

SPONSOR UPDATE

JULY 2017

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OUR MISSION

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

OUR VISION

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.

Leadership Summit explores schools of HOPE

Buckeye Community Hope Foundation (BCHF) hosted its 2017 School Leader Summit June 20-21 in Columbus. The theme was "Schools of HOPE: **H**ow to **O**vercome **P**overty with **E**xcellence." Ninety-three school leaders, assistant leaders, coaches and management company leaders attended the dynamic event which incorporated content sessions, a keynote address, a panel of school leaders, and a "Shark Tank" competition in which school teams developed their own Projects of HOPE.

A highlight of the Summit was a luncheon keynote presentation by Landon Brown, the turnaround school leader of Stambaugh Charter Academy in Youngstown, who spoke about "The Culture of Poverty" and responded to questions from school leaders.

A panel of school leaders was moderated by Willie Banks from University Academy. The panel included: Meg Colwell, principal of Constellation Schools: Puritas Community Middle School; Lea Hammond, school leader of Horizon Science Academy Denison Elementary; Kelley Straight, principal of Focus North High School; and, Fatih Sumer, school leader of Horizon Science Academy Lorain. Leaders stressed the need to work strategically to build strong relationships among faculty, administration, parents and students. They also emphasized how specific instructional and professional development efforts helped move their schools to higher levels of achievement.

Content sessions were facilitated by members of the BCHF Accountability and School Improvement Team on topics including "Characteristics of Schools of HOPE," "The Culture of Poverty," "Excellence in Instruction," "Literacy for Excellence," and

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**ODE SEEKS
FEEDBACK ON
REVISED LEARNING
STANDARDS**
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Based on feedback from hundreds of Ohio teachers and parents, improvements are pending to Ohio's Learning Standards in science, social studies and financial literacy. The Ohio Department of Education (ODE) asks stakeholders to share their thoughts about proposed changes through a survey, now open through July 18.

A review of the standards began in November when ODE solicited input considered by advisory committees representing education organizations. Educator working groups then proposed the changes presented in the survey. The survey presents the rationale for suggested revisions, which primarily clarify text or change the grade levels at which students learn subject-related skills and knowledge. It also seeks feedback on newly proposed high school anatomy and physiology standards.

The survey is part of an effort to fine-tune all of Ohio's Learning Standards. Learn more online at:

<http://education.ohio.gov/Topics/Learning-in-Ohio/Standard-Revision-Overview>



Leadership Summit — continued

“Leadership for Excellence.” Presenters included Dr. Carol Young, Dr. Mike Grote, Mindy Farry and Josh Miller.

The final challenge for participants was to develop a “Project of HOPE” to move their own schools forward. School leaders worked singly or in teams on a project to match the needs of their students and staff. Projects were judged by a team of ten individuals, some of whom also served as judges of finalist projects with presentations in the style of the television show, “Shark Tank.”



Winning teams of the “Shark Tank” competition were: Bennett Venture Academy -- overall winner; Constellation Schools: Puritas CMS and Old Brooklyn Elementary Team -- 1st Runner Up; Constellation Schools: “Dinosaur” Team (Collinwood, Eastside, Stockyard) -- 2nd Runner Up; and Cambridge Schools Team -- 3rd Runner Up. The overall winning team received a \$250 gift card and first- and second- runners up received \$100 gift cards. The awards were presented by BCHF’s resident “Data Shark,” Josh Miller.

The theme of the summit will continue in BCHF initiatives next year, beginning with the All Schools Meeting on September 20.

One school leader commented, “I left the year exhausted and you just gave me the enthusiasm and excitement needed for looking to the 2017-2018 school year.” Summit purpose fulfilled!

Legislative update

Although the state biennial budget bill (H.B. 49) has been the 132nd Ohio General Assembly’s highest priority in recent weeks, legislation continues to be introduced, including several bills potentially impacting Ohio’s education community and charter schools. Very few will move through the legislative process and be approved by both the House of Representatives and Senate prior to the summer break, but Buckeye Community Hope Foundation will continue to monitor their progress and provide updates to sponsored schools as needed.

