

Columbus Public Schools

College PREP 101:

Preparing all District Students to Graduate and Meet the College Challenge

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Columbus Public Schools Higher Education Partnership with I Know I Can

“To participate in the future of our country’s complex democracy, young citizens will have to be increasingly well-educated. There are also significant economic advantages associated with educational accomplishment.” (Moses, Livingston and Asp, 2005) Through our public schools, we must meet the challenges of changing national and international economies, how and where work is completed and delivered, and how the next generation’s innovators will be educated to keep the working people of the United States on the crest of the tsunami of economic change. This task requires us to make a shift in how we think about preparing children to live in a world whose economic boundaries have been shrunk by digitalization and expanded by the World Wide Web, so that every person can rapidly become a producer and consumer of goods and services across the globe.

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The essential credential...the high school diploma...which in 1909 only seven percent of all students earned...is no longer nice to have, or good to have, or can safely be put off and earned later via an alternative route such as the GED program. The diploma has become the linchpin to connect our students with the additional formal and workplace training they need to stay in the game...to ride the wave...to ensure that our grandchildren have access to the same standard of living – if not a better one – than we enjoy.

Every single student in school today needs to think beyond the diploma and beyond high school as a starting point for making a successful transition to being a productive worker and involved citizen in American society. This realization is bringing about a major shift in what we teach, how we teach it and how our students will use what they are learning to keep us on the cutting edge in all fields of human endeavor. Make no mistake: we live in times of great uncertainty, great economic displacement, great change and great opportunity. More than a threat, it is a challenge and an impetus to change.

Columbus Public Schools (CPS) is a diverse Ohio “Big 8” district of approximately 60,000 students: 62% are African-American, 31% are white, 4% are Hispanic and 2% are Asian. Of our students, more than 66% are eligible for free and reduced-price lunches. High mobility is a negative factor with regard to student achievement, with 30% of all students changing schools each year. Eight thousand three hundred qualify for special education, more than 12,400 have been identified as Gifted and Talented as defined by state standards, and 3,900 have limited English proficiency and live in homes where English is not the primary language. About 800 students are homeless and about 400 are in foster care.

While the demographics of the district may be viewed as challenging, all staff members are committed to educating every single child to his or her full potential and providing the same opportunities for a bright and prosperous future as we would expect and seek to attain for our own children. This includes a rigorous curriculum with high standards for graduation and caring, knowledgeable teachers who engage our students and involve our

parents to maximize learning. Continuing to deliver education through 19th century methodologies in 20th century classrooms will not serve 21st century children well or prepare urban students for the sea change that will remove ground-level, career-building jobs from communities nationwide and widen existing gaps between “haves” and “have nots”.

CPS Superintendent Dr. Gene T. Harris has shared a concrete new vision for all Columbus students today and tomorrow within *Project 2012*, which describes a shared long-term districtwide goal of a 90 percent graduation rate by 2012. Members of the class of 2012 are this year’s 6th graders; *Project 2012*’s vision includes a high school diploma as the culmination of each student’s work within the district – a diploma that fully prepares each and every student to pursue and graduate from college – as the passport to a future that ensures local economic prosperity while retaining American leadership in innovation and production.

The Education Trust tells us, "Seventy percent of the 30 fastest-growing jobs will require an education beyond high school." All Columbus Public Schools students – and by extension all urban students – must have the option of enrolling in post-secondary education and being successful in that setting if they choose, so that they can be ready to compete for these jobs.

The CPS Higher Education Partnership (HEP) has a unique and unprecedented chance to fully embrace *Project 2012*, a mutually beneficial undertaking since 55 percent of CPS students who attend college go to the 11 colleges and universities in Central Ohio. Data show that CPS students are not retained in these 11 institutions at the same rate as the general population who matriculate there. As a result, Columbus students have a much lower graduation rate. The CPS HEP, supported by efforts from I KNOW I CAN (IKIC), has written a comprehensive action plan to address issues of college access in which equity in academic preparation, recruitment, retention and post-secondary degree completion take center stage. This plan was devised following a review of existing data and with input from both CPS and higher education institutional partners.

Measuring UP 2004 showed that while college aspirations are continuing to rise, college opportunity has not increased, particularly for traditionally under-represented student groups. Other statistics quoted in *The Governance Divide* (September 2005) show clearly that while earnings increase with increasing levels of education, 63 percent of students at two-year institutions and 40 percent of students at four-year institutions take some remedial education. Only 34 percent of students who are required to take one remedial reading course complete a two- or four-year degree, and about half of first- year community college students do not stay for their second year. A quarter of first-year students at four-year colleges do not stay for their second year. It is therefore not surprising that “the intensity and quality of the secondary school curriculum is the best predictor of whether or not a student will go on to complete a bachelor’s degree.”

Because the focus of the *Project 2012* is on a group of students who today are in middle school, putting in place the systemic support for their staying in school and graduating as the next step in a progression that ends in successful completion of higher education becomes a real and urgent priority.

