

featured stories

METRO HIGH SCHOOL

Metro Early Learning High School is an unprecedented partnership of Battelle, The Ohio State University, the Knowledge Works Foundation, and the Educational Council representing 16 Franklin County school districts. It meets all of the academic needs for each student while focusing on his or her understanding of science, technology, engineering, and mathematics (STEM) fields. The small and intellectually vibrant learning community is open to students in Franklin County. It serves students who want a personalized and extraordinary learning experience that prepares them for a connected world where math, science, and technology are vitally important.

Metro matures as first class finishes high school

Autumn 2009 was a milestone for Metro Early College High School. Eighty-four of its first graduating class had “gatewayed,” meaning they had completed their high school requirements and were taking courses at Ohio State and interning.

In fact, of the gatewayed seniors, almost 40 percent had earned at least a full year of college credits. Nine made the Dean’s List in their academic area for Autumn Quarter.

These accomplishments are the result of a concentrated effort on behalf of Ohio State colleges and support units, along with central Ohio organizations. They have combined their innovative ideas in order to inspire teenagers to take a deeper interest in the world around them.

For some students, that interest was prompted by three Early College Experiences (ECE). In 2009-2010, Metro and partner Westerville City Schools focused on biomedical sciences with a new program, Bodies. Ohio State and its Medical Center, OhioHealth and the statewide Ohio STEM Learning Network collaborated for Project Lead the Way. A teacher from each school taught until spring. Then students were ready for hands-on research with mentors from OSU Medical Center and OhioHealth. By the end of the year, the students earned 4 high school credits and 10 college credits from Ohio State.

Another ECE is Digital, an exploration of communications and technology. COSI joined with the WOSU Stations and the College of Engineering to set up the program with Metro, Reynoldsburg, and Linden-McKinley high schools.

Growth, hosted by the Franklin Park Conservatory, was especially popular. It involved planning and planting an urban garden at Ohio State and selling produce at a farmer’s market. Metro and the College of Food, Agricultural, and Environmental Sciences again will offer the experience in summer 2010, joined by Reynoldsburg and Linden-McKinley.

Metro serves as an incubator for teachers, too. Its instructors learn the newest and best

*Metro science class.
Photo courtesy of College of Education
and Human Ecology.*

Goal One: Forge One Ohio State University

We are the most massive intellectual platform in America gathered on one campus. We unite a stellar liberal arts tradition with professional schools second to none and health sciences on the frontiers of medical discovery. We must capitalize on that platform by defining ourselves comprehensively.

stories

featured



featured stories

techniques to share with their colleagues in home districts. Three of them went to England to begin a 3-year teacher education program with the Royal Shakespeare Company (RSC). The partnership between RSC and Ohio State, the only one of its kind in the U.S., will help teachers bring Shakespeare to life by integrating dramatic, inquiry-based units of study into STEM schools.

“It will be exciting to discover together, over 3 years, how we can become a collaborative community of readers, thinkers, and creators,” says program leader Brian Edmiston, associate professor of teaching and learning in the College of Education and Human Ecology (EHE).

It will be exciting to discover together how we can become a collaborative community of readers, thinkers, and creators.

Brian Edmiston

Sometimes a single idea can serve a village full of learners. For example, many districts cannot offer Mandarin Chinese classes because of the expense or a lack of qualified instructors. Metro and Dover City Schools figured out a cost-effective way. They and five other school districts in Ohio districts pooled their money and hired a teacher who was able to conduct six classes a day using video conferencing.

“This partnership is another example of Metro’s statewide impact,” said Marcy Raymond, Metro principal and OSU alumna. “We’re delighted to expand Ohio students’ learning opportunities through the Mandarin Chinese class.”

Funding from the U.S. and Ohio education departments provides iPods for each student. Using the portable digital media players, they can hook onto a computer to practice and share their language lessons outside scheduled class periods.

Partnerships also involve education professionals such as graduate students in EHE’s school counselor program. The Ohio State interns provide classroom sessions and group counseling, engage adults who are significant in the children’s lives, and gather individual data in order to give teachers insights.

Not all is studies for Metro students. Many are busy with community projects such as Toys for Tots, collecting coats for Charity Newsies, training for the 2010 Leukemia and Lymphoma Society triathlon, and several others.

Other students continue to be involved in extra-curricular activities in their home districts, such as drama productions, cross-country meets, scouting, and cyber games to test their STEM skills. In the summer, Metro students participate in enrichment programs, from a forensics anthropology camp on Ohio State’s Columbus campus, to trips to Virginia, Florida, and Kentucky, to study abroad opportunities in China and Costa Rica.