**H.B.
21**

Sponsored by Rep. Stephen Hambley (R-Brunswick), H.B. 21 would require charter schools – instead of districts – to verify charter school students’ resident districts. Charter schools would be required to conduct monthly reviews of student residency records and

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DATES SET FOR 2018 STATE-FUNDED ACT & SAT

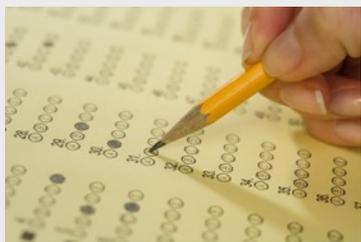
Current state law requires schools to administer the state-funded ACT or SAT to all 11th grade students in the spring of the school year. Each year, districts and schools select which test to administer. To help inform decisions, test dates for the 2018 have been established and published.

ACT spring 2018 test dates

Paper testing: Feb. 27; March 20
Paper makeup testing: April 24
Online testing window: Feb. 27 to March 8
Accommodated testing window: Feb. 27 to March 13
Accommodated makeup window: March 20-26
Accommodated emergency window: April 24-30

SAT spring 2018 test dates

Paper testing only: March 7
Paper accommodated testing window: March 7-20
Paper makeup testing: March 21
OR
Paper testing: April 10
OR
Online testing: April 10-12
Paper accommodated or online testing window: April 10-23
Paper makeup testing: April 24



Legislative update — continued

submit verification to the Ohio Department of Education of each student's resident district. Charter schools would continue to set policies on determining residency and what documents may be used for verification.

H.B. 170

Sponsored by Reps. Rick Carfagna (R-Genoa Township) and Mike Duffey (R-Worthington), H.B. 170 would require the State Board of Education to adopt academic content standards and a model curriculum for computer science. It would also add computer science instruction as an option to several of the prescribed subjects in the state minimum high school curriculum. Students would be permitted to choose to apply instruction in computer science as one unit of math or science, regardless of the field of certification of the teacher who teaches the class, provided the teacher meets the bill's licensure requirements, as well as certain professional development requirements.

H.B. 176

Sponsored by Rep. Andy Thompson (R-Marietta), H.B. 176 proposes sweeping changes to Ohio's academic content standards and model curricula, and achievement and diagnostic assessments – representing an anti-Common Core sentiment. The bill would prohibit the State Board of Education from adopting, and the Ohio Department of Education (ODE) from implementing, the Common Core State Standards, or any standards developed by any similar initiative process or program, as the state's academic content standards for English language arts, mathematics, science or social studies, and voids any prior actions taken to adopt or implement the Common Core State Standards. It would also require the State Board of Education to replace the academic content standards in those subjects with new standards that are consistent with the standards adopted by Massachusetts prior to that state's adoption of the Common Core State Standards. It would also prohibit the State Board from using assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the Smarter Balance assessments, or any other assessments related to or based on the Common Core State Standards for use as state achievement assessments.

H.B. 181

Sponsored by Reps. Ron Hood (R-Ashville) and Thomas Brinkman (R-Mt. Lookout), H.B. 181 also proposes broad changes to Ohio's academic content standards and model curricula, and state achievement assessments. It would require any revisions to statewide academic content standards be approved by the House and Senate,

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FOSTER CARE RESOURCES AVAILABLE

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The Every Student Succeeds Act (ESSA) requires districts and schools to designate a point of contact for the educational stability of children in foster care for the 2017-2018 school year. Additionally, Dec. 10, 2016 was the deadline to have procedures in place and on file for best interest determinations and the transportation of students in foster care. Ohio's ESSA foster care guidance suggests these procedures be developed in conjunction with local county welfare agencies. It is critically important that interagency transportation agreements be in place. This ensures transportation cost sharing is in place, as well as a dispute resolution procedure.