Brief History of College PREP 101

In the summer of 2004, Superintendent Gene T. Harris, Ph.D. publicly announced a bold goal for the Columbus Public Schools to reach a 90% graduation rate by 2012. Later that fall, the Public Broadcasting system (PBS) aired a three-part series on inequities American students experience with regard to college access and completion, significantly tied to a high graduation goal. PBS then selected the district’s nationally honored I KNOW I CAN program to provide community follow-up. IKIC staff and Dr. Harris called a summit in October 2004 that invited presidents and other representatives from 11 Central Ohio area higher education institutions, IKIC and CPS to discuss “getting and keeping CPS students on track to

go to college”. Participants had viewed the PBS series and held prior discussions at their respective institutions to identify the top barriers for students accessing college, based on the Ohio Board of Regents’ four areas from *The Access Pathway*: Aspiration Barriers, Academic Preparation Barriers, Affordability Barriers and Availability Barriers. Dr. Harris then shared significant data about CPS students and highlighted her 90% graduation goal for 2012. At the summit’s conclusion, the CPS Higher Education Partnership and I KNOW I CAN were given the charge to continue work toward a systemic response to the 2012 goal, the identified barriers and the need for equity in college access. College Prep 101 has been written to meet this challenge.

The Plan

Representatives from CPS and its HEP member institutions, IKIC, the City of Columbus, the Ohio Department of Education and the Ohio Board of Regents have met regularly to develop this college access plan, College PRPE 101. This follows a review of data, the work of various P-16 Councils and several state and national reports including the “Report of the (Ohio) Governor’s Commission on Higher Education and the Economy” and NCREL’s “All Students Reaching the Top”. College admission representatives participated in a discussion to provide further input focused exclusively on CPS students. Through the college access plan, all stakeholders will pledge to adapt structures, philosophies, processes and procedures within and outside of P-16 education so that all CPS students and their families have sufficient information and support to ensure students’ graduation from high school and preparation to enter higher education, toward successful completion of higher education.

The goal of the access plan is **to increase the number of CPS students prepared to enter and complete college and/or advanced technical training to provide a more responsible, informed citizenry and well-educated, skilled workforce in central Ohio**. The plan is based upon the following beliefs: improving student achievement is everybody’s responsibility; all Columbus Public students can and must graduate from high school; every CPS graduate must be academically ready to complete higher education; every CPS graduate must have the opportunity for a productive life in the central Ohio area; increasing levels of student achievement and greater access to higher education and training are vital to the well-being of the entire community. The action plan, publicly unveiled at a second summit with the higher education presidents and Dr. Harris, will be followed with the creation of work teams to accomplish the tasks, and plans to seek and secure funding to support the work.

College PREP 101

Goal: To increase the number of Columbus Public Schools students prepared to enter and complete college and/or advanced technical training in order to provide a more responsible, informed citizenry and well-educated, skilled workforce in central Ohio.

**College PREP 101: Preparing All District Students to Graduate and Meet the College Challenge
Action Plan Summary**

Need Categories	System Requirements	Objectives
A. Curriculum Design and Development	High expectations; academic content standards; effective evaluation tools; rigorous core courses	<p>A 1. Audit and align P-16 curriculum: rigor of high school knowledge, skills and attitudes with post-secondary entrance requirements.</p> <p>A 2. Audit and align ongoing P-16 assessment to support appropriate use of data for decision-making and to provide consistency and accountability.</p> <p>A 3. Create a culture in every CPS school for delivery of rigorous curriculum and relevant course options for all students, with expectations for earlier intervention and mastery.</p> <p>A 4. Develop a variety of print and electronic materials outlining graduation and college prep requirements that include curricular pathways, programs and course options to help bridge high school and post-secondary enrollment.</p>
B. Academic Support/Direct Student Services	Academic success, K-12; academic support services; effective student counseling; academic rigor; academic standards.	<p>B 1. Develop and implement a full array of support services for pro-academic behavior in schools and community.</p> <p>B 2. Document conclusively the positive impact of dual-enrollment and other college credit programs and courses on students' transition into post-secondary program.</p> <p>B 3. Increase support for alternate pathways for earning college credit while students are in high school, including, but not limited to, AP, PSEO, IB, KAP, early college models and distance-learning.</p>
C. Professional Development	Teaching methods that match learning styles; adequate teacher preparation; high expectations; competent, caring teachers; commitment to teaching all.	<p>C 1. Focus teacher professional development on standards-based instructional delivery that is relevant, rigorous, age appropriate and consistent with effective student engagement.</p> <p>C 2. Increase teacher training for AP and IB.</p> <p>C 3. Increase teacher training to implement instructional technology as a learning tool for core courses and for distance-learning.</p> <p>C 4. Continue participation* in the Teacher Quality Partnership research study. *teacher training partner institutions only)</p>
D. Program Assessment and Evaluation; Data Collection	Effective evaluation of outcomes; adequate SIS; adequate and appropriate data collection and analysis.	<p>D 1 Improve flow of information within CPS and between CPS and higher education institutions in order to more effectively analyze data for decision-making.</p> <p>D 2 Develop and complete an evaluation plan for the College Track action plan.</p>
E. Expansion of Technology	Desired college program available within 30 miles; information about distance-learning; programs offered at times that meet individual needs;	<p>E 1. Increase visibility of distance-learning through development of print and electronic media with information outlining what is available to CPS students.</p> <p>E 2. Increase curricular online distance-learning offerings, classroom support, classroom integration and skill-building (e.g., Blackboard, CMS) to increase technological literacy and attack the “digital divide” as it impacts CPS students.</p>

