



Strengthening the Ohio State University's  
commitment to P-12 education

THE OHIO STATE UNIVERSITY  
P-12 PROJECT  
FOUR-YEAR RETROSPECTIVE  
2000-2004

**Nancy Nestor-Baker, Director**  
185 Arps Hall  
1945 N. High Street  
Columbus, OH 43210  
Phone: (614) 247-6398  
Email: [nestor-baker.149@osu.edu](mailto:nestor-baker.149@osu.edu)  
Website: <http://p12.osu.edu>

## TABLE OF CONTENTS

<b>THE OHIO STATE UNIVERSITY P-12 PROJECT FOUR-YEAR RETROSPECTIVE: 2000-2004 .....</b>	<b>3</b>
<i>P-12 Project Organization.....</i>	<i>3</i>
<i>The P-12 Project Mission and Goals .....</i>	<i>4</i>
<i>The Four Year Retrospective.....</i>	<i>5</i>
<i>Graphic Representation of P-12 Project Work .....</i>	<i>7</i>
<b>SUMMARY OF ACTIVITIES: 2000-2004 .....</b>	<b>8</b>
<i>Goals Summary .....</i>	<i>9</i>
<b>DESCRIPTIONS OF PROJECTS .....</b>	<b>24</b>
<i>Implement .....</i>	<i>25</i>
<i>Incubate.....</i>	<i>31</i>
<i>Initiate.....</i>	<i>33</i>
<i>Other .....</i>	<i>42</i>
<b>LESSONS LEARNED AND CONSIDERATIONS FOR THE FUTURE .....</b>	<b>43</b>
<i>Lessons Learned During Our First Four Years .....</i>	<i>44</i>
<i>Considerations For the Future.....</i>	<i>45</i>
<b>APPENDIX A: REVENUE SUMMARY .....</b>	<b>49</b>
<b>APPENDIX B: RELATED PUBLICATIONS AND PRESENTATIONS.....</b>	<b>51</b>
<b>APPENDIX C: FUNDING DETAILS FOR NEIGHBORHOOD SCHOOLS AFTER-SCHOOL AND YOUTH PROGRAMS SUBCOMMITTEE.....</b>	<b>52</b>
<b>APPENDIX D: GLOSSARY OF TERMS .....</b>	<b>53</b>
<b>APPENDIX E: NEIGHBORHOOD SCHOOLS INITIATIVE SUBCOMMITTEE CHAIRS, 2000-2004.....</b>	<b>54</b>

## THE OHIO STATE UNIVERSITY P-12 PROJECT FOUR-YEAR RETROSPECTIVE: 2000-2004

A land grant university bears a remarkable mandate for extending and expanding education. Because its efforts help build a firm foundation for the future, the land grant university may have no more important expression of its civic responsibility than to assist in the improvement of America's schools, particularly those educating underserved children and youths.\* Improving access has been a key tenet of the land grant tradition, but until the quality of schools improves and the seamlessness of partnerships between schools and universities evolves, access to participation in the social and economic mainstream is severely hampered.

The Ohio State University Academic Plan of 2000 and the Academic Plan Update of 2003 explicitly address a need for Ohio State to help build Ohio's future. As part of this key strategy, the Academic Plan and Update raise the expectations that Ohio State will make a significant, campus-wide contribution to the improvement of Ohio's schools and to the advancement of cross-institutional partnerships between the university and the public schools.

The Academic Plan states that Ohio State will "significantly strengthen the scope and effectiveness of our commitment to P-12 public education, with a special focus on the education of underserved children and youth. In so doing, work with the State of Ohio and selected local school districts. This initiative will be a University-wide partnership with the College of Education in the lead college role."\*\*

In direct response to this focus, and as evidence of the University's intent to develop and sustain a significant university-wide P-12 initiative, the P-12 Project was created, and received its first funding in the 2000-2001 academic year.

### **P-12 Project Organization**

The P-12 Project reports to the Office of Academic Affairs. As such, it is a central campus organization, supporting all academic colleges and departments, and is not a program of a single college. This is an important distinction, pivotal to the accomplishment of the Project's work. If the P-12 Project were housed within a college, structural issues and differences in the cultures of various academic disciplines could create difficulties in developing collaborative initiatives across colleges and departments. Being able to work across disciplines allows us to encourage the involvement of the most appropriate and most effective people for a given project without undue regard to politics, academic silos, or departmental "fiefdoms."

\*Portions of the introduction paragraphs are taken from earlier reports created by P-12 Project director emeritus Daryl Siedentop. The P-12 Project staff thanks Dr. Siedentop for his stewardship of the P-12 Project and acknowledges a debt of gratitude for his efforts.