All guidance and support documents - including the model best interest determination form, sample transportation form, and the most up-to-date lists of district, school, educational service center and county child welfare agency points of contact -- are available online at:

<http://education.ohio.gov/Topics/School-Improvement/Foster-Care>



Legislative update — continued

and would prohibit the State Board of Education from adopting standards developed at the national level or by a multistate consortium. It would also require new state elementary and high school achievement assessments be administered beginning in the 2018-2019 school year, and specifies the entities involved in identifying, reviewing, recommending and approving new state assessments. The bill also calls for lowering the minimum score required for students to avoid retention under Ohio's Third Grade Reading Guarantee.

**H.B.
217**

Sponsored by Rep. Andy Brenner (R-Powell), H.B. 217 would prohibit public and private institutions of higher education from requiring students to disclose disciplinary actions on their applications for admission.

However, it would not prohibit a school or district from including that information on any student records it sends as part of an application packet to an institution of higher education. The intent of the "ban the box" bill is to reduce the chances of a student being denied acceptance based on non-criminal past actions.

**H.B.
220**

Sponsored by Rep. David Leland (D-Columbus), H.B. 220 states that funds paid to charter schools (and nonpublic schools) are public funds subject to the same requirements related to permissible expenditures and audit by the Auditor of State as public funds allocated to school districts. It specifies that, if a charter school uses public funds to pay for the services of an entity to manage its daily operations or to provide programmatic oversight and support, those funds maintain their status as public funds upon transfer.

**H.B.
235**

Sponsored by Rep. Theresa Gavarone (R-Bowling Green), H.B. 235 would require ODE to submit to members of the primary and secondary education committees of the Ohio Senate and House, a written copy of the state plan required under the federal Every

Student Succeeds Act (ESSA) not later than 30 days prior to its implementation. The bill would also prohibit ODE from implementing the state plan if the General Assembly adopts a concurrent resolution disapproving the plan prior to the date on which it is scheduled to be effective.

**H.B.
277**

Sponsored by Rep. Bill Seitz (R-Cincinnati), H.B. 277 would stay the execution of certain judgments in favor of ODE during a court appeals process. An appeal of a final order declaring that overpayment of state funds shall be returned to ODE shall operate as a stay of execution of that judgment, with a bond requirement.

ODE RELEASES MATH CURRICULAR, INSTRUCTIONAL UPDATES

The Ohio Department of Education (ODE) recently released its K-8 Gap Analysis, which allows teachers to analyze the extent to which curriculum and resources address the concepts and skills found in Ohio's Learning Standards for Mathematics (which were revised earlier this year). The K-8 Gap Analysis can also be used to develop a plan for addressing gaps or overlaps in instruction as a result of standard revision.

ODE also recently released the High School Standards by Course Checklist, which identifies standards recommended for instruction in geometry, algebra 1 and 2, and math 1, 2 and 3. The document contains additional columns that identify modeling and plus standards. Educators can use plus standards to differentiate instruction at the local level; however, they will not appear on state tests.

ODE also provides a suggested timeline to help educators transition to the revised standards. ODE has updated the transition timeline to reflect the release of the Gap Analysis introduction, the K-8 Gap Analysis and the High School Standards by Course Checklist.

Access these useful resources online at:

<https://content.govdelivery.com/accounts/OHED/bulletins/1a30114>

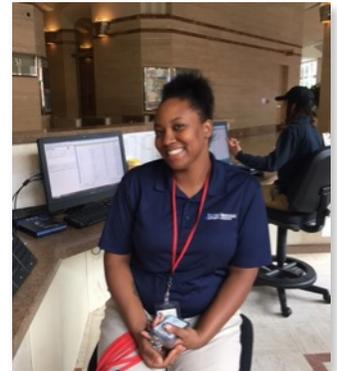


BCHF Sponsor Update – July 2017

It's a small world!