	technical skills and tools for distance-learning.	<p>E 3. Provide CPS students with easy-to-navigate links and other technological solutions to access these opportunities.</p> <p>E 4. Develop and implement information and advocacy plans that address employer support, transportation issues, digital divide issues, and other logistical barriers to college access for urban students.</p>
F. Public Relations/Marketing Campaign	Positive attitudes and beliefs; positive parental and peer influences; parental involvement; strong support; high expectations; academic success, K-12; competent and caring teachers; information about benefits of college.	<p>F 1. Focus on perspectives of CPS teachers and administrators (internal) to reflect positive beliefs and high expectations for students to pursue post-secondary education.</p> <p>F 2. Focus on perspectives of business, community and parents (external) to reflect positive beliefs and high expectations for students to pursue post-secondary education.</p> <p>F 3. Provide all CPS students and families, K-12, with information, workshops, and programs to inspire aspiration for post-secondary education and career development.</p>
G. Financing College	Restoration of Pell and OIG; decreasing student reliance on loans; increasing state share; redirection of financial aid; decreasing unmet needs.	<p>G 1. Examine financial packaging strategies among the CPS HEP institutions to develop a model for low SES urban students with increasing unmet needs.</p> <p>G 2. Advocate for statewide policy changes to increase financial support, options and processes for Ohio colleges and universities and to support state-guaranteed scholarships.</p> <p>G 3. Develop institutional programs and packages for increased financial assistance and earmarked scholarships for CPS students at partner institutions.</p> <p>G 4. Develop a sense of shared responsibility among the state, colleges, community, parents, students and support programs for promoting attendance and the affordability of college.</p>

A. Curriculum Design, Development and Delivery

Objective	Action Steps	Lead	Timeline	Success Indicators and Benchmarks
<p>A 1. Audit and align P-16 curriculum: rigor of high school knowledge, skills and attitudes with post-secondary entrance requirements.</p>	<p>A 1.1 Convene cross-institutional teams (P-12 and HEP) to analyze CPS curriculum and identify gaps between it and Ohio Academic Content Standards, OBR Preparedness Standards and other post-secondary entrance requirements.</p> <p>A 1.2 Continue to develop the Curriculum Management System, in consultation with SchoolNet Inc. in order to link HEP institutions to compare their requirements with CPS curriculum, student qualifications and academic standing.</p> <p>A 1.3 Compare and contrast CPS curriculum and graduation requirements with “like” school districts that have high post-secondary enrollments.</p> <p>A 1.4 Address identified gaps following analyses by:</p> <ul style="list-style-type: none"> ▪ conducting P-16 curriculum revisions and ▪ conducting an inventory of CPS, HEP and community resources that support student achievement. <p>A 1.5 Advocate for policy changes through Ohio Department of Education and Ohio Board of Regents to align academic content standards and higher education preparedness standards and to stimulate more P-16 policymaking and P-16 accountability.</p>	<p>HEP Content and CPS Curriculum specialists, ODE and OBR representatives</p> <p>CPS: Academic Achievement and Departments of Technology and Curriculum</p> <p>CPS: Academic Achievement and Departments of Technology and Curriculum</p> <p>CPS Student Assistance and Intervention</p> <p>CPS Legislative Liaison and HEP</p>	<p>January 2006</p> <p>2006-2007</p> <p>2007-2008</p> <p>2008-2009</p> <p>2009-2012</p>	<ul style="list-style-type: none"> ▪ Increased percentage of 10th graders who pass OGT with each successive administration ▪ Increased number of CPS students “ready for college” as indicated by reduction in remedial courses they must take at post-secondary institutions ▪ Linked CPS and HEP standards that ease comparisons and auditing ▪ Aligned CPS and HEP preparedness standards ▪ Aligned ODE standards with HEP preparedness standards ▪ Purposeful, aligned and coherent state policies and information that provide smooth student transitions from high school to college ▪ Evidence of state K-16 Accountability systems
<p>A 2. Audit and align ongoing P-16 assessment to support appropriate use of data for decision-making and to provide consistency and accountability.</p>	<p>A 2.1 Inventory, analyze and evaluate all available CPS college entrance assessment data.</p> <p>A 2.2 Reshape, rethink and reallocate test prep dollars and align district practices and policies regarding college entrance practice tests, test prep courses and test administration based on data regarding where CPS students attend college.</p> <p>A 2.3 Implement and monitor a pilot of administering the Early Math Placement Test (EMPT), COMPASS, DeVry and/or</p>	<p>CPS Department of Accountability and Assessment and Testing, HEP</p> <p>CPS Departments of HS Curriculum and Assessment</p>	<p>2006-2007</p> <p>2008-2012</p>	<ul style="list-style-type: none"> ▪ Increase in number of students who take college entrance exam(s) ▪ Increase in number of students who take college entrance exam(s) by end of junior year ▪ Increase in CPS scores on ACT and SAT ▪ CPS 10th grade PLAN and PSAT administration aligned to focus on improving entrance exam scores and data-driven needs (e.g. PLAN administered to all 10th graders and PSAT administered to selected 10th graders including any 10th grader who wants to take it) ▪ Increase in number of options and quality of