\*\*The Ohio State University Academic Plan, <http://www.osu.edu/academicplan/exec.php>

Even though the P-12 Project is a function of the Office of Academic Affairs, its ties to the College of Education are particularly important. The P-12 Project staff works diligently to maintain clear, open communication with administration and faculty within the College. In no way is the Project designed to infringe upon or remove initiatives of the College. Instead, the P-12 Project seeks to assist the College in its efforts to develop satisfying and productive partnerships across colleges and across schools and other institutions. As evidence of the importance of the ties between the P-12 Project and the College of Education, the College provides space for the P-12 Project and contributes a portion of the director's salary. P-12 Project funds are housed in the College's Business Office and the College provides development assistance as needed.

Until August, 2003, the P-12 Project director position was a 10-month, half-time position, ably filled by Daryl Siedentop. Dr. Siedentop's understandings of educational needs and university and school organization were pivotal in the initial development and implementation of the P-12 Project. Upon his retirement, the P-12 Project's second director was appointed and the director position moved to 12-month, full time status, commensurate with the evolution of the P-12 Project and the growing internal and external reliance on the office.

At the writing of this report, the P-12 Project office staff is comprised of one full time director, one part time assistant director, and three Graduate Assistants. Additional Graduate Assistants and leadership stipends are provided to faculty in the Colleges of Social Work, Human Ecology, and Education to assist in carrying out the mission and goals of the Project.

### **The P-12 Project Mission and Goals**

The mission of the P-12 Project is to assist in the improvement of Ohio's schools, particularly in districts that serve children and youths from lower socio-economic families. To accomplish this, the P-12 Project has the following broad goals:

- To develop, implement, and nurture a coherent strategic P-12 outreach plan.
- To provide an organizing structure to relate OSU/P-12 activities into a consistent campus-wide outreach program.
- To provide a single, initial point of contact for those interested in P-12 activities.
- To initiate and support projects most closely aligned with school improvement and increased student performance.
- To engage the entire university in the improvement of the initial preparation and continuing professional development of educators.
- To assist the Ohio Legislature, the Governor's Office, the Ohio Board of Regents (OBR), and the Ohio Department of Education (ODE) in developing policy and programs to improve the performance of Ohio's schools.

The bedrock of accomplishing these goals is to act as the university's doorway to activities related to P-12 education. In order to be an effective information source for the university and non-university communities, P-12 Project staff must continually build relationships, gain exposure through a broad range of avenues, communicate effectively with a wide constituency, and be 'on call' to assist as needed. We act as the university's "single point of contact" for all P-12 related issues, not *overseeing* units who work with and for P-12 education, but navigating knowledgeably among myriad efforts to make links where appropriate, and networking across campus and in the local, regional, and state communities to combine efforts when possible.

On top of this bedrock, the P-12 Project staff works toward our goals by engaging in what we categorize as "the three 'I's'": "Initiate", "Incubate", and "Implement". We "Initiate" a variety of programs, frequently by bringing together appropriate stakeholders from both on and off campus, often by seeding good ideas that need start-up support, and occasionally intervening on behalf of a school in an emergency. We "Incubate" new and existing programs, nurturing them for short periods of time to be housed long-term in an appropriate campus unit. And we "Implement" some programs which remain under the responsibility of the P-12 Project office.

### **The Four -Year Retrospective**

This document attempts to categorize and consider the effectiveness of P-12 Project activities during the Project's first four years. The report is organized by efforts, impacts, and implementation, and describes various ways that the mission of the P-12 Project and the goals of the University's Academic Plan are met. Sometimes the activities described are easy to measure: we brought in "X" dollars or we supported "Y" projects or we seeded "This and That" program. Other activities defy quantification. How do you measure the value of a conversation, a relationship, or trust in an office within the university? How do you value "name recognition"? How do you judge the value of an office being a central university office rather than one housed in an individual college? Though they do not lend themselves to quantification, these seemingly ephemeral activities are important to the P-12 Project's efforts and are included in this document, when appropriate.

Because of the nature of the P-12 Project, we believe that qualitative information regarding what we do is as important as quantitative information. Therefore, we report both. We also list successes as well as failures because it is important to recognize and identify those components that make up a successful endeavor. Examining unsuccessful initiatives helps pinpoint what was missing that might have made the initiative more successful.

Much of the information is provided in table form, allowing for easy access. However, the content provided in the table is significantly illuminated by the information found in the report's project descriptions.

