



Battelle *for* Kids

## Statewide Dual Enrollment Systems for Student Success: A Pathway to Partnerships



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**Priori: OAC Director, Learning  
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# 8 STEPS TO SUCCESS

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Research-based and proven practical strategies  
for developing model dual enrollment partnerships  
and growing dual enrollment across states.

# Steps to Success

1. Regionalize to Systematize
2. Graduate Program Construction
3. Technology Integration
4. 21<sup>st</sup> Century Career Pathways
5. Effective Communication Tools
6. Data & Intervention Tracking
7. Funding Considerations
8. Shared Professional Development



# BACKGROUND

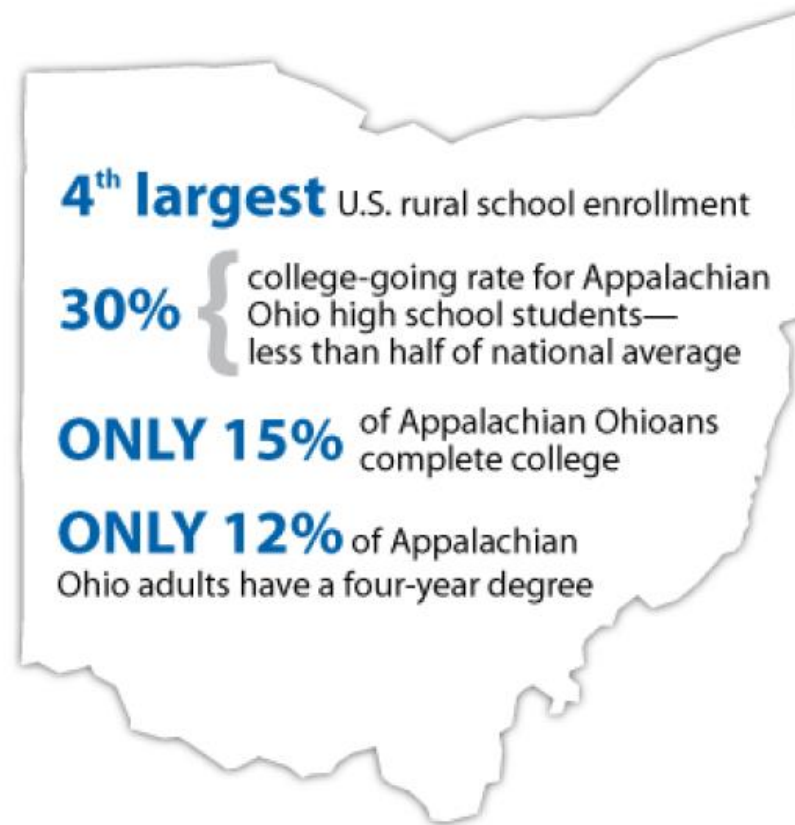
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*“Every student deserves a world-class education regardless of their zip code.”*

President Obama

# The Ohio Appalachian Collaborative

Hope, Aspiration, and Opportunities for the Children of Appalachia

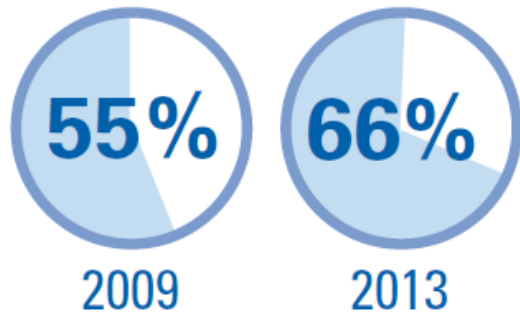


# The Ohio Appalachian Collaborative

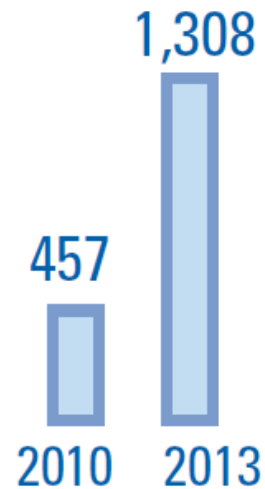
- 27 Ohio Appalachian Collaborative Straight A districts
- 98 School buildings
- 3,200 Teachers
- 44,000 Students
  - » 52% eligible for free and reduced-price lunch



# Results for Students



Since 2009, the percentage of OAC students taking the ACT College Entrance Exam increased by 11 percent.