	<p>other entrance exams by CPS 10th, 11th and 12th graders.</p> <p>A 2.4 Implement and monitor a pilot of use of e-portfolios by CPS middle and high school students, aligning rubrics to maximize student success.</p> <p>A 2.5 Investigate state university systems that employ state achievement tests as placement tests for higher education.</p>	<p>and Testing</p> <p>HEP and CPS</p>	<p>2006-2008</p>	<p>assessment tools to identify students who are prepared to succeed on college entrance and placement exams</p> <ul style="list-style-type: none"> ▪ Increased number of CPS students taking ACT and/or SAT ▪ Increased scores from CPS students on ACT and SAT ▪ Increased number of CPS students enrolled and retained in post-secondary to degree completion
<p>A 3. Create a culture in every CPS school for delivery of rigorous curriculum and relevant course options for all students, with expectations for earlier intervention and mastery.</p>	<p>A 3.1 Examine and align CPS BOE policies to align with college access plan (e.g., one single, challenging high school “core” curriculum for the entire district, balancing college-preparatory needs of technically-oriented and academically-oriented students).</p> <p>A 3.2 Perform curriculum mapping for backward planning to assure rigor and alignment throughout the CPS curriculum.</p> <p>A 3.3 Address instructional delivery, especially at middle school, through targeted professional development, building leadership and teacher monitoring, to assure rigor, student engagement, relevance and developmental appropriateness for all students.</p> <p>A 3.4 Address identified achievement gaps following curriculum and community asset mapping by leveraging and coordinating CPS, HEP and community resources that support student achievement.</p>	<p>CPS BOE</p> <p>CPS Academic Achievement, Department of Curriculum; Exec Dirs, PLD; Student Assistance and Intervention; Community and Business Partnerships; HEP</p>	<p>2007-2009</p> <p>2007-2008</p> <p>2008-2009</p> <p>2009-2012</p> <p>2009-2012</p>	<ul style="list-style-type: none"> ▪ Elimination of grade inflation with restored, consistent value of GPA across all CPS high schools, as correlated with college entrance exam scores ▪ New, more rigorous graduation requirements adopted by CPS Board of Education, including college preparatory curriculum for all ▪ All instructional staff in buildings report using prescribed curriculum, including course guides and pacing guides ▪ Increase in number of Pre-K programs available to CPS families certified as meeting preschool standards ▪ Increased percentage of students ready to enter kindergarten by age 5 as evidence through K readiness assessments ▪ Increased percentage of students who demonstrate, by grade 3, basic literacy and numeracy skills and knowledge ▪ Increased percentage of 8th-grade students demonstrating basic understanding of core concepts in algebra and geometry as evidenced by students taking and passing Algebra I and by results of end-of-course exams ▪ Decrease in achievement gaps ▪ Published compact among education, business and government stakeholders to strengthen CPS student achievement
<p>A 4. Develop a variety of print and electronic materials outlining graduation and college prep requirements that include curricular pathways, programs and course options to</p>	<p>A 4.1 Provide all CPS students and their families with grade level-appropriate guides at grades 4, 6 and 9 that outline graduation and college prep requirements.</p> <p>A 4.2 Provide links on CPS website with information about electronic high school</p>	<p>CPS HS Curriculum, IKIC</p> <p>CPS</p>	<p>2006-ongoing</p> <p>2006-ongoing</p>	<ul style="list-style-type: none"> ▪ Increased percentage of CPS students graduating and completing the college prep curriculum ▪ Increased percentage of CPS teachers who can describe what colleges expect of entering students ▪ Increased percentage of students and parents who can identify CPS graduation requirements and

<p>help bridge high school and post-secondary enrollment.</p>	<p>courses and dual-enrollment opportunities, as well as how to access them. A 4.3 Provide easy-to-understand materials to CPS grade 8 and 9 parents, students and staff that outline curricular requirements for college, and expectations for entering freshman.</p>	<p>CPS, HEP, IKIC</p>	<p>2007-ongoing</p>	<p>college prep requirements</p> <ul style="list-style-type: none"> ▪ Increased percentage of parents who report using the parent modules of the Curriculum Management System
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B. Academic Support/Direct Student Services

