



SPONSOR UPDATE

NOVEMBER 2022

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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.

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.



TEACHING AS A CAREER- TECHNICAL PATHWAY

By Carol Young, Ph.D., Department Lead, BCHF Accountability and School Improvement



This article is the second in a series about the teacher shortage and whether we can save a profession I love. I credit Meaghan Tobar at Dohn Community High School with the title. Thanks, Meaghan, for making me think about teaching as a career technical education (CTE) program.

As I was talking about teaching as a career with youth at Dohn and other drop-out recovery schools, I noticed sparks of interest. Student responses contrasted sharply with those of young people who find teaching unattractive, “a thankless job.” “Dropout youth” have left school, only to later find the strength to return. These youth deeply appreciate and admire the work of their teachers. They also have insight into the complexity of teaching; they admit the job is not easy. It occurred to me that these savvy urban students could be a force for saving the teaching profession. But we need to involve and engage them *now*. A strong program of early, engaging career technical education may help interested, underrepresented youngsters become teachers. A young, savvy, and diverse workforce may also revitalize a now-stagnant profession.

Ohio has defined a career-technical pathway for teaching/education. The problem is too few schools offer this CTE option, a fact related again to an “unattractive” societal view. The career ladder for Ohio’s teaching pathway progresses from teacher aide to teacher, and then potentially to school administration. Knowing education as I do, the pathway conveys limited options. What about interesting positions like literacy specialist or coach?

Consider, in contrast, the exciting diversification in nursing and health sciences pathways. There are several rungs in the career ladder. Prospective nurses may take baby steps or leaps: STNA, LPN, RN, Nurse/specialist (cardiac, surgical), and certified nurse practitioner. We *must* diversify career ladders in education to pose exciting possibilities that may be reached by either baby steps or leaps as well. (Stay tuned - diversification will be the topic of a future article.) We need to make career pathways for teaching attractive AND achievable.

Could early middle school and high school CTE experiences excite an interest in teaching as a career? The current pathway includes early job shadowing experiences and two courses about teaching. It would be my hope that these experiences extend to allow the following:

Early, rich interactions with high quality, practicing teachers. While in high school, I joined a Future Teachers of America club even though I did not intend, at the time, to become a teacher. The experience allowed me to end my high school day at 2:00 and volunteer from 2:30 to 4:00 at the nearby elementary school. Fortunately, a wonderful teacher became my mentor; I still use techniques I learned from her. Might a career-technical pathway allow students to become intern teaching assistants in classrooms for a portion of their school day? Could boards of education fund early internships to offer youth summer or after-school jobs at schools instead of at Wendy’s?

Supported academic and professional learning. Youth from disadvantaged backgrounds may lack the literacy, sophisticated vocabulary, and soft skills to enter professional preparation programs. I have seen young people become discouraged when they enter college assigned to remedial courses. Students need to build skills and capacity through early college planning. Mychal Wynn¹ offers successful college planning programs for disadvantaged youth. Beginning in eighth grade, youth in his

programs prepare for college applications, ACTs and SATs, and the language and lifestyle of a college experience. Wynn's program surrounds youth with personal support from educators who believe in them. Most youth in Wynn's workshops avoid remedial coursework in college. A substantial number of them win scholarships. In a career technical pathway for teaching, could college planning courses count as credit toward graduation?

Currently, in South Carolina a "Grow Your Own Teacher" program called Teacher Cadets offers dual high school and college credits, AP weighted courses, and a pathway for youth to serve their own communities as a teaching assistant and teacher. ² The program is designed to attract the "best and brightest" candidates. Might a career technical education program in Ohio acknowledge that the brightest prospects for teaching may be hiding behind barriers to their success? Becoming "the best," is a process, not an inborn talent.