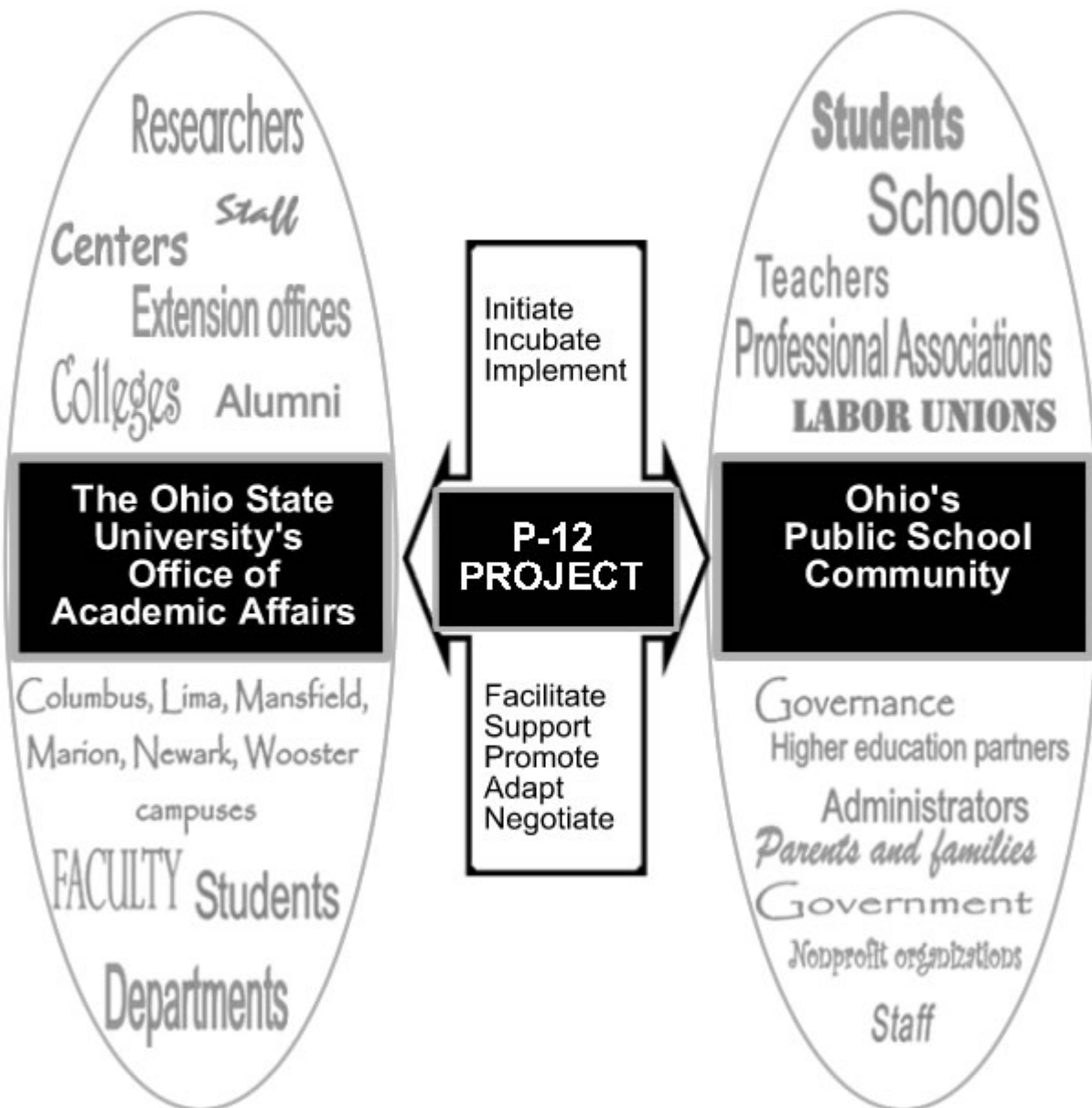
The P-12 Project's efforts are ongoing and overlapping. Thus, an editorial decision had to be made as regards the end point of this report's compilations; efforts are included through August, 2004. Some efforts in the early stages of development are not included herein. However, we anticipate their inclusion in the updates of future years.

One of the difficulties in creating this report was the knowledge that not all efforts could be included. The quick meeting, the deft channeling of others' ideas - these small but mighty bit pieces of the P-12 Project were not included unless their impact was felt to be noteworthy.