Metro students get acquainted. Photo courtesy of College of Education and Human Ecology.



stories

featured

Featured stories

THE OHIO PROJECT:

Oral Health Improvement through Outreach

The mission of the Ohio State University College of Dentistry is, in part, to “improve the overall health of the citizens of Ohio and beyond in an enriching and professional educational environment.” The College is certainly on target with the OHIO Project. The two primary goals of the OHIO Project are:

- To provide dental care to the underserved while training excellent, socially aware dental practitioners.
- To increase the college’s recruitment and retention of underrepresented minorities as students and faculty.

The College of Dentistry was the recipient of a 5-year, \$1.5 million grant from the Robert Wood Johnson Foundation to become a “Pipeline Profession and Practice” program. The end result, The OHIO Project, “Oral Health Improvement through Outreach” (OHIO), is co-directed by Drs. Canise Bean and Hilary Soller. Students work in community-based sites such as clinics, hospitals, and private practices, all under the supervision of dentists who are adjunct clinical faculty of the college. Over time, the program has grown to more than 20 sites across the state of Ohio, including locations in Toledo, Cleveland, and Cincinnati. By placing dental students in the community, the College of Dentistry is able to give them a sense of the oral health needs of Ohioans, build stronger relationships with colleagues, enhance the future dental workforce, and provide a model for dental education.

Ohio State’s mission is to educate and to serve—and that service includes the kind of work that’s being done by this mobile dental clinic, which is improving people’s lives.

Ohio State’s President E. Gordon Gee

The OHIO Project has proven itself to be a “compelling educational experience,” as President Gee describes in his goal for Ohio State to “Put Students

First.” One Ohio State dental student states that “One of the two most important things that I will take with me from participating in OHIO Project is confidence in my decision-making ability as a dentist. This experience has taught me that I know a lot more than I originally gave myself credit for. In addition, I am grateful that I was exposed to a whole different socioeconomic class than I knew existed, but probably would never have come into contact with. I realized that there are a lot of people out there who need health care, but can’t afford it, and it is my duty as a health care provider to volunteer my time, and give care to those who need it but can’t afford it.” Another student comments, “I plan to work at least one day a week in a clinic for the underserved. I hope that individuals I serve in the future will have an enhanced self-esteem and confidence to be more proactive in their education and pursuit of careers and other goals. Thanks for having the OHIO Project program set up. I feel like I made a correct choice in coming to Ohio State.”

Goal Two: Put Students First

Being student centered is a fundamental priority for Ohio State. We must provide our students—undergraduate, graduate, and professional students alike—with unique and compelling educational experiences.

stories

featured

In 2008 alone, OSU students provided more than 6,500 dental procedures to underserved children in Columbus under direct supervision of faculty and residents of Nationwide Children’s Hospital — this number equates to an estimated \$225,000 back to families in Franklin County.



Photos courtesy of the College of Dentistry

featured stories

Dental H.O.M.E. Coach: Health Outreach Mobile Experience

One of the ways that the College of Dentistry fulfills its mission to its students and to the citizens of Ohio is through the Dental H.O.M.E. (Health Outreach Mobile Experience) Coach. Access to dental care is the number one unmet health care need for Ohio's children, and the Dental H.O.M.E. Coach, or mobile dental clinic, works to bridge this gap by providing dental care and education for underserved children in Columbus and surrounding communities in the parking lots of their schools.

Thanks in part to the DENTPATH program, the number of underrepresented minorities at Ohio State's dental school has steadily increased. Ten of the 106 dental school students in the class of 2013 are underrepresented minority students.

The H.O.M.E. Coach changes lives for both the children that are served and for the dental students who work with faculty to provide oral health care in a state of the art environment. Children who would ordinarily not have access to care due to their family's inability to pay or lack of dental insurance are treated during school time, restoring their ability to eat, sleep, and concentrate in school. Dental students learn to care for underserved patients and to render culturally competent care to diverse populations.

Originally funded by a donation from the Osteopathic Heritage Foundations, the Dental H.O.M.E. Coach is a component of the College of Dentistry's OHIO Project, which places fourth-year dental students in community clinics, hospitals, and private practices that provide care to underserved populations. Through a recent donation from the Delta Dental Foundation, the Dental H.O.M.E. Coach will continue to fulfill its mission of delivering comprehensive dental care to school children.

