



# **2015–2016 OAC Straight A Annual Report**

## **Focus on Connections and Capacity**



In 2010, the Ohio Appalachian Collaborative (OAC) was established as a partnership among 21 rural districts and not-for-profit partner Battelle for Kids (BFK). Through initial support from Ohio’s Race to the Top grant and other philanthropic foundations, the first four years of the OAC focused on building a strong collaborative, establishing networks for professional development and learning, and joining forces to amplify the voice of Appalachian districts to generate resources. Working together, the mission of the OAC became clear: to not only provide enhanced educational opportunities to its more than 34,000 students, but to also strengthen the ties between education and economic development and bring students hope and aspiration for a brighter future.

In December 2013, the Ohio Department of Education awarded a Straight A Fund grant to the OAC to continue its work around transforming rural education. Through the Straight A Fund grant, the OAC has expanded to serve: **27 DISTRICTS, 98 SCHOOL BUILDINGS, 3,200 TEACHERS, AND 48,000 STUDENTS—WITH 52% LIVING IN POVERTY.**



## 2015–2016 INFRASTRUCTURE AND DEVELOPMENT

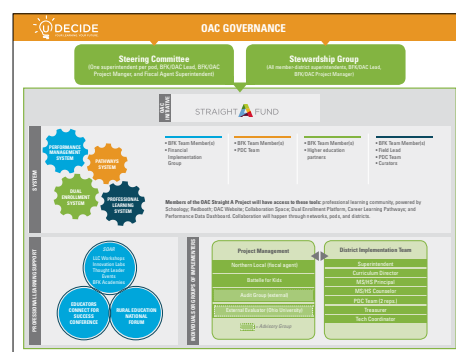
The 27 OAC districts involved in this work successfully:

- Assisted 48,000 of interested OAC students to begin their journey to success in college, career, and life by providing access to dual enrollment courses without leaving their school campuses
- Provided teachers with the opportunity to become dual enrollment credentialed with 16 different disciplines represented
- Launched a professional learning community for educators to facilitate teacher learning and collaboration, offering coursework, groups, networking, and a platform for collaboration and discussion for more than 3,200 educators.

## GOVERNANCE STRUCTURE

A governance structure streamlines efforts and provides project organization. This structure is made up of a:

- **Steering Committee:** Five superintendents and the fiscal agent superintendent serve as the governing body for the OAC Straight A work. The Steering Committee is facilitated by BFK.
- **Stewardship Group:** The superintendents from each of the 27 school districts inform the work of the project.
- The **Financial Implementation Group**, made up of treasurers, plus the fiscal agent, overseeing the financial health of the project.



## IMPLEMENTATION SUPPORT

The OAC Straight A work involves designing and implementing new systems and ways of making education work for students. Implementation supports included:

- Project Management
- Performance Management and The Student Experience® Survey
- Strategic Leadership
- Fiscal Management
- Communications

## THIS REPORT PROVIDES A HIGH-LEVEL OVERVIEW OF IMPACTFUL ACCOMPLISHMENTS FROM THE 2015–2016 YEAR.

### DUAL ENROLLMENT

One of the substantial and lasting values of the shared work in the OAC is to overcome the rural opportunity gap by increasing postsecondary aspiration and preparedness and decreasing postsecondary costs through college or career technical credentials earned in high school. Dual enrollment courses are being shared across the collaborative through an online course catalog. Currently, 239 courses have been loaded into the Dual Enrollment Course Catalog. And, 13 institutions of higher education support the OAC Straight A work by offering dual enrollment courses taught in students' own high schools.



**239 COURSES**

have been entered into the OAC shared Dual Enrollment Course Catalog system



**AS PART OF THE ORIGINAL OAC STRAIGHT A GRANT 78 TEACHERS**

are enrolled in graduate degree programs that will equip them to be academically approved as dual enrollment adjunct instructors.

representing 26 OAC districts, are pursuing credentials in 16 different content areas.

In December 2015, The OAC was awarded the Pathway One Grant with for an additional \$835,000 to credential more teachers. This grant proposal was successful, in part, because of its comprehensive approach to investing and supporting local K–12 talent. Aside from providing scholarship monies for tuition, fees, books/supplies, mileage, and other expenses for teachers/districts, additional elements of the grant include ongoing support for dual enrollment teachers and candidates through professional development, professional learning communities, and communicating and facilitating the application and admission process for all districts involved.