Since 2010, the number of OAC students enrolled in dual enrollment courses increased by 186 percent.



Since 2010, graduation rates for both economically disadvantaged and non-economically disadvantaged students in the OAC have exceeded the statewide graduation rate.



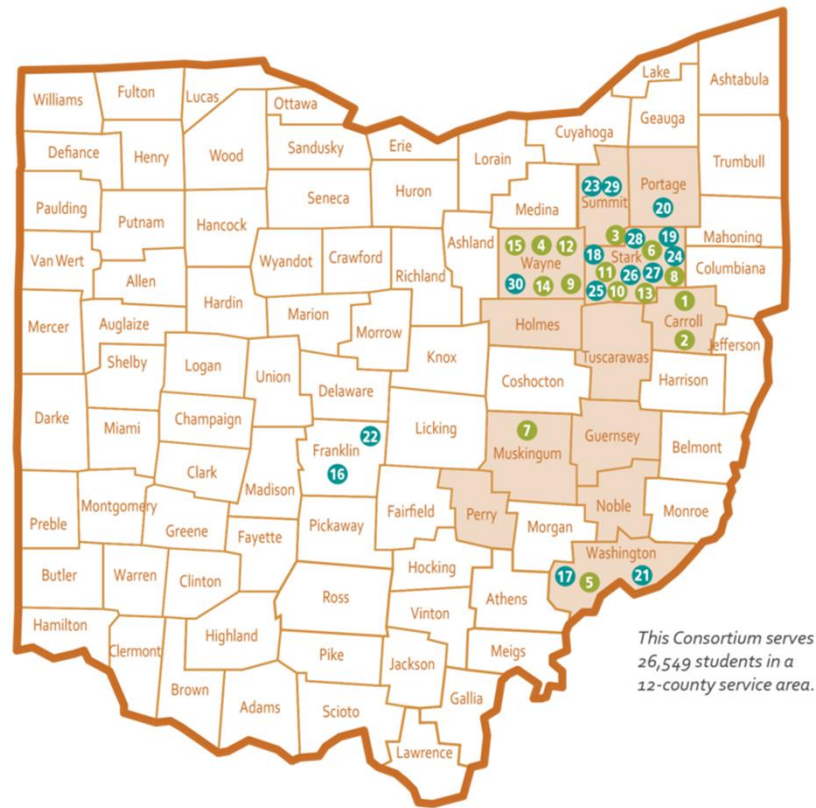
# Dual Enrollment Gains in the OAC

The substantial and lasting value of the shared work in the Ohio Appalachian Collaborative (OAC) is to overcome the rural opportunity gap by increasing post-secondary aspiration and preparedness and decreasing post-secondary costs through college or credentials earned in high school. To date, through the OAC Straight A project:

	2011	2013	2015	Change
<b>Districts Offering DE</b>	12	16	26	117%
<b>Credentialed Teachers</b>	22	69	156	609% <i>(80 more in the pipeline)</i>
<b>Courses Offered</b>	41	142	236	476%
<b>Students Enrolled</b>	457	1308	2417	429%