When Kerry Hill, director of the Focus Learning Academy of Southwestern Columbus, accepted an invitation to meet with Ohio House of Representatives Majority Caucus staffer Nick Derksen, he didn't expect to discover a fine example of how dropout recovery school graduates find success. But that's exactly what he did.

Joined by Buckeye Community Hope Foundation's Carol Young and other dropout recovery school representatives, Hill entered the Riffe Center in downtown Columbus focused on the meeting with Derksen, a policy adviser to House Speaker Cliff Rosenberger (R-Clarksville), who was eager to learn more about these unique schools.



As the group passed through security, they were greeted by a friendly, poised young woman, who – as a 2014 Focus graduate -- immediately recognized Hill.

“Oh my, I wouldn't be here without you,” the young woman, Tahirah Covington, said as she hugged Hill in greeting.

“Tahirah was a dedicated student who brought a great attitude to school each day,” Hill said. “Her work ethic was second to none. Tahirah was very focused and finished her high school requirements a few months before graduation. In addition to being strong academically, Tahirah was a staff favorite. She was always friendly and outgoing. She participated in school events and was the first to volunteer inside the classroom.”

Because of Tahirah's winning attitude and personality, it came as no surprise that she landed a job in state government, working as an information desk assistant in the Riffe Center.

Hill shared his experience reconnecting with a Focus graduate with Derksen, who promised to learn more about dropout recovery schools from the student perspective by visiting with Tahirah.

Superintendent recommends elimination of three state assessments

At the June meeting of the State Board of Education, State Superintendent of Public Instruction Paolo DeMaria offered recommendations on the elimination of three (of seven) state

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WHAT COULD BE CUTER THAN A KINDERGARTEN PROM?

In May, kindergarten students at Imagine Hill Academy participated in what is considered by many a right of passage to decades of graduating seniors: Spring prom!

Kindergarten teachers Meagan Ochoa and Ashley VanderMeer spearheaded the event with support from Principal Sarah Carstensen. Always open to new ways to engage parents and to promote one of Imagine's shared values – fun! – Carstensen encouraged the two teachers to put the plan in action.

The result was a fun-filled, two-hour after-school event with a Moana Polynesian theme, brilliantly colorful decorations and tasty refreshments. Some students went so far as to have their hair done while others sported fragrant corsages. With dancing and photo opportunities, the students enjoyed all the excitement of a traditional prom, with parents joining in the celebration briefly before leaving the kids to their fun.

"It was a nice bonding experience for our families," Carstensen said, "and an enriching one for our students."



State assessments — continued

assessments not required under federal law: the fourth-grade social studies test, and high-school end-of-course exams in English language arts I and American government.

DeMaria's recommendations do not align with those of a 24-member advisory committee convened by the superintendent, which recommended that all seven be eliminated.

"The decision to administer assessments in (fourth- and sixth-grade) social studies is one that has never been required by the federal government and has been a function of state policy since the beginning of assessments," DeMaria said. "It would make sense to maintain one of those."

The superintendent also disagreed with the committee's recommendation to replace the current end-of-course exams with a single-sitting general content exam covering English, math, science and social studies, which he believes is a step backwards toward an assessment like the previously used Ohio Graduation Test (OGT).

He also disagreed with the committee's recommendation to eliminate the Kindergarten Readiness Assessment, noting that the Ohio Department of Education (ODE) is working to improve it.

DeMaria's recommendations also call for elimination of the "WorkKeys" assessment taken by career-tech students, as well local assessments tied to the Ohio Teacher Evaluation System.

The State Board delayed voting on recommendations to allow time to gather stakeholder feedback.

School provides unique opportunities for students

What began as school support of Ohio's African American Male Wellness Walk has evolved into a dynamic opportunity for students to learn, grow and plan for future success.