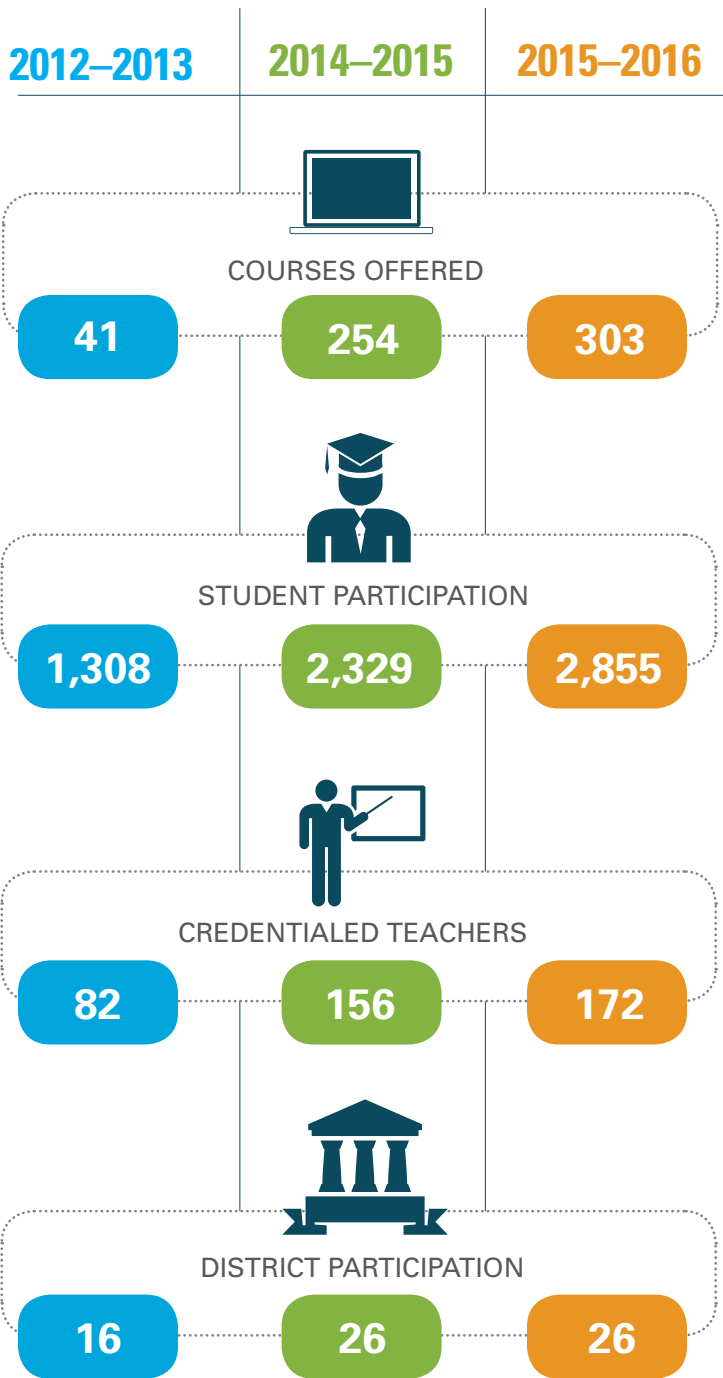
**THROUGH THE PATHWAY ONE GRANT,**

**42 CANDIDATES FROM  
19 OAC DISTRICTS**

**ENROLLED IN SPRING AND/OR SUMMER 2016  
TERMS, REPRESENTING**

**20 DIFFERENT DISCIPLINES.**

OAC districts are seeing substantial increases in dual enrollment in a number of areas:



The Dual Enrollment and Career Pathways course on the Professional Learning Community provides discussion forums and activities around the importance of career pathways and dual enrollment advising and opportunities of a 21<sup>st</sup> century education, not only in Ohio, but also across the country. The course explores relevant research and best practices to help understand, support and lead dual enrollment and career pathways initiatives district-wide.

DURING 2015–2016, OAC STUDENTS HAVE EARNED



**13,203  
hours**

OF COLLEGE CREDIT.

AND, STUDENTS AND THEIR FAMILIES HAVE SAVED MORE THAN



**\$2,353,167  
million**

IN TUITION COSTS.