**It is important to note that this compilation of P-12 Project efforts should not be construed as an attempt by the Project to "take credit" for any of the listed items. The credit belongs to the person or people who carried out the effort; the P-12 Project acted as assistor, facilitator, convener, and resourcer in hopes that, by so doing, benefits would accrue to university, faculty, schools, and agencies.**

### Graphic Representation of P-12 Project Work

*“The P-12 Project works between and among institutions to further education for Ohio’s children and youth.”*





**SUMMARY OF ACTIVITIES  
2000-2004**



## SUMMARY OF ACTIVITIES: 2000-2004

### Goals Summary

- GOAL 1: To develop, implement, and nurture a coherent strategic P-12 outreach plan.
- GOAL 2: To provide an organizing structure to relate OSU/P-12 activities into a consistent campus-wide outreach program.
- GOAL 3: To provide a single, initial point of contact for those interested in P-12 activities.
- GOAL 4: To initiate and support projects most closely aligned with school improvement and increased student performance.
- GOAL 5: To engage the entire university in the improvement of the initial preparation and continuing professional development of educators.
- GOAL 6: To assist the Ohio Legislature, the Governor's Office, the Ohio Board of Regents, and the Ohio Department of Education in developing policy and programs to improve the performance of Ohio's Schools.

No discussion of the P-12 Project's activities would be complete without an understanding and application of the P-12 Project's goals. Therefore, we present our activities and goals that are addressed by each activity in the following tables. Activities are delineated by effort, impact, and implementation, carry identification of goal focus, quantify any cost investment made toward the activity, list revenues and impacts, and categorize each according to the three 'I's' of Initiate, Incubate, or Implement. A few important initiatives defy categorization and are listed in an "Other" category after the three "I's".

**IMPLEMENTATION EFFORTS**

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Community Connection</b> <ul style="list-style-type: none"> <li>• 1, 2, 4, 5</li> <li>• \$6,000 (\$677)</li> <li>• \$7,500 OSU CARES</li> </ul>	117 community organizations registered, 51 student organizations logged hours, 250 students reported 4,000 hours. Increased collaboration with Regional Campuses and the HEP.	<b>Ongoing</b>
<b>Higher Education Partnership (HEP)</b> <ul style="list-style-type: none"> <li>• 1,2,3,4,5,6</li> <li>• \$450</li> <li>• 0 (grants in prep)</li> </ul>	New partnership with higher education institutions has potential impacts for all other projects and programs: intra-institution grant writing committee; coordinated HEP development strategy; internal and external networking; awareness building.	<b>Ongoing</b>
<b>Membership - Center for Family Research</b> <ul style="list-style-type: none"> <li>• 2, 3</li> <li>• 0</li> <li>• 0</li> </ul>	Internal and external networking, partnership building, broadened approach to P-12 education.	<b>Ongoing</b>

IMPLEMENTATION EFFORTS

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Neighborhood Schools Initiative</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5</li> <li>• \$600,000 (\$200,000)</li> <li>• \$25,000 OSU CARES</li> </ul>	Long-term commitment established with CPS and local community agencies. New programs funded because of collaboration. Embedded university/school/agency partnerships. Total of 14 schools involved in neighborhood schools work. Over four years, approximately 40 quarters worth of courses have placed OSU students directly in schools, representing a minimum of 1,000 students who have spent time in neighborhood schools. This includes those referenced below in Neighborhood Schools - Service Learning Subcommittee.	<b>Ongoing</b>
<b>Neighborhood Schools - Academic Assistance Subcommittee</b> <ul style="list-style-type: none"> <li>• 4, 5</li> <li>• \$180,000 (\$60,000)</li> <li>• 0</li> </ul>	Completed a demographics project of the neighborhood, including information about its residents, schools, social climate and other critical factors impacting OSU's work in the neighborhood.	<b>Sub-committee disbanded in Autumn '03.</b>
<b>Neighborhood Schools - Human Services Subcommittee</b> <ul style="list-style-type: none"> <li>• 1, 2, 4</li> <li>• \$120,00 (\$30,000)</li> <li>• 0</li> </ul>	Relationship building across campus, especially with Health Sciences faculty and school health personnel.	<b>Ongoing</b>