DentPath model: making students more successful in dental school

Another way Ohio State's College of Dentistry puts students first is by offering the DENTPATH Program, a three-quarter academic enrichment program aimed at making students more competitive for and successful in dental school. Increasing the number of students from economically or educationally disadvantaged backgrounds who graduate from dental school is a major goal of this program.

Dr. Bean explains, "The DentPath model is more than just academic exposure. Many students come from small colleges, and Ohio State can be a challenge. The program helps students get acclimated to Ohio State facilities. DentPath participants have the opportunity to meet minority students who are in dental school, as well as to meet local minority dentists."

One student states, "Overall, my decision to participate in the DENTPATH program was the best choice I could have made to guarantee my future success as a dental student. This program has given me the practical experience to know that success is not impossible, and the confidence to go into my first year as a dental student without any doubts about my ability to succeed."

President E. Gordon Gee visits the Dental H.O.M.E. Coach



stories

featured

featured stories

C HAMPION OF COMMUNITY COLLABORATION

For the College of Social Work's Dawn Anderson-Butcher, Ohio State was the right fit. While completing her doctorate in the College of Health and master's of social work at the University of Utah, Anderson-Butcher was already actively engaged in community collaborative work and looking for an environment in which to continue it. Throughout her career at Ohio State, she has further developed her expertise in building university-community partnerships and integrating community engagement into her teaching and research.

Her accomplishments have been supported through a variety of Ohio State structures, including the College of Social Work administration, faculty, staff, students, as well as key external consultants. Anderson-Butcher got involved in the P-12's Project's Neighborhood Schools initiative, which focused on expanding outreach to children and youth in the University District neighborhood. (<http://p12.osu.edu/neighborhood.php>). Serving in Chair and Co-Chair roles of the Community and Youth Development subcommittee,

she built a partnership among faculty members, students, local youth development leaders, district and school administrators, city government, and local leaders from local foundations. Together this led to a series of OSU CARES/OSU Extension grants focused on out-of-school time and parent/family engagement in schools. Beyond outcomes such as the creation of Guidelines for Adolescent Out-of-School Time Programs and a University District Resource Guide, these efforts laid the groundwork for future developments:

- The Boys and Girls Club of Columbus co-located a year-round after-school program at Medary Elementary School in Columbus City Schools (CCS).
- The Godman Guild received start-up funding from United Way to place a program at Weinland Park Elementary School in CCS.
- A Time Dollar store was instituted at Indianola Middle School to support parent involvement. This still serves as a model for other schools to replicate in Ohio and nationally.
- CCS prioritized three neighborhood schools within their application for an Ohio Department of Education 21st Century Community Learning Center grant.

State and national collaboration

The connections Anderson-Butcher built locally have given her credibility and recognition at the state and national level. This has led to funding from the Ohio Department of Education to develop the Ohio Community Collaboration Model for School Improvement (OCCMSI). Piloted in 12 Ohio school districts, this model addresses barriers to learning through school-family-community partnerships. She also now serves as chair of the national Mental Health Education-Integration Consortium, a group of researchers, policymakers, and graduate students concerned with workforce preparation issues related to school mental

Dawn Anderson-Butcher

Goal Three: Focus on Faculty Success

We must do everything we can to retain, attract, and reward world-class teachers and researchers in all academic areas of the university. Likewise, we have great expectations that our faculty will contribute in remarkable ways in the success of their students, the community, the state, and beyond

The 21st Century Community Learning Center grant brought in approximately \$250,000 per year for 5 years to the university neighborhood schools.

stories

featured



Featured stories

health priorities. Other state and local work includes providing training and technical assistance for grantees receiving 21st Century Community Learning Center funding in Ohio, developing the Ohio Quality Assessment Rubric for after-school programs, mapping resources and fiscal challenges for the Ohio Afterschool Network, and conducting evaluations for the Columbus Mayor's Capital Kids program and the United Way of Central Ohio.

Nine years into her professional career, Anderson-Butcher has written 33 journal articles, 9 book chapters, 10 monographs, and 38 technical reports. She has 109 scholarly presentations and posters on her curriculum vitae. Anderson-Butcher also has been awarded \$6,398,990 in grants and \$641,776 in grants collaborated on with others.

Today her projects are organized within the College of Social Work's Community and Youth Collaborative Institute (CAYCI; www.csw.osu.edu/cayci). The institute enables the university to expand its focus on youth development in various settings such as after-school programs and sports by adding community and partnership priorities.