DISTRICTS ARE SPENDING OVER



**\$500,000**

A YEAR IN DISCOUNTED TUITION FOR PARTICIPATING STUDENTS PLUS THE COSTS OF TEXTBOOKS.

The Working and Learning Environment Survey was distributed to OAC districts between January and February, 2016.

**OF THE 27 SCHOOL DISTRICTS  
SURVEYED,**

**25 DISTRICTS  
RESPONDED WITH A TOTAL OF  
3,938 RESPONSES.**

Student responses provided school district administrators with insights as to how their programs and environments are welcoming dual enrollment students to stay on campus and what can be improved.

## WORKING/LEARNING SURVEY

Since the passage of the College Credit Plus program, OAC districts have been asked to rethink what sustainability looks like, and more importantly, how it can be affordable in the long-term. Each of the participating OAC Straight A districts are working toward creating sustainable dual enrollment programs for their students. These programs must be sustainable not only programmatically, but also represent a cost neutral approach to providing expanded opportunities as well.

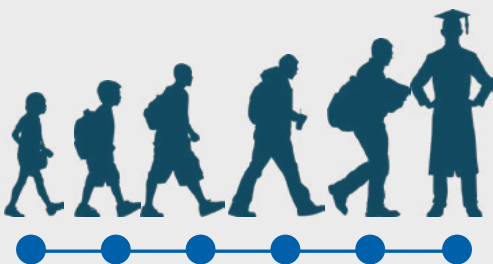
Originally, sustainability of the OAC project was built on the premise that the development of a dual enrollment program at the high school site would eliminate the need for students to choose more costly options (e.g. postsecondary enrollment option) that are hosted on the college campus. The new CCP program allows students to take college courses at the high school and/or the college campus. In other words, there is no restrictions in where or when a student can take a course.

Given this change in state policy and the cost implications it poses to school districts, school districts must begin exploring what students want in their dual enrollment experience. At the heart of this inquiry is tackling the challenge of how to compel students to want to stay at their high school campus for dual enrollment courses, which are less expensive and can provide more effective support to students.

When asked about the attraction to the college campus, for those who do travel off-site, responses mentioned freedom, fewer classes, flexible schedules, professors, and the fact that it is a college campus. For those who responded to the question asking about what type of classroom or workspace environment they would like to see at their own high school, a majority (17%) desired open wireless internet.

PATHWAYS CAN LEAD TO

**CAREERS, CERTIFICATES,  
AND COLLEGE CREDIT.**



**9**

**ARTS AND COMMUNICATIONS PATHWAYS**

**12**

**BUSINESS AND ENTREPRENEURSHIP PATHWAYS**

**11**

**HEALTH AND HUMAN SERVICES PATHWAYS**

**22**

**STEM PATHWAYS**

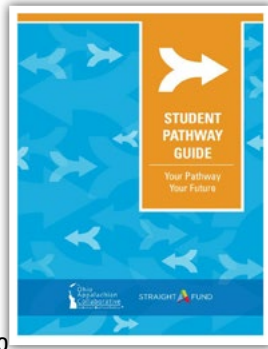
## CAREER PATHWAYS

Pathways linking learning with student interests and career preparation leads to higher graduation rates, increased college enrollment rates, and higher earning potential. In the OAC, four model career pathways—Business and Entrepreneurship, STEM, Arts and Communications, and Health and Human Services—have been created.

These model pathways provided inspiration to help the OAC Straight A districts create their own pathways. The OAC Personalized Career Pathways strategy was re-designed, with all districts having at least two pathways available to download through a searchable map on the OAC website. In 2015–2016, districts submitted a total of 56 pathways. These pathways can lead to careers, certificates, and college credit.

## CAREER ADVISING

Career advising and counseling is a critical component to student success because educators need to provide guidance and direction to students to expose them to career options. OAC created a Student Pathways Guide—geared toward counselors, students, and families—as a way to help students understand and assess the Arts and Communication, Business and Entrepreneurship, Health and Human Services, and/or STEM Pathway to find out which might be right for them; and the skills and coursework needed for various industries and career fields. By using this resource, students have an added personalized experience based on his/her interests and areas of strength and teachers and counselors can use this guide with students as a part of a comprehensive career advising program.