The Academy for Urban Scholars (AUS) – a dropout recovery charter school in Columbus – promotes participation in the national initiative that encourages African-American men, women and children to take charge of their health, destiny and well-being through health awareness and prevention. Through the school's participation, Program Coordinator Antonio Cooperwood met attorney Alex Shumate, who served as the event's honorary chair.



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STUDENT EXEMPLIFIES SPIRIT OF LEONA

At the end of each school year, The Leona Group honors one graduating senior from each high school who has overcome personal adversity and persevered to attain a solid educational foundation.

This year's honoree from the Achieve Career Preparatory Academy is Alan Baker, nominated by School Leader Cindy Wilson.

After suffering the difficult loss of a very close loved one, the school's staff and students rallied around Alan, who graduated last month third in his class.

"Alan is a testament to overcoming adversity," Wilson said. "We're all very proud of him and hopeful for his future."

Career Teacher Audrey Johnson, who Alan named as having the greatest positive impact on him, joined Alan, Wilson and Kerry Keese, vice president of Leona's Ohio operations, at a banquet hosted by Leona for all the honorees. Like others recognized at the event, Alan shared his personal story of challenge and success, and received the gift of a new laptop.

Alan's four grandparents - two with whom he lives, and two who live 650 miles away - proudly attended the recent graduation ceremony.



Photo courtesy of Ron Adler

Unique opportunities — continued

Shumate expressed interest in engaging with AUS students and extended an invitation to them to visit his law office. Over lunch, Shumate shared his life experiences and three keys to success – goal setting, follow up, and keeping faith -- with a dozen AUS students, who he continues to meet with on a monthly basis.

Student response to their engagement with Shumate led to a series of executive luncheons with a diverse group of business and community leaders including architect Kurt Moody, Columbus City Council members Michael Stinziano and Shannon Hardin, and U.S. District Court Judge Algenon Marbley.

Representatives of Honda, Keller Farms Landscape & Nursery and the local NBC network affiliate have also met and talked with AUS students whose feedback has been very positive.

"Prior to our meeting with Napoleon Bell from the Franklin County Sheriff's office, none of our students expressed interest in a career in law enforcement," Cooperwood said. "But after learning about the variety of opportunities – SWAT, bomb squad, FBI and more – seven students are now very interested and several others are eager to learn more."



About 20 students visited the Franklin County Sheriff's office and engaged in a meaningful dialogue – not only on career opportunities, but on the sensitive issues related to shootings of unarmed black men and youth.

"It changed students' perceptions of law enforcement in a very positive way," Cooperwood said.

Mentoring is a key component of AUS's program, and exposing students to opportunities to impact their communities is important. But the school also weaves these activities into the curriculum by encouraging students to write and talk about their experiences.

"It makes learning more meaningful for students when we connect academics to real life experiences," Cooperwood said. "At the same time, we're exposing students to career opportunities and encouraging them to choose interesting paths based on their unique interests and talents."

ODE DISCIPLINARY PROCESS SUBJECT TO AUDITOR'S SCRUTINY

Auditor of State Dave Yost recently announced plans to conduct a review of the Ohio Department of Education's (ODE) disciplinary process after *The Columbus Dispatch* reported that only 16 of the 64 Columbus City Schools employees involved in the 2012 data scrubbing scandal have been disciplined.

The scandal resulted in a special audit being performed, which revealed the extent of data scrubbing. The audit report was released in January 2014.

The auditor's office estimated that about a dozen educators named in the audit allowed their licenses to expire, and one died. More than 30 have not been disciplined.

As a result, the Auditor's office will review all aspects of ODE's disciplinary policies and processes, including the length of time involved in investigations and the outcomes.

An ODE spokesperson noted that its investigation model has been modified and that the Office of Professional Conduct's staff has been increased from 14 full-time employees to 24.

Gongwer News Service reported that last year ODE received 11,537 referrals, up from 5,896 in 2006. It initiated 1,361 investigations and resolved 1,032 cases.