Anderson-Butcher leads other types of youth development translational research. One initiative is with the Ohio Mental Health Network for School Success (OMHNSS), a statewide group composed of faculty researchers, practitioners, state department leaders, and parents. She currently has funding from the Pearson Foundation and Nokia to evaluate and build capacities within their internationally known Mobile Learning Institute.

She also has been instrumental in the design and development of Ohio State's Learning in Fitness and Education (LiFE) Sports Initiative. LiFE Sports is a prime example of the intertwining of teaching, service, and scholarship. LiFE Sports Initiative is led by individuals in Ohio State's Department of Athletics, College of Social Work, Department of Recreational Sports, and the Boys & Girls Clubs of Columbus, Inc.

Impact on teaching and scholarship

Collaborations with schools and community agencies have a reciprocal relationship with Anderson-Butcher's teaching. In the school social work licensure program, which she oversees, the curriculum was revised to reflect a broader role for social workers. Instead of focusing solely on clinical mental health aspects, school social workers also need facilitating, bridging, linking, and partnership building skills for working with schools, families, and communities.

Informing policy is one component of Anderson-Butcher's scholarship. Her past and current pilot work has involved supporting the development of key policies in Ohio such as the ODE's School Climate Guidelines and Comprehensive System of Learning Supports Guidelines, as well as the governor's new educational reform plan.

The systems building, linking, and connecting that characterize Anderson-Butcher's work are integrally a part of social work, but the underlying values—a focus on social justice, marginalized populations, access to opportunities and resources—are basic to the land-grant mission of Ohio State.

LiFE Sports counselors



stories

featured

Featured stories

FAMILY EMPOWERMENT

Truly extraordinary work takes place at Ohio State each and every day. Faculty are constantly making new discoveries and expanding the boundaries of knowledge. One such faculty member gaining broad recognition for his work has opened new doors of understanding and insight into why healthy family dynamics are critical to a satisfying and productive life. Dr. Stephen M. Gavazzi, professor of human development and family science, has spent the last 25 years of his career studying how families matter in the lives of teenagers. His research identifies the impact of family dynamics on adolescent development, psychopathology, and problem behavior. Gavazzi also has been involved in the development and evaluation of a number of family-based programming efforts, including a multifamily psychoeducation group for children with mood disorders supported through a grant from the National Institutes for Mental Health.

His recent book, *Strong Families, Successful Students: Helping Teenagers Reach their Full Academic Potential*, offers hope to parents who wonder whether or not what they are doing is “good enough” when it comes to helping their teenage sons and daughters experience success in school. Gavazzi takes a radically different approach to this subject, insisting that family members are their own best experts when it comes to raising their teenage sons and daughters. This perspective, based on Gavazzi’s research evidence and the results of his work with families in prevention and intervention programs, holds that the best outcomes usually happen when family members understand that they know more about their family than anyone else. Even further, the more that family members pay attention to their strengths, the better equipped they are to deal with life challenges. In short, the book is meant to empower families. Gavazzi zeroes in on the source of academic success—family relationships— which include the following facts:

1. Strong families have a shared positive identity about themselves.
2. Strong families understand their members’ talents and abilities.
3. Strong families are patient and kind.
4. Strong families are able to find and use resources.
5. Strong families can work together.

It’s family strengths, not problems that lead to solutions. If you identify and build on the strengths, many times the problems find resolutions along the way.

Nonacademic barriers to learning

Professor Gavazzi’s research in schools throughout Ohio emphasizes “nonacademic barriers to learning,” which includes the impact that families, peers, and other social and emotional factors have on educational outcomes. His work has garnered the attention of Ohio legislators as well as statewide educators, administrators, and fellow researchers.

One highly significant finding from his research concludes that nonacademic barriers to learning are the most important predictors of credit accumulation for high school-aged youth, and especially for those students who are at risk of dropping out of school. According to Gavazzi, this is a substantial finding because credit accumulation is a powerful predictor of whether or not a student passes the Ohio Graduation Tests (OGTs). In addition, for middle school children, nonacademic barriers to learning are strong predictors of many educational factors such as disruptive behavior in the classroom, absenteeism and other threats to academic progress, and learning difficulties. Again, Gavazzi believes this is another finding of great consequence because these educational factors, in combination with the nonacademic

Goal Four: Recast Our Research Agenda

Our mission to create new knowledge is considered by many to be a sacred social compact. Ohio State must not fail to keep that compact. Accordingly, we must stimulate new discoveries on the frontier of research and innovation in all its forms and all across the institution.

stories

featured

featured stories

barriers, are dominant predictors of Ohio Achievement Test (OAT) scores. The challenge, says Gavazzi, is to provide schools with proven methods for engaging families where they are, instead of expecting families to conform to a predetermined way of having contact with schools. When these engagement efforts are strength based in orientation, they will reach a much greater number of families and with more successful results. Giving families a central role in the educational process can become a key method for schools to increase the academic potential of their students.