Early college experiences and flexible pathways. If we are to solve the teacher shortage, schools and universities must work together. Teacher education programs and teacher accrediting agencies are unaccustomed to career-technical thinking. Their focus is college-level requirements. For prospective teachers, requirements are like hurdles to jump. Candidates must complete early field experiences, internship(s), and student teaching in addition to required college courses. As a result, students often spend five or more years in college. Could students complete early field experiences in high school through college credit plus or dual credit courses? How might students fulfill requirements through steps not leaps so that they can maintain some paid employment related to education? Could entry into the profession become a clear but flexible pipeline, better meeting the needs of non-traditional prospects?

Financial support. It is not all about money, but a significant aspect of the teacher shortage is indeed about financial support and compensation. The same applies to training and entry into the profession. We must find ways to train teachers without a mountain of debt. A serious shortage requires serious action; we have faced similar challenges in the past. With male teachers entering armed services during World War I, both of my grandmothers trained as teachers through six-week "Cadet" training programs. Cadet teachers were paid to work in schools with supervision, accruing more training courses each year. In response to shortages in engineering, Congress in 1984 created the Eisenhower Mathematics and Science grant program. The program provided funds for career and college education. The grant also provided training for K-12 teachers so they could better prepare and encourage students into these fields. Might schools, colleges, and governmental leaders work together to ensure high quality teacher preparation with free or supplemented tuition?

I have made inquiries to find out more about Ohio's teaching/education career technical pathway. How could we make this pathway attractive enough to offer in more middle schools and high schools? And, working together, how may we create an effective, hurdle-free pathway to teaching, one that will bring our students the diverse, savvy, and well-trained teachers they deserve into the future?

¹ Mychal Wynn is the founder and CEO of Foundation for Ensuring Access and Equity. For more about his work, see <https://www.accessandequity.org>.

² For more information about South Carolina's Teacher Cadet program, see [Teacher Cadet Training - Teacher Cadets](#).

GALA STUDENTS
PRESENT TO COUNCIL



Global Ambassadors Language Academy (GALA) students had the opportunity to present to the Cuyahoga County Council Education Committee and took photos with Councilwoman Meredith Turner. They introduced their school to the committee and highlighted the work the school is doing.



BOARD MEMBER

s p o t l i g h t



Buckeye Community Hope Foundation (BCHF) recognizes the important work that governing board members do in supporting their school community. In recognition and support of this hard work, BCHF is highlighting one board member each month in our sponsor newsletter.

This month, we are shining a light on Rachel Hannon, President of the Achieve Career Preparatory Academy board. The mission at Achieve is: to ensure that its graduates receive the education, skills, work experience and confidence required to pursue their career goals and compete in our technical and global society.

Rachel has been a board member since November 2015. Outside of being a member, Rachel has been a youth grant manager for Harbor since August 2004. Her program, Youth Enhancement Services, assists youth aged 14-24 to achieve their educational and vocational goals. They currently serve 1,500 youths per year. In her free time, Rachel enjoys boating, fishing, and travel.

What have you learned over the years about running board meetings, and what changes have you made as a board member that help meetings run more efficiently?

Since I began running board meetings, I try to keep the members on track and stick to the agenda. I encourage questions and conversations surrounding policies and agenda items, but limit discussion that is not relevant to the board. Most of us work full time jobs and are volunteering for the board. Therefore, I want them to know I value and respect their time.

How do you solicit and retain new board members?

This is something we struggle with. We can always use more board members and I welcome suggestions on how to recruit.

What are some of the proudest moments you have had as a board member?

What makes me the proudest is hearing success stories about youth who have overcome barriers and achieved their goals.

What part of the school's mission do you most connect with?

What I relate with most is the need for students to learn the confidence to succeed. I can see the difference in youth once they start working and earning good grades. They carry themselves and speak differently once they gain confidence in themselves that they can succeed.

All of us in the Education Division of BCHF appreciate the commitment to students that Rachel Hannon has shown. We hope, in sharing these stories, others will consider serving as community school governing board members.

STUDENTS ASSIST WITH HURRICANE RELIEF

The 6th grade students at The Richland School of Academic Arts have been tracking hurricanes daily after learning about latitude and longitude.

