



Ohio Study Tour

June 26 – 29, 2011

Goals, Outcomes and Learning Objectives

Goals

- Learn from the Strive community collaboration about its role in helping Cincinnati Public Schools significantly increase its graduation rate and reduce the achievement gap, among other things, over the past 10 years (see attached);
- Explore how Strive developed extensive, community-backed goals and success indicators;
- Learn how Strive's partner, the Foundation for Appalachian Ohio, is applying Strive lessons in a rural context, especially related to advancing STEM education (Science, Technology, Engineering and Math).
- Cross pollinate ideas from an established model, including the rural application thereof.
- Deepen relationships among tour participants.

Desired Outcomes

It is expected that participants will travel with intent to learn, apply and share what they learn with others in the Itasca area after the trip. Outcomes could take the form of:

- Community report back/ event
- Study tour report

Learning Objectives¹

Upon returning from the Ohio Study Tour, participants will be able to:

1. Summarize the creation story of the Strive Partnership.

- What was the situation/ event/ circumstance that moved you to ACTION?

¹ Questions in RED were added during the 6/8/2011 Student Success Core Team Meeting

- After the gap was identified, how was the path forward developed?
- How did you get buy-in from the educational community (teachers, administrators, students, parents) and keep them involved?
- How did they get collaborative relationships all the way down to pre-natal?
- How do you get ALL the players involved (School, Business, Parents, Community, **Corrections**)? Is/ are social services integrated? Health care systems?
- Learn more about exactly how partnerships were enlisted.
- What was the impact of the plan on different cultures? Were there expectations of that impact?
- How does the group define itself- what does the “network” look like?
- Who are considered necessary stakeholders and how did you engage them?
- **Ohio has a vocational schools model available at the High School level. How do these relate to Strive and how are they funded?**
- **How is the relationship between Strive and educators going? How are relationships maintained?**
- **What is Charter School Law in Ohio, are they integrated into Strive? What about alternative programs?**
- **What is it *we* (Itasca Area) want to change? Cincinnati has a high Free/Reduced Lunch. Remer’s is high and in Itasca County it’s climbing.**

2. Assess the applicability of the success indicators used in Cincinnati to the Itasca area.

- What assessments used to acquire achievement data? (What technology necessary)
- How are indicators of success identified, and what (if any) role do J community members have?
- How do they get past privacy issues in sharing data?
- What was the process for determining the metrics? What has been learned? Who is accountable?
- **What developmental indicators are used and how effective are they?**
- **State and Federal Law requires tracking data through NCLB—what measures does Ohio use? Can we make comparisons?**
- **What workforce data do they use for measuring entry level workforce skills? Is there only E-16 data?**

3. Explain how the Strive Partnership sustains itself.

- What are the administrative costs? How are these paid?
- What plans are in place to bring new partners/ people up to speed?
- When will you be done? (How do you see achieving your goals- then what?)
- How did they define victory, and how did they get to a definition?

- What are the 15 Student Success Networks?
- How has your community, including the business community, been engaged in the process?
- How are they inclusive of a large number of organizations and nimble enough to make decisions?
- How do industry & and community get involved to participate?
- What would each community partner say is their motivation (i.e. Business)?
- How do you address POVERTY once the student leaves the school?
- What are parental expectations and how do you engage them?
- How do they celebrate?
- What follow-up happens after students graduate?

4. Explore whether/how the Strive Model is relevant to the Itasca area.

- Test validity of claims by Cincinnati: Strive, constructively.
- What if there is limited industry?
- How will these ideas transfer from a densely populated metro area to a very large geographic area- IASC?
- What can we take to a rural setting?
- How do you get buy-in from underserved populations?
- What is the role for the Foundation?
- What type of legislative action is necessary & how to strategize across the current polarity in MN?
- Look at the size of businesses in the Cincinnati area compared to the Itasca area.

Definitions

- What is their definition of “evidence-based” decision-making?
- How does Strive define parent involvement?

Big Questions

- What is the worst disappointment, the worst experience you’ve had with Strive in Cincinnati?
- What is “IT”? How does “IT” work? Is “IT” working?
- What’s working best? What are the barriers/ push back you face?