## WORKFORCE DEVELOPMENT

Understanding what jobs are available in OAC districts is crucial to developing successful career pathways. To help inform this work, a partnership was established with the Columbus Chamber of Commerce to collect workforce and employment data and generate a report that focuses on each OAC region. The report outlines workforce insights to help inform transformational approaches to enhance student engagement and access to the pathways. The largest industry clusters by volume of jobs in the OAC region are government, health care and social assistance, retail trade, and manufacturing. The report also highlighted important non-cognitive skills, or soft skills employers are looking for. Soft skills are attributes that enable you to interact effectively with others.



## RIVER VIEW LOCAL SCHOOLS,

leads a comprehensive career advising curriculum to better prepare students for the future. Courtney Lupher, district career advisor, is working alongside teachers and nearly

## 150 SIXTH-GRADERS

from Conesville, Keene, Union, and Warsaw Elementary Schools to

**HEIGHTEN AWARENESS ABOUT COLLEGE AND CAREER OPTIONS.**

## IMPORTANT SOFT SKILLS THAT EMPLOYERS NEED TODAY INCLUDE:

COLLABORATION

COMMUNICATION

CRITICAL THINKING

DECISION MAKING

INTEGRITY

LEADERSHIP

MOTIVATION

PERSEVERANCE

PROBLEM-SOLVING

SELF-STARTING

TEAMWORK

TIME MANAGEMENT



## PLC

The Professional Learning Community (PLC), powered by Schoology was rolled out to teachers and administrators on September 1, 2015. This PLC was created to provide online and blended learning professional development available to all teachers and administrators within the OAC. This professional development opportunity was made available through courses and collaborative groups. The courses and groups are designed around the foundational six key areas (Assessment Literacy, Blended Learning, New Learning Technologies, Student Motivation, Formative Instructional Practices, and Project-Based Learning) as well as dual enrollment and pathways. These courses were enhanced through face-to-face and web-based PDC meetings. Additionally, districts had their own space to build courses and groups for local collaboration, teacher-based teams, book studies, and professional development. Those who did participate in the learning through the PLC were offered either course credit via Ashland or contact hours that could be turned into participating LPDCs for CEU credit. The PLC will be available through the life of the grant and districts may continue to utilize the platform to help meet their professional learning needs.



OAC TEACHERS ENROLLED



COURSES CREATED WITHIN THE DISTRICTS; 9 SHARED COURSES CREATED BY BATTLE FOR KIDS



GROUPS CREATED WITHIN THE DISTRICTS; 23 SHARED GROUPS CREATED BY BATTLE FOR KIDS

## PROFESSIONAL LEARNING

### Professional Development Coordinators

For the 2015-2016 school year, 53 PDCs were identified and responsible for working with districts to create their strategic plan for implementing professional learning in the six key areas to their districts. They also actively helped districts complete a district self-assessment to determine professional learning needs and collaborated with district leadership to recommend best candidates to receive project-based learning training. Throughout the year, the PDCs received Schoology training on creating groups and courses within the platform and collaborated with districts for Schoology training for district staff.

### School Counselor Summit

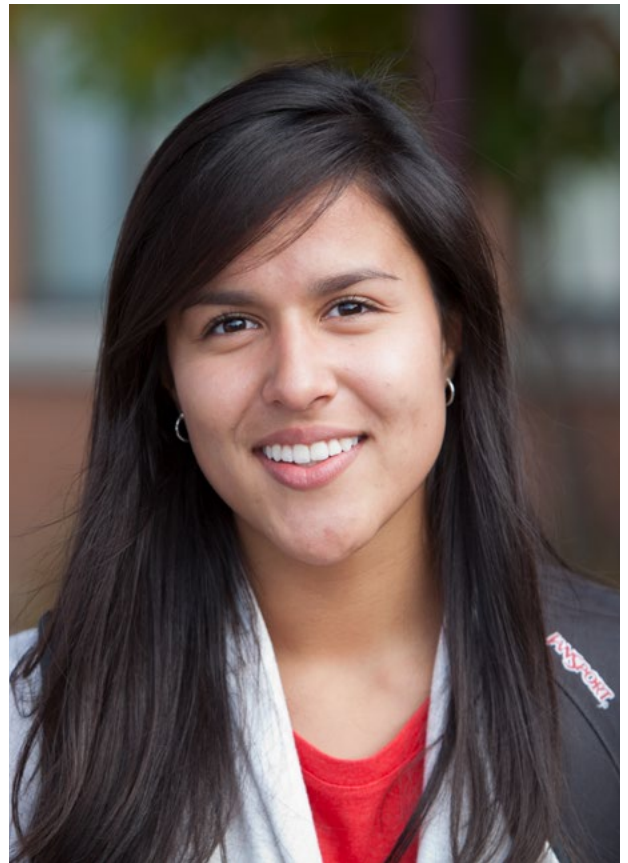
In February 2016, the OAC hosted 40 school counselors at the School Counselor Summit. The Summit provided an opportunity to learn more about standards, evaluation, Student Success Plans, new graduation requirements, and college and career advising.