"Students were able to watch Hurricane Ian from the start of its formation until it tragically hit Florida as a category 4 hurricane. While students were excited about this, their excitement turned to worry when they saw the hardships children just like them were facing because of the hurricane."

Students wanted to help, and began collecting items to send to a school district that was severely affected by the hurricane. They sent hygiene products, canned goods, cleaning supplies, and letters of encouragement to students of the Florida school district.



NOVEMBER COMPLIANCE UPDATE

Mid-year submission of safety drill logs

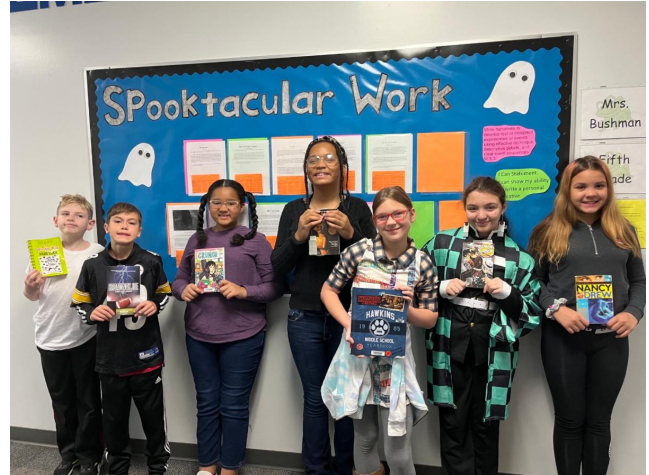
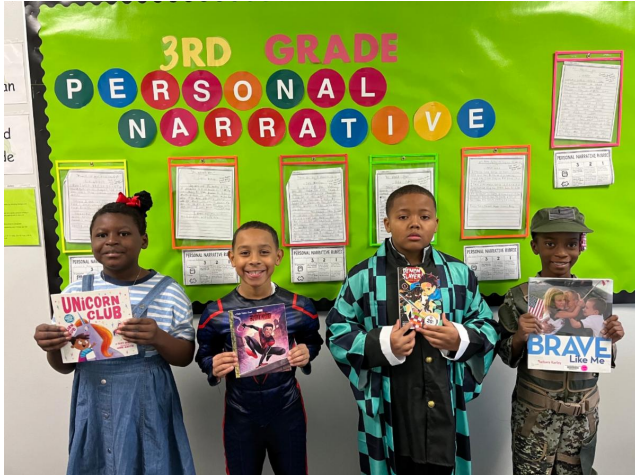
All schools are required to submit their safety drill logs to the State Fire Marshall at midyear (December/January) and year-end (May/June). The logs should be submitted via e-mail to Jennifer Smith at sfm_codeenf@com.state.oh.us the Ohio Department of Commerce, Division of State Fire Marshall Code Enforcement Bureau. Please copy your sponsor representative on the submission e-mail.

Note: Drills are required for in person staff if the school building is closed to students. Please contact your sponsor representative with any questions.

SCHOOL

spotlights

Students at **Bennett Venture Academy** celebrated character day. Students dressed up as one of their favorite book characters. Parents also get the opportunity to come in and read to the class!



Global Ambassadors Language Academy students celebrated the end of Hispanic Heritage Month with a school parade and dance performance.



Horizon Science Academy Youngstown students can "buy" time with a staff member as a part of their Horizon Store. One of those choices is being assistant to their building maintenance director, Mr. Rick. Students assisted Mr. Rick by helping him paint the last side of the storage building.