Objective	Action Steps	Lead	Timeline	Success Indicators and Benchmarks
B 1. Develop and implement full array of support services for pro-academic behavior in schools and community.	B 1.1 Reduce CPS student/counselor ratio.	CPS and HEP	2006-2012	<ul style="list-style-type: none"> ▪ Lower student-to-counselor ratio at high school ▪ Counselors to identify counselor “best practice” strategies for increasing CPS student participation in post-secondary education ▪ CPS teachers to identify classroom and school “best practice” strategies for increasing CPS student participation in post-secondary education ▪ Study skills course piloted, then implemented in all CPS middle and high schools by 2012 ▪ Increase in mentors for CPS students ▪ Financial incentives from community for underserved students to take AP classes and exams and complete college preparatory curriculum ▪ Catalog of summer enrichment opportunities published each year ▪ Increased number of CPS students participating in high-quality summer enrichment each year ▪ Middle School College Clubs established at all CPS middle schools with at least 20 student participants per year ▪ Data readily available regarding CPS students who earn college credit in high school, with “best practices” highlighted ▪ CPS polices and practices aligned ▪ Common course agreements in place with HEP so that college-level work in high school counts toward post-secondary credential ▪ Increased number of students earning college credit while still in high school ▪ Increased numbers of students completing high school graduation requirements by grade 11 ▪ Data on CPS students who report accessing dual-
	B 1.2 Partner with HEP to develop and provide professional development for counselors (and teachers) to strengthen college access.	CPS, HEP, IKIC	2006-2007	
	B 1.3 Develop and deliver CPS training series for new and current counselors.	CPS, HEP, IKIC	2006-2010	
	B 1.4 Partner with HEP to develop elementary, middle and high school teacher guides that provide strategies and lessons to promote academics and strengthen college aspiration.	CPS, HEP, IKIC	2006-2012	
	B 1.5 Implement adapted study skills course at all CPS middle and high schools.	CPS, CSCC, OSU	2006-2007	
	B 1.6 Partner with HEP and community agencies to further develop, fund and catalogue academic support initiatives for students such as mentors, summer enrichment, college access programs, etc.	CPS, HEP, community agencies	2006-2007	
	B 1.7 Collect, analyze and disseminate all summer enrichment opportunities offered to CPS students to assure equal access and opportunity.	CPS various departments, HEP	2005-2008	
	B 1.8 Support the development and implementation of College Clubs at Crestview, Indianola, Linmoor and Medina toward expansion to all middle schools.	CPS, Otterbein, IKIC	2006-2012	
B 2. Document conclusively the impact of dual-enrollment and other college credit programs and courses on students’ transition into post-secondary.	B 2.1 Collect, analyze and disseminate enrollment, achievement and longitudinal data regarding CPS students who earn college credit while in high school.	CPS Departments: Accountability, Gifted, HS Curriculum	2006-2012	
B 3. Increase support for alternate pathways for earning college credit while in high school, including but not limited to AP, PSEO, IB, KAP, early college models and distance-learning.	B 3.1 Audit CPS policy, practice and support in order to replicate best programs and practices for earning college credit while in high school and eliminate those that are not effective.	CPS Academic Achievement, SAIO	2006-2012	
	B 3.2 Provide links on CPS website with information about high school programs and courses across the district that provide college credit and/or dual-enrollment	CPS and HEP	2006	

	<p>opportunities, and how to access them. B 3.3. Advocate for policy changes through Ohio Department of Education and Ohio Board of Regents (e.g., support college credit and dual enrollment programs during summers and 13th year, as needed).</p>	<p>CPS Legislative Liaison and HEP</p>	<p>2006</p>	<p>enrollment and college credit programs through CPS website</p> <ul style="list-style-type: none"> ▪ State budgetary practices that encourage viability of inter-level or dual-enrollment programs ▪ ODE policies and practices fully supporting college credit and dual enrollment programs
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C. Professional Development