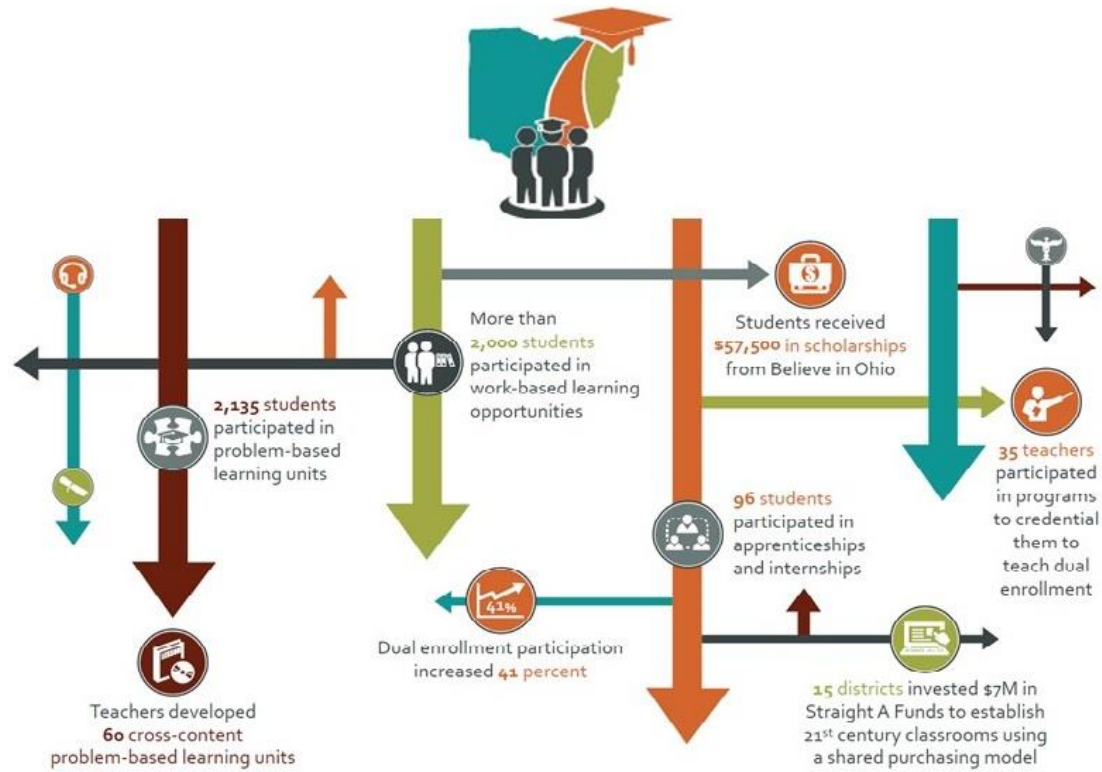
**OAC students have earned 12,699 hours of college credit. Nearly \$3 million dollars in avoided tuition costs for our students and their families.**

# Young Entrepreneurs Consortium



## BY THE NUMBERS

Baseline, benchmark, and impact data for Year 1.





**STEP 1.  
REGIONALIZE TO  
SYSTEMATIZE**

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*“Every successful individual knows that  
his or her success depends on a  
community of persons working  
together.”*

Paul Ryan

# Collaboration, Collaboration, Collaboration



Tied to Local Economies



Stakeholder %All In+



Efficiency & Diversity





## STEP 2. GRADUATE PROGRAM CONSTRUCTION

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*“Two roads diverged in a wood and I, I  
took the one less traveled by and that  
has made all the difference.”*

Robert Frost

# Building Credentialing Programs



Accessibility to all  
\*\*online/blended



Articulation with DE partners  
\*\*preK-18



Flexible pathway  
\*\*cohort vs. individual





# Dual Enrollment Credentialing

Established partnerships with five area universities to support teacher graduate degree programs that lead to dual enrollment credentialing:

1. Ohio Dominican University (English)
2. Ohio University (History)
3. Shawnee State University (Math)
4. University of Akron (Business)
5. University of Toledo (Biology)

**76** 

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

These 76 teachers are enrolled in

**15** 

different institutions of higher education...

...and are pursuing credentials in

**12** 

different content areas.





## STEP 3. TECHNOLOGY INTEGRATION

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*“Let’s go invent tomorrow instead of  
worrying about what happened  
yesterday.”*

*-Steve Jobs*

# Technology Integration



Shared Coursework



Future Preparation for Students



Teacher Pedagogy





## 21 DISTRICTS

opted to purchase laptops, iPads, Chromebooks, and interactive whiteboards, impacting nearly

**320 CLASSROOMS AND 13,000 STUDENTS**

across the collaborative

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**65%**

of districts have improved their IT infrastructure, expanding access for

**48,000 STUDENTS**

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An additional

**17 DISTRICTS AND APPROXIMATELY 185 CLASSROOMS**

now have capacity for blended learning (classroom and online learning), impacting

**7,700 + STUDENTS**

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Funds are supporting the conversion of an estimated

**48 CLASSROOMS**

into high-tech learning spaces, impacting nearly

**2,000 STUDENTS**



**STEP 4.**  
**21<sup>ST</sup> CENTURY CAREER**  
**PATHWAYS**

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*“Let’s go invent tomorrow instead of  
worrying about what happened  
yesterday.”*