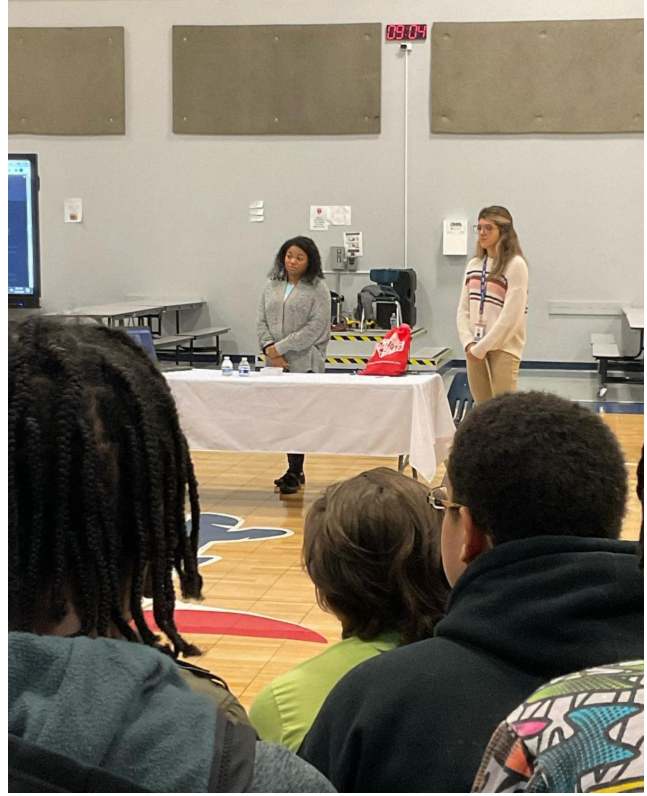


Horizon Science Academy Elementary wears orange to celebrate Unity Day and to bring awareness to bullying.



October is Bullying Prevention Awareness Month. The Luken T. Boyle Kindness Campaign values advocating and empowering youth to find their voice and facilitate positive conversations with kindness.

Miss Boyles spoke to [L. Hollingworth](#) students in hopes of encouraging them to cultivate kindness in their lives and to help those affected by bullying/cyber bullying (victims, perpetrators, and bystanders).



Riverscape Career Tech students worked with Habitat for Humanities to help build homes for the community to work towards earning their construction certificates.



Mrs. Vega, a teacher at The Richland School of Academic Arts, hosted a high tea party with an early 1900s theme - featuring the Titanic!



Students at Village Prep Woodland Hills were taught about being strong and confident by the Hulk!



Congratulations to the **Horizon Academy Columbus Middle School** soccer team! The team won their tournament on October 22 and are their regions soccer champs!



K-12 SAVINGS ACCOUNTS WELL BELOW EXPECTATIONS

Lawmakers set aside enough federal coronavirus relief funding for 250,000 students to receive \$500 each to pay for activities and services aimed at addressing pandemic-related learning loss.

Since the start of the prior fiscal year, fewer than 17,000 individuals have taken them up on the offer.

Lawmakers established the Afterschool Child Enrichment Educational Savings Account program in the state operating budget ([HB 110 Track](#)), earmarking \$50 million in federal funds for the initiative in the first year of the biennium and \$75 million in the second.

To qualify for the funds, which can be used for expenses ranging from camps to music lessons, a parent must set up OHIID accounts and submit documentation showing their family income is under 300% of the federal poverty level.

Colleen Grady, a senior program officer with the Department of Education, said 16,446 accounts had been established since the initiative launched, meaning about \$8.2 million of the \$125 million total has been allocated.

[State Board of Education](#) Track member Mike Toal, who pushed ODE officials to ensure they had tight controls in place to guard against abuse of the savings accounts, expressed surprise at the lack of public interest in the program.

"That is, quite frankly, astounding to me that people don't want to take advantage of free money," he said.

Ms. Grady said department officials are "certainly disappointed" at the lack of participation in the program. She said ODE is planning to launch a marketing campaign in an attempt to attract new users and service providers.

The agency has conducted multiple online and in-person events to promote the program, including a visit to the Ohio State Fair.

"We've also told schools, both public and private, that if they would like a virtual information session for their families to just let us know," she said.