Objective	Action Steps	Lead	Timeline	Success Indicators and Benchmarks
C 1. Focus teacher professional development on standards-based instructional delivery that is relevant, rigorous and age appropriate and consistent with effective student engagement.	C 1.1 Conduct research on teacher perceptions and expectations for urban students.	OSU	2006-2007	<ul style="list-style-type: none"> ▪ Results of research that support creation of professional development directed toward positive perceptions and expectations for urban students and teachers ▪ All CPS teachers licensed in teaching areas and meeting “highly qualified” designation ▪ Increased percentage of teachers rated effective and retained by CPS ▪ All teacher candidate graduates from HEP institutions completing “urban strand” preparation beginning in 2010 ▪ Increased student achievement in core subjects as reflected in achievement test data ▪ Further reduction in achievement gaps as reflected in test data and promotion/retention data ▪ Greater enrollment and pass rate, with at least 90% of students passing end-of-course exams in Algebra I at grade 8 ▪ All middle school counselors describing higher education expectations and preparedness standards and data to support the need for post-secondary education and training for all students ▪ Evidence of improved middle school student engagement as demonstrated by increase in achievement levels and reduction of discipline
	C 1.2 Use data and findings to access and implement “best practices” from Teacher Quality Enhancement Partnership grant to train teachers to meet urban student needs (e.g., cultural relevancy, content, rigor, expectations, alternate delivery styles, differentiated instruction).	HEP	2005-2012	
	C 1.3 Provide research, design and professional development to the Middle School Guiding Coalition to develop more effective student engagement and instructional delivery in response to the Phi Delta Kappa Middle School Audit.	HEP	2005-2008	
	C 1.4 Develop, in partnership with HEP, targeted middle and high school counselor professional development to reduce and/or eliminate gatekeeper role while increasing interaction with HEP admissions counselors.	CPS and HEP	2006-2008	
	C1.5 Conduct research on outreach and engagement courses to document, conclusively, positive impact and effect on CPS classrooms			
C 2. Increase teacher training for AP and IB.	C 2.1 Require initial AP training and refresher training every three years for all AP and IB teachers and remove barriers that prevent training from occurring.	CPS	2006-2012	<ul style="list-style-type: none"> ▪ Documentation of all AP and IB teachers’ training ▪ Increase of 3’s, 4’s and 5’s on AP exam scores with reduction and/or elimination of 0’s, 1’s and 2’s ▪ Longitudinal data developed on IB scores that show continued improvement
	C 2.2 Access and use 100% of state-supported professional development that supports AP.	CPS	2005-2012	
	C 2.3 Provide additional incentives to encourage CPS teachers to participate as national graders for AP and international graders for IB exams.	CPS, Gifted and Talented, Community	2006-2012	
	C 2.4 Implement vertical articulation, structured pathways and training, grades 6-12, in core academic areas that support aligned curriculum and increased rigor for AP and IB classes.	CPS, Gifted and Talented, Middle and High School Curriculum	2006-2012	

D. Program Assessment and Evaluation/Data Collection

Objective	Action Steps	Lead	Timeline	Success Indicators and Benchmarks
<p>D 1. Improve flow of information within CPS and between CPS and higher education institutions in order to more effectively access data and analyze data for decision-making.</p> <p>D 2. Develop and complete an evaluation plan for the College Track plan.</p>	<p>D 1.1 Establish internal CPS clearinghouse with HEP representatives to review data needs and system compatibility to improve interface with higher education institutions' data collection and analysis.</p> <p>D 1.2 Address federal, state and local policy issues that affect data collection and sharing across P-16.</p>	<p>CPS and DeVry</p> <p>CPS Legislative Liaison and HEP</p>	<p>2005-2012</p> <p>2006-2008</p>	<ul style="list-style-type: none"> ▪ Barriers removed so that SIS provides data that CPS staff need to do their work effectively and efficiently ▪ Access to accurate and complete longitudinal data on all CPS graduates and their progress toward completion of post-secondary education, beginning with the Class of 2006 ▪ Access to accurate and complete longitudinal data on retention and remediation for CPS graduates, beginning with the Class of 2006 ▪ Annual “dashboard indicators” for college access provided to all middle and high schools ▪ Evidence of K-16 data systems that reflect all education levels and provide diagnostic information toward improved achievement, and track individual students and their progress over time ▪ Evidence of K-16 accountability systems with outcomes that K-12 or higher education cannot deliver alone ▪ State-supported incentives in place for improved K-16 connections
	<p>D 2.1 Specify and collect data needed to track and analyze all college-access programs, college credit programs and initiatives within the College Track plan.</p>	<p>CPS Department of Accountability and HEP</p>	<p>2005-2012</p>	

