Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met.

<http://www.parentplusloan.com/>

Federal Work-Study Program provides funds that are earned through part-time employment to assist students in financing the costs of postsecondary education.
www2.ed.gov/programs/fws

Lumina Foundation is an organization whose goal is to increase the number of high quality post secondary degrees to 60% by 2025 by focusing on student preparedness, student success, productivity.

<http://www.luminafoundation.org/>

Scholarship Search Web sites are a centralized resource to help make scholarship opportunities easier to find and for which to apply. These are some of the more popular ones.

<http://www.studentaid.ed.gov/scholarship>

<http://www.fastweb.com>

<http://www.ohiomentor.com/>

<http://www.scholarships.com/>

Ohio Board of Regents

<http://regents.ohio.gov/>

KnowHow2Go is a great resource for college planning with an abundance of information and a variety of related links.

http://www.knowhow2go.org/middle_college.php

High School Guidance Web sites are useful tools that high schools and middle schools should think about. A great example of a resource packed site is one by Dublin Coffman High School.

<http://coffman.dublin.k12.oh.us/GIC/Guidance.shtml>