### STEM Summit

In March 2016, OAC hosted a STEM Summit for 60 educators from the region, with the goal of promoting better STEM practices to increase student achievement. Funded by the American Electric Power Foundation, the STEM Summit featured national and regional STEM experts as keynote speakers, and included time for districts to collaborate on best practices. Believe in Ohio and the Ohio STEM Learning Network also brought key resources to further OAC STEM pathways.

### Dual Enrollment Dialogues

During the 2015–2016 school year, three Dual Enrollment Dialogues were hosted by Battelle for Kids for dual enrollment teachers and candidates. For the first Dual Enrollment Dialogues, attendees spent time using the NACEP planning guide that BFK created to reflect on their current dual enrollment activities. Topics on the agenda for the second Dialogue included a virtual college fair with partner Zane State College; teacher credential grant updates; CCP changes/implementation; the Student Pathways Guide and course sharing continuum; ACCUPLACER intervention resources; and professional learning course opportunities. During the third and final Dialogue, topics included: valuable resources for teaching; course sharing opportunities and challenges; preparing students for success regarding placement (college readiness assessments); helpful professional development opportunities for teachers and faculty; alignment of assessments (grading rubrics, etc.); vertical alignment of curriculum; scaffolds for student success during course participation; and attracting students to dual enrollment opportunities.



**MORGAN LOCAL SCHOOLS USED SCHOOLOGY TO IMPLEMENT FORMATIVE INSTRUCTIONAL PRACTICES PRACTICES IN ALL BUILDINGS**

**FOUR DISTRICTS PROVIDED CROSS-DISTRICT PROFESSIONAL LEARNING, WARREN LOCAL, BELPRE, FORT FRYE, AND WOLF CREEK**



## BLENDED LEARNING

Three OAC districts (11 classrooms) identified blended learning as a top priority and joined a pilot to focus on creating blended learning classrooms as a model for other districts. The interested participants from Bloom Vernon, West Muskingum, and Morgan launched this pilot at the iNACOL conference in Orlando, Florida where the lead participants from each district were able to learn from and interact with blended learning experts from all over the country. All teachers in the pilot were provided with a copy of *Blended*, by Michael Horn and engaged in a book study via Schoology. During the kickoff meeting, all participating teachers worked to identify a common understanding, a vision, and a timeline for the pilot. They were also added to a Pinterest board for classroom set-up ideas. In May 2016, classroom visits were made to each of the classrooms by Battelle for Kids' team members and a report was written for each district which includes recommendations for each classroom implementation.

## DATA DASHBOARD

In the fall of 2015, the OAC rolled out its Performance Data Dashboard. This shared, online data resource helps OAC districts tell their story and answer questions about the progress that we're making as individual districts and as a collaborative in moving college and career readiness forward for our students. The Performance Data Dashboard provides the status of major goals and benchmarks of the Straight A grant as follows:

- Dual enrollment measures such as student enrollment, credits earned, and the monetary value of those credits
- Capacity measures such as the number of teachers who have been credentialed to teach dual enrollment courses and the number higher education partnerships established through the grant
- College and career readiness measures including ACT® participation and achievement, high school graduation rates and rates of industry credentials earned
- Information about college-going, college persistence, and progress toward implementation of career pathways



**More importantly, the metrics provide districts an opportunity to tell a story about the successes achieved by teams and the unique opportunities available to students.**

## THE STUDENT EXPERIENCE SURVEY

Teachers are using The Student Experience® Survey as a tool to gather valuable, real-time feedback about how their students experience the classroom. They also have access to the Student Motivation course on the PLC. One teacher shared, "The students are with us daily, through the thick and the thin. Their feedback is what matters. It gives me formative data to adjust my instruction. I can consult with peers or principals and get ideas to improve or change. It's the students' feedback that drives the change." Student feedback provides new insight into the classroom teaching and learning experience. When combined with other measures, student feedback can be a powerful tool to inform teacher practice, improve outcomes, and the overall learning experience for students.