E. Expansion of Technology

Objective	Action Steps	Lead	Timeline	Success Indicators and Benchmarks
<p>E 1. Increase visibility of distance-learning through development of print and electronic media with information outlining what is available to CPS students.</p>	<p>E 1.1 Design and disseminate age-appropriate information for CPS students and parents at grades 8, and in high school to advertise distance-learning. E 1.2 Host an annual “distance-learning fair” to attract students who wish to choose electronic pathways for earning high school and college credit.</p>	<p>CPS High School Curriculum HEP, CPS High School Curriculum and Instructional Technology</p>	<p>2006-2012 Fall, 2006-ongoing</p>	<ul style="list-style-type: none"> ▪ Increase in “recaptured” students who graduate from CPS through Virtual High School ▪ Increased percentage of CPS HS students who earn college credit through distance-learning ▪ Target attendance figures met at distance-learning fair; evaluations indicate interest in annual event
<p>E 2. Increase curricular online distance-learning offerings, classroom support, classroom integration and skill-building (e.g., Blackboard, CMS) to increase technological literacy and attack the “digital divide” as it impacts CPS students.</p>	<p>E 2.1 Conduct a scan of all distance-learning offered to CPS students for compatibility with CPS curriculum, for rigor, for quality and for equitable accessibility. E 2.2 Assist teachers to develop high-quality integration of technological tools for learning in non-traditional classroom settings through targeted professional development and coursework offered. E 2.3 Provide implementation of the Computer Management System (CMS) on CPS desktops for instructional decision-making. E 2.4 Monitor and continue to evaluate all distance-learning offerings to CPS students, comparing them to “best practices” and emerging research findings on distance-learning. E 2.5 Expand and continually refine Virtual High School program to provide support for students with a variety of academic and personal needs. E 2.6 Conduct a survey of CPS students and teachers to determine current level of use of Blackboard within CPS courses.</p>	<p>CPS Academic Achievement, ES, MS and HS Curriculum, Instructional Technology, HEP CPS Instructional Technology and Curriculum, HEP CPS Instructional Technology and Curriculum, HEP, community agencies</p>	<p>2006-2007 2006-2012 2005-2006 2006-2012 2006-2012 2006-2007</p>	<ul style="list-style-type: none"> ▪ Data available evaluating all distance-learning opportunities for rigor, quality and equitable access ▪ Increased number of teachers integrating Blackboard and/or other technological tools in core classes ▪ Increased number of teachers and administrators who report instructional decisions based on information from CMS ▪ Increased number of teachers taking classes via distance-learning using Blackboard and other technology ▪ Increased number of “recaptured” students graduating from Virtual High School, increasing the CPS graduation rate
<p>E 3. Provide CPS students with easy-to-navigate links and other technological solutions to access these opportunities.</p>	<p>E 3.1 Investigate and implement methods and expectations for all CPS teachers to have and use CPS email. E 3.2 Investigate and implement methods to</p>		<p>2006-2007 2007-2009</p>	<ul style="list-style-type: none"> ▪ All CPS staff accessible through CPS email ▪ All CPS students having CPS email ▪ Parents and CPS teachers communicating through electronic means

<p>E 4 Develop and implement information and advocacy plans that address employer support, transportation issues, digital divide issues, and other logistical barriers to college access for urban students.</p>	<p>provide all CPS students with email accounts and internet access at school and away from school. E 3.3 Expand use of VTEL labs for student course delivery to support courses with small enrollments. E 3.4 Expand use and capacity of Blackboard and other student- and family-friendly applications to develop transfer skills of students for Web CT and other technological systems used at higher education institutions.</p> <p>E 4.1 Convene a community-based advisory group to seek creative solutions to urban student barriers (e.g. through additional partnerships such as the Ohio Learning Network and leveraged community-wide support).</p>		<p>2007-2009</p> <p>2006-ongoing</p> <p>2007-2008</p>	<ul style="list-style-type: none"> ▪ Parents following student progress and accessing course information through Blackboard or other emerging technologies ▪ Increased number of students taking distance-learning classes ▪ Students positively evaluating distance-learning classes ▪ Students accessing and using electronic college admissions processes <ul style="list-style-type: none"> ▪ Identified barriers reduced and/or eliminated
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F. Public Relations/Marketing Campaign

Objective	Action Steps	Lead	Timeline	Success Indicators and Benchmarks
F 1. Focus on perspectives of CPS teachers and administrators (internal) to reflect positive beliefs and high expectations for students to pursue post-secondary education.	F 1.1 Wage an all-out, multi-pronged campaign throughout the district to raise awareness of and sensitivity to the power of high expectations.	CPS, HEP, IKIC	2006-2012	<ul style="list-style-type: none"> ▪ Increased number of teachers and administrators who indicate positive attitudes for CPS student aspiration for higher education on various surveys
F 2. Focus on perspectives of business, community and parents (external) to reflect positive beliefs and high expectations for students to pursue post-secondary education.	F 2.1 Wage an all-out, multi-pronged campaign throughout the community to raise awareness of and sensitivity for developing high expectations for all CPS students.	CPS, HEP, IKIC, City of Columbus	2006-2012	<ul style="list-style-type: none"> ▪ Increased college awareness as indicated by parents and students on GRAD and other surveys ▪ Increased college expectations for CPS students as indicated by community support in media stories, editorials, etc.
	F 2.2 Develop a sense of “shared responsibility” among community, state, colleges, and CPS students and families to promote and support aspiration, enrollment and affordability of post-secondary education for all students.	CPS, HEP, IKIC, City of Columbus	2006-2012	<ul style="list-style-type: none"> ▪ Increased number of community members who indicate positive attitudes for CPS student aspiration for higher education on various surveys and polls
	F 2.3 In cooperation with the City of Columbus, declare an annual “College Awareness Week” (or month) that is consistently promoted each year.	CPS, HEP, IKIC, City of Columbus	2006-ongoing	<ul style="list-style-type: none"> ▪ Increased number of community members can describe CPS goals for graduation and college access
F 3. Provide all CPS students and families, K-12, with information, workshops, and programs, to inspire aspiration for post-secondary education and career development.	F 3.1 Develop and disseminate college access information to parents in a variety of formats (e.g., CDs, telephone messages, print materials, other media).	HEP, IKIC, CPS	2007-2012	<ul style="list-style-type: none"> ▪ Increased college awareness as indicated by parents and students on GRAD and other surveys
	F 3.2 Create appropriate school-level “pre-packaged, themed awareness campaigns” that can be presented at each school for parent nights and PTA events by higher education, other community service agencies, and faith-based organizations.	HEP, IKIC, CPS, City of Columbus, community	2006	<ul style="list-style-type: none"> ▪ Annual report of outreach efforts (number of schools, number of participants) and partner dollars allocated to this effort
	F 3.3 Develop a system for delivering packaged, themed college access campaigns to every CPS elementary, middle and high school.	HEP, IKIC, CPS, City of Columbus, community	2006-2007	
	F 3.4 Create an entire “preparing for			<ul style="list-style-type: none"> ▪ Increasing use of this site as indicated by