*-Steve Jobs*

# Career Pathways



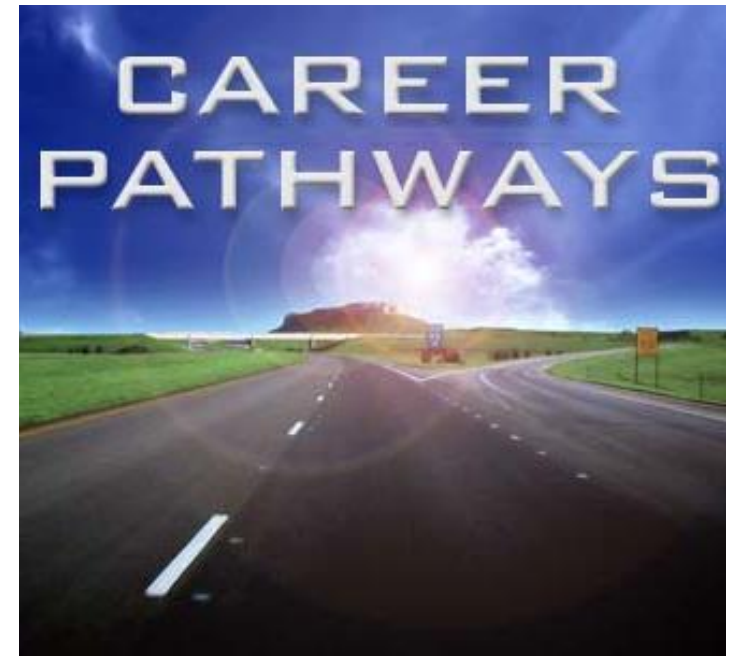
%All In+



Workforce Data



NACEP Standards



## Hard Skills

*Hard skills are specific, teachable abilities that can be defined and measured.*



## Soft Skills

*Soft skills are personal attributes that enable someone to interact effectively with others. They are less tangible and harder to quantify.*

Quality Assurance  
Bilingual  
User Experience Design  
Preventative Maintenance Inspections  
Pediatrics  
Technical Support  
Structured Query Language (SQL)  
Marketing & Sales  
Geriatrics  
Quality Control

Oral & Written Communication  
Integrity  
Customer Service  
Detail Oriented  
Microsoft Office  
Self-Starting/Self-Motivated  
Team-Oriented, Teamwork  
Sales & Operations Planning  
Sales Experience/Ability  
Problem-Solving



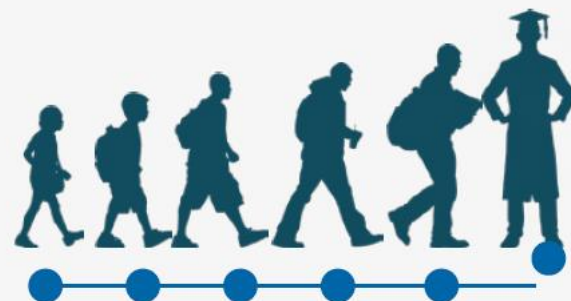
# Model Pathways

The OAC brought diverse stakeholders together to identify needs, gaps, and existing resources.

## Input was provided from:

- “ Local districts (counselors, principals, curriculum directors, teachers, etc.)
- “ Higher education
- “ Business and community members
- “ State experts (Ohio Department of Education, Ohio Department of Higher Education, ACT, Columbus Chamber of Commerce, etc.)

Developed **four model** pathways with resources for districts to develop and build their specific pathway.



**25 DISTRICTS**

SUBMITTED A TOTAL  
OF 38 PATHWAYS TO BE  
IMPLEMENTED IN 2015–2016

EACH PATHWAY WAS DEVELOPED WITH  
A DIVERSE GROUP OF APPROXIMATELY

**80 STAKEHOLDERS**

MODEL PATHWAYS PROVIDED  
INSPIRATION TO HELP EACH OF THE  
OAC STRAIGHT A DISTRICTS CREATE

**THEIR OWN  
DISTINCT PATHWAY.**



## OAC MODEL PATHWAYS

### COURSE OFFERINGS COMPONENT 1



[LEARN MORE](#)

### PERSONALIZED LEARNING COMPONENT 2



[LEARN MORE](#)

### WORK-BASED LEARNING COMPONENT 3



[LEARN MORE](#)

### CAREER ADVISING & COUNSELING COMPONENT 4



[LEARN MORE](#)