Collaborative research

As lead director of Ohio State's Center for Family Research (CFR), Gavazzi has been conducting family-related programs and research from their program's offices at COSI since 2005. The center's COSI home (familyresearch.osu.edu) is just one example of how the university is expanding its partnerships and outreach efforts within the community. According to Gavazzi, the center began with the idea of promoting a strong research-grant funded entity that was connected to real people, children, youth, programs, communities, and ultimately families. CFR enables faculty from across Ohio State to collaborate in family-oriented research not only for the academic community, but for families and the agencies that serve them.

One such collaboration between COSI and CFR is The Successful Students Strong Families Program. The program strengthens relationships between parents, students, schools, and communities with the goal of improving school attendance, participation, and family involvement in education. Originally designed for families at risk of court involvement for truancy and educational neglect, the program provides family-focused activities that strengthen relationships within the family while building a sense of belonging and responsibility to a larger community. Together parents and students define and identify success in the context of their family.

Building on its successful work with the Closing the Achievement Gap initiative in 12 high schools in the Cleveland Metropolitan School District, the CFR has expanded its assessment of nonacademic barriers to success with students from elementary and middle schools in Columbus City Schools. In turn, these efforts have led to a budding new collaboration with Battelle scientists to create maps of student risks and needs across the geographic boundaries of a given district.

Another project CFR has recently completed is the evaluation of the FAST\$ (Family and System Teams) initiative. FAST\$ is an Ohio Family and Children

First initiative funded by the Ohio departments of Mental Health, Job and Family Services, Youth Services, and Alcohol and Drug Addiction Services. The agencies provide services to families experiencing problems without forcing parents to give up custody of their children. Due in large part to Gavazzi's work with court systems, the center also has strong ties with various federal departments including the U.S. Department of Justice and its Comprehensive Antiging Initiative as well as regional organizations such as Franklin County's Justice Programs Unit and Juvenile Court System. His Growing Up FAST Program, a family-based diversion initiative for use with juvenile offenders and their families, has been funded over the years through both the Ohio Office of Criminal Justice Services and the State of Ohio Department of Youth Services.

Other topics of the center's focus based on Gavazzi's expertise include suicide prevention, family strengths, illegal behaviors, chemical dependency, and mental health issues. The latter is of special interest to Gavazzi, as his latest work looks to determine the linkage between untreated mental issues and delinquency.

stories

featured



Steve Gavazzi

Featured stories



REAL MONEY. REAL WORLD.

In “The Game of Life,” a board game by Milton Bradley, luck plays a bigger role than decision making in a player’s financial success. In the real world, sound financial decision making is a critical life skill. However, as a 2008 national survey revealed, few young adults have a good grasp of financial

basics such as credit, savings, insurance, and saving for retirement.¹ And the recent foreclosure and bankruptcy crisis and consumer debt levels reinforce the need for financial literacy.

In December 2006, the Ohio legislature passed a law requiring financial literacy instruction as a graduation requirement starting with the class entering ninth grade in fall 2010. So how can teachers prepare students for the game of life? To engage young audiences fed on reality shows, show them reality. That is the idea behind Real Money, Real World (RMRW). RMRW is an active, hands-on experience that gives young people the opportunity to make lifestyle and budget decisions similar to those they will make as adults. Elaborating on other money management programs being offered, OSU Extension launched an Ohio-specific, comprehensive curriculum through a partnership of OSU Extension county offices, schools, and the community in 2005.

How does it work?

Teachers provide lessons about “paycheck economics.” Then participants select or are assigned occupations. They receive a monthly salary for that occupation and a savings and checking account register; they also find out their marital status and number of children. After subtracting savings, taxes, and health insurance amounts, the “net” salary figure is deposited into the checking account and recorded in the check register. Community volunteers set up and staff booths representing real-life businesses. Students proceed through the simulation, spending their “salaries” on items found in a typical monthly budget and recording them in the check register. Whether they have adequate funds or run out of money, they continue through the simulation and finish with either a positive or negative balance. Afterwards they reflect on what they learned.

How effective is it?