**25 DISTRICTS  
ADMINISTERED THE  
STUDENT EXPERIENCE®  
SURVEY**



**809 OAC TEACHERS  
ADMINISTERED THE  
STUDENT EXPERIENCE®  
SURVEY**



**SEVERAL TEACHERS  
WHO ADMINISTERED THE  
STUDENT EXPERIENCE®  
SURVEY COMPLETED THE  
STUDENT MOTIVATION COURSE  
ON THE PLC AND USED THE  
RESULTS FROM THE SURVEY TO  
COMPLETE THE COURSE.**



**SWITZERLAND OF OHIO  
LOCAL SCHOOLS  
RECEIVED DISTRICT  
TRAINING ON  
UNDERSTANDING THE  
RESULTS**

## COMMUNICATIONS

A communications engagement toolkit was created for districts to communicate successes, case studies, and reach key stakeholders. The toolkit contains messaging around the benefits of dual enrollment and pathways for each stakeholder group, brand standards, the white paper, *Austin's Story*, Annual Report (2016), OAC playbook (2016), animated video (2015), student impact video (2016) and other resources, to help district and school leaders be better equipped to proactively engage with existing and potential funders, philanthropic entities, boards of education, educators, business, community, and civic leaders in the coming year.

### Website

The OAC website includes updated information on the collaborative, latest news, resources to share with stakeholders, and the most current and relevant events along with pertinent contact information. The website brings together various planning tools and resources for educators and demonstrates the knowledge and progress made by the collaborative to external viewers. Key resources on the site include:

- a. A course catalog of all dual enrollment courses in Ohio
- b. Resources to plan career pathways for students and a searchable map to download the Career Pathways implemented by each district
- c. A Data Dashboard that gives educators access to detailed information on selected measures related to the OAC Straight A grant; the data includes information for each district to monitor its progress in the areas of: dual enrollment, educator capacity, college & career readiness, college & beyond, and pathways
- d. An online community space for teachers to collaborate with one another
- e. A blog to keep up with the successes and lessons learned from around the collaborative
- f. White papers, articles, videos, and case studies

### Blogs

Communicating via blog posts continued with 13 blogs authored by OAC Straight A representatives and highlighted districts. Blog topics included: Connecting career advising to student hope and aspiration, important skills you need to succeed at work, what matters gets measured, becoming a good coach, reflecting on the year ahead, showcasing progress, lessons to successfully implement blended learning, and creating student success beyond classroom walls.

### 2016 Fact Sheet

The Fact Sheet provides a quick at-a-glance overview on how districts are continuing the work around transforming rural education through the Ohio Department of Education's Straight A Fund grant.

### Student Impact Video

In response to OAC Straight A districts' needs, an OAC impact video will launch in the coming months to effectively communicate the story of the OAC from a student perspective and the impact the OAC has had on transforming rural education in Appalachia Ohio. It is designed to help district and school leaders be better equipped to proactively engage with existing and potential funders, philanthropic entities, boards of education, educators, business, community, and civic stakeholders.



## Publications

*Austin's Story* captures a fictionalized personal example of one student's journey through the OAC by focusing on his exposure to career pathways and dual enrollment and how the OAC Straight A project saved Austin and his family from the burden of college debt, and provided him the opportunity to get a jump-start on his college education and earn a degree that will help him break the cycle of poverty.

Battelle for Kids partnered with Education Northwest to study 17 of the most promising rural education collaboratives across the country to learn how they are advancing equity, economic growth, and educational change for rural students and communities. This research and lessons learned are detailed in the white paper, *Generating Opportunity and Prosperity: The Promise of Rural Education Collaboratives*.