**To find online, visit:**

<http://portal.battelleforkids.org/OAC/personalized-learning-pathways>





## STEP 5. EFFECTIVE COMMUNICATION TOOLS

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*“The art of communication is the  
language of leadership.”*

James Humes

# Effective Communication



Information Portals . OADEP, ODE,  
Regional



Collaboration Spaces

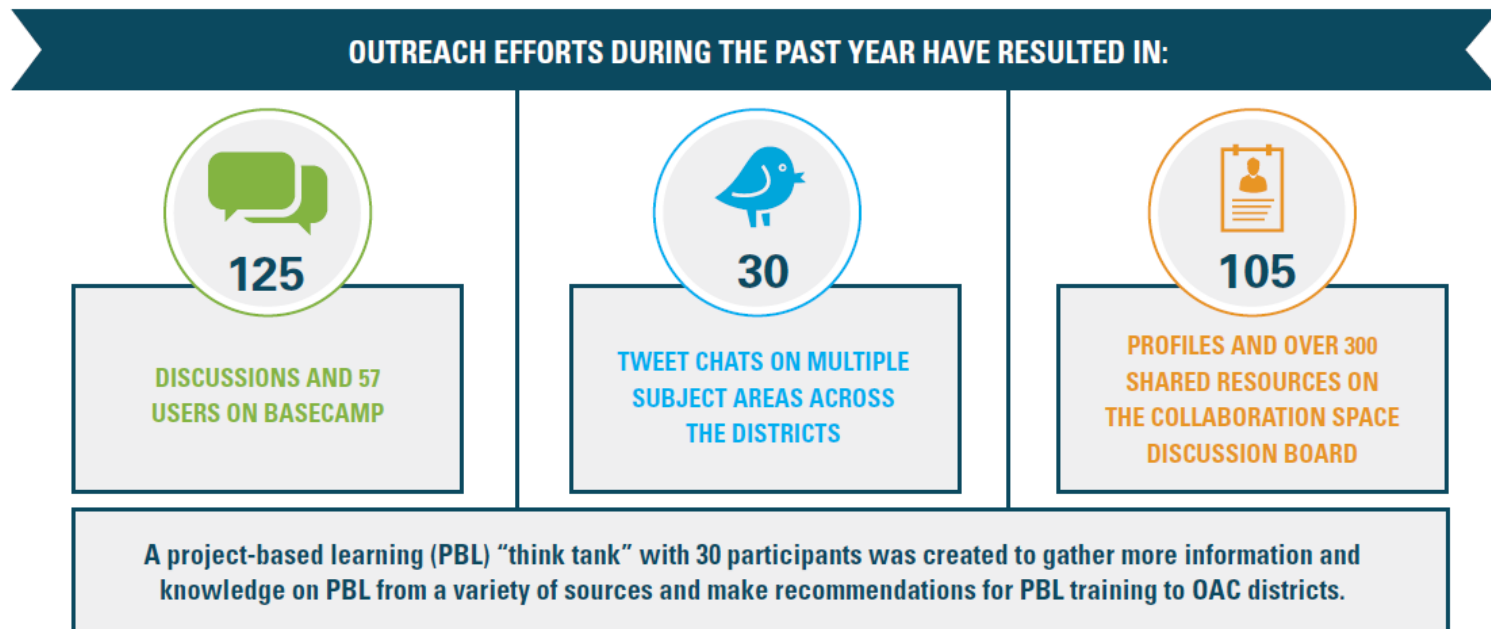


Professional Learning



Professional Development Coordinators (PDCs) are identified in each district to play a critical role in the implementation of the OAC Straight A project.

To ensure quick and effective communication between PDCs, a number of different modes of communication were employed, including Basecamp, Twitter, and the OAC Professional Learning Community.



Beginning in September, 2015, a Professional Learning Community was launched on a Schoology platform and educators in all 27 districts have the opportunity to join (or create) groups for discussion and collaboration.