A statewide evaluation in 2007² involving more than 3,500 students in 19 counties showed that

- The program made a dramatic difference in raising students’ awareness of the costs of maintaining a household and the interrelationships of education, job, and money.
- The program gave them a better understanding of what is involved in earning, spending, and managing money.
- Nearly two-thirds of students indicated intent to change spending, saving, and money management habits; education choices; and future planning.

A 2009 follow-up study³ looked at whether students had made any changes in behavior 3 months after participating in RMRW. This study of 332 students in 6th through 12th grades in 5 counties found significant changes in financial behavior:

Goal Five: Commit to Our Communities.

We must revitalize our covenants with our communities and, understanding our responsibilities to Ohio’s taxpayers who want their assets to be used wisely, we must make a difference in the state and in the world.

stories

featured

featured stories

- More than 80% of participants changed how they now repay money owed on time, set aside money for the future, and compare prices.
- More than three-fourths think more carefully about spending money.
- Only 2% made no changes in spending and only 4% made no changes in saving.
- Students are also discussing career interests with their families, looking into postsecondary options, and researching careers with an eye to the correlation between education and income.

Why is RMRW effective?

RMRW not only simulates real life experiences, it also includes reflection. The combination of simulation and reflection has been shown to be a more effective form of learning, and reflection helps students transfer learning to real life. Teachers say it reinforces classroom math with real life applications. As a Jackson County educator put it, 'When students hear from someone outside of school, it seems to give that information more credibility.'² Thus the community's participation is crucial, not only helping students make the link to reality, but giving community members a first-hand look of how their schools are preparing students for life.

RMRW supports social studies and family and consumer sciences state content standards as well as the national standards of National Council on Economic Education, National Business Education Association, National Council for Social Studies, National Council of Teachers of English, and National Council of Teachers of Mathematics. It provides a foundation for the use of other curricula such as the National Endowment for Financial Education's High School Financial Planning Program and KnowHow2Go.

stories

featured

What do participants think?

"I definitely want to go to college, get a better job and make more money so I can afford stuff." ~ Lake County student⁴

"I never realized how much child care costs." ~ Jefferson County student⁵

"In 15 years of teaching, I can say without a doubt that it is one of the best tools I've ever had in the classroom."

~ Beth Melegari, Wayne County seventh-grade teacher¹

"The simulation is eye opening. These kids want \$300 tennis shoes and jeans, but afterward, they say 'This is going to change.'" ~ Nancy Clendenen, Gifted and Talented Specialist, Columbus City Schools¹

"The real world simulation was a lot of fun and taught me more than a book ever would." ~ 2007 evaluation participant²

Real Money, Real World is now an OSU Extension Signature Program, a successful, replicable program with documented impacts. Endorsed on the Ohio Treasurer of State's consumer finance website (www.yourmon-eynowonline.org), RMRW can be a key partner for Ohio high schools in meeting the state mandate for personal financial education programs for students entering high school in 2010.

Support for this project provided by the Erie & Orlyss Sauder Fund of the Ohio 4-H Foundation.

¹Filipic, Martha. (2009, Spring). "Students get an eye-opener with 'Real Money, Real World.'" *Continuum, news from CFAES*, 1(2), p. 2. http://cfaes.osu.edu/alumni-and-donors/pdf/continuum-vol.1/continuum_sp09.pdf

²Sotak, Lisa; Ferrari, Theresa M.; Hudson, Nancy W.; Cochran, Graham; & Bridgeman, Beth I.. (2008). Outcomes of Participation in Real Money, Real World. 2007 Statewide Evaluation. Final Report. Columbus, OH: Ohio State University Extension. <http://www.ohio4h.org/workforceprep/documents/RMRWfinalreport.pdf>

³Bateson, Lisa Sotak. (2009). Real Money, Real World. Results of the 2009 Follow-up Study. Columbus, OH: Ohio State University Extension. http://realmoneyrealworld.osu.edu/documents/RMRW_FollowUpStudy_execsum.pdf

⁴Carrabine, Nick. (2008, November 18). "Real world, real scary." *The News Herald (Willoughby, Ohio)*. <http://www.news-herald.com/articles/2008/11/19/news/nh131829.txt>

⁵Looman, Jess. (2009, November 9). "A taste of the real world." *Herald-Star (Steubenville, Ohio)*. <http://www.hsconnect.com/page/content.detail/id/528350.html?nav=5073>

More information is available on the RMRW website: <http://realmoneyrealworld.osu.edu/>