	<p>college” website and link on CPS webpage that will allow students and families easy navigation to all HEP institutions and other existing college access sites and information.</p>			<p>tracking of the number of “hits” on it</p> <ul style="list-style-type: none"> ▪ Increased number of direct inquiries to HEP institutions for enrollment and admissions information from CPS students ▪ Increased number of CPS students enrolling in and graduating from each HEP institution
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G. Financing College

Objective	Action Steps	Lead	Timeline	Success Indicators and Benchmarks
<p>G 1. Examine financial packaging strategies among the CPS HEP institutions to develop a model for low SES urban students with increasing unmet needs.</p>	<p>G 1.1 Determine a list of barriers that prevent low-income students from obtaining all available financial aid.</p> <p>G 1.2 Develop universal awarding strategies for low-income students based on identified barriers.</p>	<p>IKIC and HEP, Financial Aid directors</p>	<p>2005-2006</p> <p>2006-2007</p>	<ul style="list-style-type: none"> ▪ Reduction in levels of unmet need for low-income students (both dollar amounts and number of students impacted)
<p>G 2. Advocate for statewide policy changes to increase financial support, options and processes for Ohio colleges and universities and to support state-guaranteed scholarships.</p>	<p>G 2.1 Provide data to support the need for a guaranteed state scholarship program for Ohio residents to offset decreasing state financial support for higher education that results in higher tuition.</p> <p>G 2.2 Network with OBR and P-16 councils:</p> <ul style="list-style-type: none"> ▪ for state support and implementation of “Learn and Earn” guaranteed scholarships; ▪ to support HEA reauthorization; ▪ to monitor progress at federal level to simplify aid application process through the ODE Office of Student Assistance; and ▪ to examine link between federal funding and higher education accountability. 	<p>IKIC and HEP, Financial Aid directors; CPS Legislative Liaison</p>	<p>2006-2007</p> <p>2005-ongoing</p>	<ul style="list-style-type: none"> ▪ Increased or redirected state and federal resources to support financial aid for low-income students ▪ Establishment of “Learn and Earn” scholarships ▪ Increased number of Pell-eligible students enrolled in Central Ohio colleges ▪ New, simplified FAFSA forms and processes ▪ Increased number of CPS students who complete FAFSA filing ▪ Evidence of K-16 financing systems for education
<p>G 3. Develop institutional programs and packages for increased financial assistance and earmarked scholarships for CPS students at partner institutions.</p>	<p>G 3.1 Examine feasibility of implementing institutional programs for CPS low-income students similar to the Carolina Covenant or the Ivy League “guarantee” programs.</p> <p>G 3.2 Examine feasibility for packaging CPS students with 0 EFC to full tuition through gift aid.</p> <p>G 3.3 Redirect institutional resources to lead the way in creating “premier” aid programs for low-income students.</p> <p>G 3.4 Earmark one scholarship annually, per institution, for CPS College Club or Teacher Academy student or as appropriate.</p>	<p>IKIC and HEP Financial Aid Directors</p> <p>HEP</p>	<p>2006-2007</p> <p>2006-2007</p> <p>2006-2007</p> <p>2006-ongoing</p>	<ul style="list-style-type: none"> ▪ Increased number of 0 EFC students enrolled in Central Ohio colleges ▪ Increased or redirected institutional resources to support financial aid for low-income students ▪ Central Ohio college-developed “premier” aid packages that can serve as models for Ohio and the U.S. for low-income CPS students.
<p>G 4. Develop a sense of shared responsibility among state,</p>	<p>G 4.1 Seek earmarked scholarships that are specifically awarded to CPS students from</p>	<p>CPS, HEP, City of Columbus,</p>	<p>2005-ongoing</p>	<ul style="list-style-type: none"> ▪ CPS families describing what financial requirements and assistance are needed for their

<p>colleges, community, parents, students and support programs for promoting attendance and affordability of college.</p>	<p>Central Ohio companies/corporations. G 4.2 Expand community and school district support, with human and technological resources, to assist high school students and families in FAFSA filing.</p>	<p>community</p>		<p>students to attend post-secondary schools</p> <ul style="list-style-type: none"> ▪ Increased number of scholarships available locally to CPS students ▪ Increased scholarship and other financial aid earned each year
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