BCHF SCHOOLS IMPLEMENT RON
CLARK HOUSE PROGRAM



The Ron Clark Academy is a model school with a vision to transform classrooms around the world by demonstrating transformative methods and techniques that are embraced and replicated everywhere. RCA is a demonstration school – a place where visiting educators engage in a vibrant professional development experience by observing best practices in action before participating in hands-on workshops. In the past 13 years, more than 80,000 superintendents, district level administrators, and teachers have participated in the RCA Experience to learn better ways to engage students, promote academic excellence, build relationships, and create a positive climate and culture.

Two BCHF schools have adopted the Ron Clark house system into their curriculum. Riverscape Career Academy and Akron Career Tech have introduced the program to their staff and students for the 2022-23 school year.

As a part of the program, students are sorted into one of four houses: Altruismo, Amistad, Isibindi, and Reveur. Riverscape Career Tech hosted a House Party, where students spun a wheel to be sorted into their houses. During the spinning process, other students participated in leadership activities while they waited their turn.

“Each house has different values. Altruismo is the house of givers, Amistad is the house of friendship, Isibindi is the house of courage, and Reveur is the house of dreamers,” said Victoria Clark, Dean of Students at Riverscape Career Tech. “So far, students have really adapted their house values and are excited about it.”

While students spin the wheel to have their houses selected, staff get to choose the house that aligns most with their personality and values.

“The houses are like school cultures,” said Jaeda Dancy, Principal of Akron Career Tech. “Our staff selects the house they most identify with and become mentors to the students that land in their houses.”

One of the largest objectives of this program is to promote a collaborative culture amongst students at the school.

“The houses create a culture of togetherness. It breaks up cliques that are so common in high school. Students get to meet other students they wouldn’t typically meet or interact with; it’s building a strong family-like culture,” said Carter.

Part of the RCA method is tying the Ron Clark Essential 55 into the school’s curriculum. The Essential

55 are Ron Clark's rules for successful classroom management while teaching students character and accountability.

"We have house meetings every Friday. We go over the Ron Clark 55, learn about character development, and have house cheer offs," said Dancy.

The house system has created a strong sense of togetherness in the schools. They've built peer support and helped students encourage others.

"It's all about the culture and involvement. It's really teaching the students how to be leaders," said Carter. "Each house is also responsible for certain holidays: decorating and planning activities for the school."

Students can also gain points for their houses. Points can be earned for an act of good service or by participating in certain events.

"Students receive points individually, but the points go to the house as a whole," said Dancy. "We're currently doing a food drive; what house will bring in the most canned food and work together to get the most points?"

Both schools have just began their house program this year, and the students have had positive responses.

"Seeing the students truly come together, that was my sparkle," said Carter.

OPERATION WARM

Program Offers Wish List to Receive Free Coats and Shoes



Operation Warm is a national nonprofit that manufactures brand-new, high-quality coats and shoes for children in need. They partner with compassionate individuals, community organizations, and corporations across North America to provide emotional warmth, confidence to socialize and succeed, and hope of a brighter future by using the gift as a catalyst for community connection.

Operation Warm will accept Wish List applications on a rolling basis beginning April 1, 2022. Coat and shoe programs will be fulfilled throughout the year based on available funding. Organizations that provide services primarily to children pre-k through 5th grade in the US and Canada are encouraged to

apply.

Should your organization be selected to receive funding, they will reach out to you directly.

Apply here: <https://www.operationwarm.org/what-we-do/wishlist-application.html>

UPCOMING EVENTS

Escape the holiday season rush and engage in some meaningful professional development. As we progress through the school year, we are able to offer sessions responsive to needs our school leaders share with us. Check out our offerings! To register for a session, click the session name below OR register through our professional development catalog [available here](#).