UPCOMING BCHF LEARNING EVENTS

CORRECTIVE ACTION WORKSHOP

Aug. 2, 9 a.m.-12 noon, Columbus

Corrective action need not be scary words! If your school is at risk of not meeting performance metrics, or if you have already received a request for a corrective action plan, please plan to attend this workshop. Content will include elements of academic corrective action, including root cause analysis and selection of high yield strategies. Content will also address compliance corrective action requests. The workshop is appropriate for school leaders and management company leadership working with corrective action plan development and monitoring, and board members who serve on academic improvement committees.

Register online at: <https://register.eventarc.com/38678/corrective-action-workshop>

NEW SCHOOL LEADER WORKSHOP

Aug. 3, 10 a.m.-3 p.m., Columbus

Are you entering a new school leadership position or just a "new to you" school leadership assignment? Are you wondering about what compliance issues or fiscal issues may confront you? What are the possible pitfalls? And, most of all, how can you get help when you need it? BCHF's New School Leader Workshop will address these issues and give you a sense of the sponsor's role in supporting school leaders. The workshop will acquaint new school leaders with many of the compliance, planning and leadership issues they will encounter. All school leaders who are new to a leadership position, or new to BCHF sponsorship, are encouraged to attend! Lunch will be provided.

Register online at: <https://register.eventarc.com/38460/new-school-leader-workshop>

SPECIAL FALL DROPOUT RECOVERY

ROUNDTABLE – Sept. 19, 5-7 p.m., Columbus

BCHF's Fall Dropout Recovery Roundtable will be an opportunity for school leaders and others involved in sponsored dropout recovery programs to interact with former high school principal Susan Szachowicz. Szachowicz led the successful turnaround of a troubled urban high school in Brockton, Massachusetts. The evening's event is an opportunity for secondary school personnel to interact with Szachowicz in a smaller setting prior to the All Schools Meeting the following day. Dinner will be provided.

Register online at: <https://register.eventarc.com/38679/drop-out-recovery-roundtable>

ALL SCHOOLS MEETING – Sept. 20, Columbus

The annual BCHF All Schools Meeting will feature Susan Szachowicz, a noted turnaround school principal, as the keynote speaker. More details will be forthcoming but please mark your calendars now!

COMPLIANCE UPDATE

LPDC meetings subject to Open Meetings and Public Records acts

Legal counsel for the Ohio Department of Education (ODE) has indicated that since there is no specific exemption in law, Local Professional Development Committees (LPDC) need to operate under the Open Meetings Act (aka Sunshine Law).

Procedures are up to the individual LPDC, but records must be kept (i.e. agendas and minutes) and meetings must be announced. LPDCs may choose to follow the local Board of Education's policies and procedures on meetings, personnel records and review or may wish to seek advice concerning these laws from local counsel.

See ODE LPDC Resource Guide (updated April 2016) for more on LPDCs.



ANNUAL TRAINING REQUIREMENTS

CHILD ABUSE PREVENTION PROGRAMS, SCHOOL SAFETY & VIOLENCE PREVENTION, AND TRAINING ON BOARD-APPROVED HARASSMENT, INTIMIDATION OR BULLYING POLICY (ORC 3319.073) — 4 hours (total - all topics) within 2 years of hire; every 5 years thereafter

Required staff include each person employed by any school district to work in a school as a nurse, teacher, counselor, school psychologist or administrator:

- ◆ Child abuse
- ◆ School harassment, intimidation & bullying policy
- ◆ School safety & violence prevention (must include human trafficking content per H.B. 59)

All middle and high school employees

- ◆ Dating violence

Required staff include each person employed by any school district to work in a school as a nurse, teacher, counselor, school psychologist or administrator and any other person the board deems appropriate:

- ◆ Youth suicide awareness & prevention

BLOOD BORNE PATHOGENS — Annual; all staff must receive training

HEIMLICH MANEUVER (ORC 3313.815) — No state requirement for how often staff must be trained; at least one trained staff person must be onsite during all food service times

PBIS AND RESTRAINT & SECLUSION (OAC 3301-35-15) — Annual; an “appropriate” number of staff must be trained in crisis management and de-escalation techniques (physical restraints fall into this category)

All staff (optional):

- ◆ ODE policy on PBIS, and Restraint & Seclusion
- ◆ PBIS

Schools must maintain documentation of all training and lists of participants.