OAC districts are featured in the Rural Education Collaboratives: A Closer Look with an in-depth case study. In a focus group of six OAC superintendents, the participants shared what they considered the OAC's greatest achievements to date, including:

- Opportunities for underserved children
- Increased college access and aspiration
- Collaboration
- Ideas and resources
- Higher expectations
- Leadership opportunities for teachers in the field



## SHARING LESSONS LEARNED

An OAC celebratory event was held in June for districts to share the practices and stories that have led to individual successes within the grant, network, and reflect on collaborative success.

### Testimonials From the Field

- “GOAL SETTING, PROGRESS MONITORING, NEWER FIP MODULES, AND INTRODUCTION OF PROJECT-BASED LEARNING AT THE MIDDLE SCHOOL HAD A POSITIVE IMPACT ON OUR DISTRICT.” –William Harbron, Superintendent, West Muskingum Local School District
- “DUAL ENROLLMENT, FIP, AND INCORPORATING TECHNOLOGY WERE THREE KEY STRATEGIES THAT LEAD TO DISTRICT SUCCESS.” –Justin Denius, High School Principal, Noble Local School District
- “THE DISTRICT IDENTIFIED TWO ADDITIONAL CAREER PATHWAYS FOR 2016–2017 SCHOOL YEAR: BUSINESS AND HEALTHCARE. THESE PATHWAYS SUPPORT INCREASED DUAL ENROLLMENT OPTIONS FOR STUDENTS TO ADVANCE CAREER AND COLLEGE SKILLS FOR FUTURE SUCCESS.” –Sharon McDermott, Superintendent, Franklin Local School District
- “THERE HAS BEEN AN INCREASE IN COLLABORATION THROUGHOUT THE BUILDING THAT HAS LED TO MORE TEACHER-DRIVEN DECISION MAKING.” –Dan Leffingwell, Superintendent, Noble Local School District
- “WE ARE THINKING OUTSIDE OF THE BOX WHEN IT COMES TO FINDING WAYS TO OFFER CCP COURSES. FOR EXAMPLE, OUR DISTRICT IS HIRING A PROFESSOR TO TEACH PUBLIC SPEAKING TO STUDENTS, OFFERING PROFESSIONAL LEARNING THROUGH THE PLC PLATFORM SO THAT ALL FIVE BUILDINGS CAN PARTICIPATE AND MOVE FORWARD IN THEIR LEARNING AROUND FIP/ASSESSMENT LITERACY.” –Lori Lowe, Superintendent, Morgan Local School District
- “TEACHER INVOLVEMENT THROUGH OAC IMPLEMENTATION MEETINGS HAS BEEN A SPECIFIC PRACTICE THAT HAS HAD A POSITIVE IMPACT ON OUR SUCCESS.” –Randy Lucas, Superintendent, Barnesville Exempted Village School District
- “WE HAVE CELEBRATED OUR SUCCESSES BY RECOGNIZING TEACHERS DURING AN END-OF-YEAR LUNCHEON.” –Marc Kreischer, Superintendent, Bloom-Vernon Local School District
- “A KEY STRATEGY LEADING TO SUCCESS IN OUR DISTRICT HAS BEEN COMMUNICATING OPPORTUNITIES TO OUR STUDENTS AND THEIR PARENTS AROUND DUAL ENROLLMENT.” –Ryan Caldwell, Superintendent, Rolling Hills Local School District



## POLICY

It is essential to engage with and inform state policy and education leaders about the good work of the OAC and the continued need for educational support in rural Ohio. Helping state leadership understand this good work and learning about the successes already realized as well as the potential future impact of this work are critical to all rural students' success in college, career, and life. Policy work this year included:

- **State Leadership outreach**—Worked closely with ODE, the Governor's Office, and the Ohio Board of Regents to ensure that the OAC Straight A project was able to provide maximum benefit to students within the bounds of state law and policy.
- **Advocacy**—Held regular meetings with the Ohio Department of Higher Education and OAC superintendents to discuss rural education.
- **College Credit Plus implementation**—Helped to coordinate responses by OAC district leadership that advocate for fiscally sustainable and student-centered CCP policy.