[BCHF ANNUAL BOARD TRAINING – November 5, 2022 – 8:45 A.M. – 12:30 P.M. – Virtual Via Zoom](#)

BCHF's Board training will meet 2022-23 training requirements and enrich your knowledge of charter school governance. Attorney Adam Schira will present during the first hour, covering Open Meetings and Public Records for board members and administrators who need to meet annual training requirements. The General Session will convene at 10:00 A.M. and will feature sessions on the new school funding system, board roles and responsibilities, legislative updates, school improvement, and your questions and answers. Board members may attend the required session (8:45 to 10 AM) or general session (10 AM to 12:30 PM), or the entire training. Join us for this special time to discuss the importance and critical work of charter school boards.

[Backwards Design 101 – November 8, 2022 – 4:00 to 5:30 P.M. – Virtual Via Zoom](#)

Have you ever wondered whether your lesson planning process is as effective as it could be? Whether you're new to the K-12 teaching game or just want to refresh and revisit your planning practices, this session will outline a step-by-step process you can use to create standards-based, rigorous lesson plans that keep students engaged by beginning with the end in mind.

[Supporting Struggling Writers: Practical Strategies – November 15, 2022 – 4:00 to 5:30 P.M. – Virtual Via Zoom](#)

Looking for some extra supports for your authors that won't add to your prep time? In this workshop, you will learn simple strategies you can use right away to help your authors who find it challenging to write paragraphs, extended responses and structured essays. This workshop will benefit teachers and specialists serving students with disabilities, English learners, and students with skill gaps for whom grade-level writing seems daunting.

[DEI Cohort Meeting 1: Role of DEI in Education, Diversity, Equality and Inclusion – November 21, 2022 – 4:00 to 5:30 P.M. – Virtual Via Zoom](#)

DEI Cohort Session 1-The Role DEI Plays in Education. Diversity, equality, and inclusion (DEI) can be used as a lens to examine institutions, processes, policies, and ideas in order to help all children grow. Through purposeful discussions surrounding mindset shifts, cultural competence, and equity-based approaches, this focus area assists educators and school leaders in providing an effective educational experience for all students.

[Culturally Responsive School Leadership Session 3 – November 29, 2022 – 10:00 to 11:30 A.M. – Virtual Via Zoom](#)

This meeting is a book study of Muhammad Khalifa's Culturally Responsive School Leadership book, distributed at our All-Schools Meeting. We will examine Chapter 3 in this session: "I Can't Help Them if They're Not Here!"

[Nurturing a Love of Language: Content Vocabulary Strategies – November 29, 2022 – 4:00 to 5:30 P.M. – Virtual Via Zoom](#)

Explicit instruction on content vocabulary will boost student achievement in any academic area. But how do we work on vocabulary without tedious practice? Based on the extensive research into

language and vocabulary development of Isabel Beck, this session will present effective instructional approaches and activities for vocabulary acquisition of Tier 3, "content," words.

LAUNCH PARTY! The Writing Challenge – November 30, 2022 – 4:00 to 5:30 P.M. – Virtual Via Zoom
WRITING CHALLENGE 2022-23 promises to be the best one yet! Join us for the Launch "party" as we announce the topics, the prompts and give teachers a lesson plan to follow to complete the challenge. This is a great way to get your students actively involved in writing in your classrooms!

Literacy Cohort 2 – December 8, 2022 – 4:00 to 5:30 P.M. – Virtual Via Zoom

This session is intended for school leaders, literacy coaches, literacy teachers, content teachers, and anyone interested in knowing more about teaching reading, writing, and providing support for students with dyslexia. The series of Literacy Cohorts will provide practical strategies for the Science of Reading and teaching writing. Literacy Cohort #2 will focus on 3 areas: The Science of Reading - The visualization of how the brain looks during reading in typical and dyslexic brain Writing - a) Boosting Reading through the Writing Process b) Improving Organizational and Study Skills Dyslexia - any updates in the law; how we are addressing the dyslexic students' needs in our schools. Dyslexia 1/4 any updates in the law; how we are addressing the dyslexic students' needs in our schools.

[View the 2021-2022 Professional Development Catalog](#)



Have a story or event at your school you would like to share? Send it to Hana, Strategic Communications Specialist: hchandoul@buckeyehope.org.

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