The screenshot shows a Schoology group page for "Pathways and Dual Enrollment" within the "Ohio Appalachian Collaborative". The page features a blue header with navigation links (Home, Courses, Groups, Resources) and a user profile for Linda Knicely. On the left, there is a sidebar with "Group Options", "Updates" (Discussions, Albums, Members (97), Resources, BigBlueButton Conferen...), and an "Access Code" (RTSZR-7DB66) with a "Reset" button. The main content area displays a post by Linda Knicely from Tuesday, September 22, 2015, at 2:46 pm. The post text reads: "As a follow-up to Pam's CSCC 21st Century Workplace Skills course syllabi post, I wanted to share some additional information. I have posted the teacher application (as a Word doc) in the Resources area, as well as the link to the CSCC Dual Credit HS Teacher website. If districts may be interested in offering this course during the Spring 2016 semester, teachers would need to submit all parts...". Below the post, there are 5 comments, with the first one from Linda Knicely on Wednesday, September 23, 2015, at 11:01 am, stating: "Good question, Christie. CSCC is open to course sharing via polycom, as long as the 'remote' set of students has a minimum of 3 students and a teacher with them who receives some facilitation training. That teacher at the remote site wouldn't need to be adjunct-approved, but because of the emphasis on interpersonal skills, it isn't a solely online course." A second comment from Christie Ireland on the same date says: "Awesome! Thank you so much!". On the right side of the page, there is a "Notifications" button, an "Upcoming" section with "Add Event" and "No upcoming assignments or events", and a "97 Members" section with a row of member avatars.



**STEP 6.  
DATA & INTERVENTION  
TRACKING**

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*“In God we trust. All others must bring  
data.”*

-W. Edwards Deming

# Data & Intervention



Statewide Data Systems



Intervention and Student Impact



Accountability Alignment





OHIO EDUCATION RESEARCH CENTER

The Student Success Resource Library provides tools and resources to help schools keep all students engaged and on a clear path to successfully graduate. There are resources that can help districts meet state policies around identification and intervention for students at risk of dropping out. And when each of the 1.8 million Ohio students in grades K-12 graduate, we also want them to be working in or preparing for the jobs of their dreams. The Resource Library includes materials that support the implementation of a strategic and sustainable career advising policy, from middle school through graduation.

<http://portal.battelleforkids.org/OERC/resources/learning-network/resource-library>





## STEP 7. FUNDING CONSIDERATIONS

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*“When Winston Churchill was asked to cut arts funding in favor of the war effort, he asked, ‘Then what are we fighting for?’”*



# Funding Considerations



Straight A, RttT, Federal Loans  
\*\* Program lift



Shared internal funding . IHE, LEA  
\*\*Sustainability



Other costs . textbooks, tech, fees,  
student failure





**STEP 8.**  
**SHARED PROFESSIONAL  
DEVELOPMENT**

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*“The best part of learning is sharing  
what you know.”*

Vaughn Lauer

# Shared Professional Development



IHE & LEA



Quality Implementation - NACEP

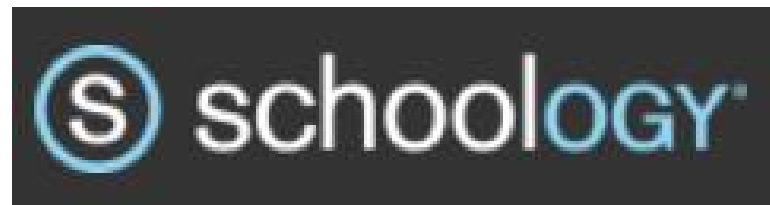


Pedagogy



# Course Quality Assurance

- Course quality is a high priority of the OAC. To help ensure the quality of K. 12 dual enrollment and professional development courses, staff members have participated in coursework through Quality Matters, an international organization that is highly regarded in the certification of online and blended courses with over 900 subscribing institutions.
- Quality assurance processes have been developed to improve and certify the design of online and blended courses. Due to the collaborative membership and training that has occurred, OAC members have access to:
  - “ Higher Education rubric
  - “ K. 12 rubric
  - “ Trained staff members for support and professional development
  - “ Resources through the Professional Learning Community, powered by Schoology



# Professional Learning

Six key areas of professional development	Resources
Common Core Standards	Graduate credit coming
Formative Instructional Practices/Assessment Literacy	Graduate credit available
Project-based Learning	Buck Institute training provided
Blended/Personalized Learning	Graduate credit available Dual Enrollment Dialogues
New Learning Technologies	Graduate credit available
Career Pathways & Dual Enrollment	Graduate credit available

➤ Badging for CEUs is also available



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**QUESTIONS?**