## THOUGHT LEADERSHIP

Building an understanding of the challenges of rural education and tapping into, and then sharing, the knowledge that successful districts employ are key elements of the OAC Straight A work. This past year's efforts included:

- Provided remarks during a Straight A Innovation Fund event at Belpre High School, along with Interim State Superintendent, Dr. Lonny J. Rivera and other local and regional leaders in K–12 education.
- Facilitated learning sessions through the *SOAR* Learning and Leading Collaborative workshops.
- Delivered instruction through a Leadership Academy to support school leaders with their own leadership development while helping them meet the evolving demands of the job and their successful implementation of important building/district initiatives.
- Hosted sessions at the the Rural Education National Forum, an annual interactive learning and collaboration experience for rural leaders.
- Facilitated sessions at The Educators Connect for Success conference, an annual professional learning experience for educators to examine instruction, gain knowledge, share best practices, and develop strategies to advance student progress in schools.
- Accepted an offer to present at the 2016 Ohio Innovative Learning Environments Conference.
- Presented at several national and regional conferences including: National Alliance of Concurrent Enrollment Partnerships (NACEP), ACT®, Tennessee, Maryland, and Ohio Alliance of Dual Enrollment Partnerships (OADEP) and *SOAR* Learning & Leading Collaborative Workshops



## IMPACT

The OAC works with districts and students to identify the barriers and partners on creative and innovative solutions to expand dual enrollment and career pathway opportunities, internships, job shadowing, and project-based learning experiences. OAC impact is seeing in the following ways:

- Influencing decision-making processes
- Connecting professionally and personally with a cadre of colleagues
- Increasing the culture of inclusiveness
- Increasing networking with other districts
- Growing professionally as new practices and ideas are explored, tested, and revised
- Making collaboration and sharing the norm
- Transforming into adult learning communities
- Valuing diversity
- Increasing development of critical thinking skills
- Seeing evidence of increased knowledge base
- Changing perspectives on own and others' learning
- Having educators with the motivation to learn more



## COST SAVINGS

One of the OAC's five values is that districts in the OAC work together to secure, share, and save resources. OAC Straight A districts achieved many measures of success.



Received a

### "CLEAN BILL OF HEALTH"

from the Ohio Department of Education fiscal reviewers



**13,2013**

dual enrollment semester credit hours earned, realizing

**\$2.353 MILLION\***

in tuition cost savings



### NEARLY 800 STUDENTS ENROLLED IN BLENDED LEARNING COURSES

(62 courses) for the 2015-2016 school year as a result of Straight A grant



### NEARLY 6,000 STUDENTS WERE ENROLLED IN COURSES UTILIZING 1:1 TECHNOLOGY

for the 2015-2016 school year



### 1,700 TEACHERS RECEIVED TRAINING OR PROFESSIONAL DEVELOPMENT

during 2015-2016 as a result of the OAC Straight A grant

#### NUMBER OF STUDENTS ENROLLED BY PATHWAY:



Business and  
Entrepreneurship:

**278**



Arts and  
Communication:

**290**



STEM:

**339**



Health and  
Human Services:

**119**

#### 20 INSTITUTIONS OF HIGHER EDUCATION ARE PARTNERS IN THIS PROJECT:

University of Akron

Belmont College

Central Ohio Technical College

Clark State Community College

Columbus State Community College

Hocking Technical College

Kent State University

Muskingum College

Ohio Christian University

Ohio University Eastern Campus

Ohio University Zanesville Campus

Rhodes State College

Shawnee State University

Southern State Community College

Stark State College

The Ohio State University, Newark  
Campus

University of Cincinnati-Clermont College

Urbana University

Washington State Community College

Zane State College

*\*Number is based on the actual per semester tuition cost earned by students at each participating institution of higher education; a much more precise measure than was used in the previous year, which was a blended tuition rate used to assume savings.*

To learn more about the OAC Straight A work, visit: [portal.battelleforkids.org/OAC](http://portal.battelleforkids.org/OAC)



The OAC was established in 2010 through initial support from Ohio's Race to the Top grant and other philanthropic foundations to help level the playing field for all students in rural Appalachia Ohio. In December 2013, the Ohio Department of Education awarded a Straight A Fund grant to the OAC to continue its work around transforming rural education.

## Battelle *for* Kids

Battelle for Kids is a national, not-for-profit organization dedicated to moving education forward for students by supporting the educators who work with them every day. Our mission-driven team of education, communications, technology, and business professionals provides innovative services, solutions, and products that empower teachers, develop leaders, and improve school systems to advance student-centered learning and ensure the growth of all. Learn how we move education forward at [www.BattelleforKids.org](http://www.BattelleforKids.org).