Revised May 19, 2016

SCHOOL IMPROVEMENT

Field trips contribute to lifelong success

By *Diana Martin, School Improvement Representative*

There's a big wide world out there waiting to be discovered and the students at Eagle Academy had an amazing time doing just that. Twenty-five students in grades six through nine had the opportunity to visit the National Museum of Mathematics -- or MoMath -- a museum dedicated to mathematics located in Manhattan, New York.

The students had an amazing time in New York City and visited St. Patrick's Cathedral and Times Square. You can only imagine the looks on their faces as they explored NYC for the first time. Lunch was at Madison Square Park and what trip to NYC would be complete without some shopping? The students shopped at M&M World, The Lego Store and several souvenir shops. It was a jam-packed trip that will never be forgotten by those who participated.

School personnel said it was truly a memorable trip and they hope to expand it in the coming years. Chaperones overheard students talking: "I'm so moving here!;" "I love all the things to see;" "Times Square is my favorite place;" and "Wow, the floor lights up at the Museum of Math." Not overheard but undoubtedly said; "Look how tall that building is!" or "Can you believe all the people that are here in New York?"

New research shows that class field trips offer real educational value to students but appear to

be in danger of disappearing from American schools. A study from the University of Arkansas documents the decline of field trips in American schools. The trips being taken have shifted from enrichment trips, to museums and historical sites, to reward trips, and to movies, amusement parks, etc. It was noted that "students from rural and high-poverty schools benefit even more than other students from visiting a museum. Students from high-poverty schools experienced an 18 percent effect size improvement in their critical thinking skills." The researchers stated, "We

don't just want our children to acquire work skills from their education; we also want them to develop into people who appreciate the breadth of human accomplishments. The field trip is an important tool for meeting their goal". (Source: The Atlantic, 2013.)



Contributing to the decline is tighter budgets and more testing, but it can be considered a mistake to eliminate field trips, especially for students from poverty.

"When I was growing up, my parents said the three Rs (reading, writing, and arithmetic) were

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Field trips — continued

important,” says Roger Dow, president of the US Travel Association. “For my kids, I made roaming the fourth R. We live in a global society and if you don’t see outside the neighborhood you grow up in, the world will pass you by. Traveling opens up kid’s eyes; it makes them more confident and inspired to reach outside their normal environment to learn and obtain skills.”

Students on field trips have the opportunity to learn and experience things first hand and from primary sources rather than just from text books. Carylann Assante, executive director for Student and Youth Travel Association stated, “Today’s students are visual learners and a field trip lets them touch, feel, and listen to what they are learning about, which helps them build on classroom instruction. They gain a better understanding of topics, build cultural understanding and tolerance, and it exposes them to a world outside of their own.”

Asante also said, “Field trips are particularly important for disadvantaged students, as they provide students with unique opportunities that level the playing field. Field trips give diverse and financially-in-need students equal opportunity to experience things outside classrooms that their families may not be able to afford.”

The US Travel Association conducted a study of 400 adults and found that regardless of gender, ethnicity, or socioeconomic status, youth who take field trips have better grades (59%), higher graduation rates from high school (95%) and college (63%), and greater income (12 % higher annually). Over 89% of the study participants said that educational trips made them more engaged, intellectually curious and interested in and out of school. (Source: NEA.)

Watch out Chicago! There are 25 students ready to explore more of the world now that they have had a glimpse!

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