**IMPLEMENTATION EFFORTS**

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Neighborhood Schools - After School &amp; Youth Development Subcommittee</b> <ul style="list-style-type: none"> <li>• 2, 4, 5</li> <li>• \$200,000 (\$50,000)</li> <li>• \$1,500,000 total – See appendix C</li> </ul>	Active participation in the development of after school programs illustrating a long-term commitment to local schools. Activities involve parents, teachers, school children, community organizations, community members, OSU students and OSU faculty. Initiated a dozen efforts coordinated across two of the neediest schools, four large agencies, and many people from all communities. Please see summary for details of impacts.	<b>Ongoing</b>
<b>Neighborhood Schools - Service Learning Subcommittee</b> <ul style="list-style-type: none"> <li>• 1, 2, 4</li> <li>• \$120,00 (\$30,000)</li> <li>• \$765,000 (from two Learn and Serve grants. VISTA for three years.)</li> </ul>	Placed 5-7 Service-Learning courses in neighborhood schools each year, amounting to over 500 OSU students in neighborhood schools each year.	<b>Ongoing</b>
<b>Neighborhood Schools Advisory Committee</b> <ul style="list-style-type: none"> <li>• 2, 3, 4, 5</li> <li>• 0</li> <li>• 0</li> </ul>	Relationship building and demonstrating a strong and ongoing commitment to the health and vitality of the neighborhood.	<b>Ongoing</b>

**IMPLEMENTATION EFFORTS**

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Neighborhood Schools Focus Groups</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4</li> <li>• \$22,575</li> <li>• 0</li> </ul>	Develop understanding of the ways schools and school communities define their priorities, how the university can support the University Neighborhood Schools, and what initiatives the P-12 Project might undertake to support high achievement for all students.	<b>Ongoing</b>
<b>Neighborhood Schools Special Project: Increasing Reading Proficiency Through Parental Involvement</b> <ul style="list-style-type: none"> <li>• 4</li> <li>• \$19,980</li> <li>• 0</li> </ul>	Develop, implement, and evaluate a reading tutor program for 20 at-risk sixth graders and their families at Indianola Middle School. Partners: Interprofessional Commission; Indianola Middle School, OSU Counselor Education Program, First Educational Experience Program.	<b>Ongoing</b>
<b>Neighborhood Schools Teachers/ TELR/P-12 Special Project on Technology and Instruction</b> <ul style="list-style-type: none"> <li>• 4, 5</li> <li>• 0 to date</li> <li>• 0</li> </ul>	Connect University resources to Neighborhood Schools to assist teachers with instructional technology and media utilization.	<b>Ongoing</b>

**IMPLEMENTATION EFFORTS**

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>P-12 Project/ Outreach &amp; Engagement Database</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 5</li> <li>• \$5,000 (\$500)</li> <li>• 0</li> </ul>	250 database entries in 2002, 500 entries in 2003, 800 entries in 2004. 66,500 hits to P-12 Project web site in 5-2004.	<b>Ongoing</b>
<b>P-12 Project Oversight Committee</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6</li> <li>• 0</li> <li>• 0</li> </ul>	Internal and external networking; partnership building; advising.	<b>Ongoing</b>
<b>Teacher Quality Partnership Research and Design Team Membership</b> <ul style="list-style-type: none"> <li>• 4, 6</li> <li>• 0</li> <li>• N/A</li> </ul>	Research development and support; internal and external networking Participate in large-scale, multiyear, cross-institutional study of teaching, teacher training effectiveness.	<b>Ongoing</b>

INCUBATION EFFORTS

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Academic Learning Lab at East High School</b> <ul style="list-style-type: none"> <li>• 2, 3, 4</li> <li>• \$14,000</li> <li>• \$340,000 FIPSE (COE award)</li> </ul>	Three high schools teaching study skills course; community college added in '04; four high schools to be added in '05; National level work beginning.	<b>P-12 Project support ended Spring '02. Currently supported with grants.</b>
<b>Ohio Collaborative-Research and Policy on Schools, Children, and Families</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 6</li> <li>• \$260,000</li> <li>• \$150,000 ODE</li> <li>• \$50,000 OBR</li> </ul>	Statewide higher education networking, awareness building at the legislative level, and partnership building with affiliated faculty.	<b>P-12 Project support will end after Spring '05. Ongoing support from College of Education.</b>
<b>Principal's Office</b> <ul style="list-style-type: none"> <li>• 4, 5</li> <li>• 0 (to date)</li> <li>• 0</li> </ul>	Develop web-based journal linking practicing administrators to Ohio State and to professional organizations.	<b>Ongoing</b>

**INCUBATION EFFORTS**

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>School Counselor Practicum and Intern support</b> <ul style="list-style-type: none"> <li>• 3,4,5</li> <li>• 0</li> <li>• \$30,000 Columbus Public Schools</li> </ul>	Two high schools host 4 interns for 20 hours per week during the school year; middle schools host 3 interns/20 hours per week; elementary school placements expanded to 8 schools w/full time counselor due to the recent funding to CPS from the US Department of Education.	<b>P-12 Project support ended Spring '02. Currently housed in College of Education.</b>
<b>School Psychology Practicum</b> <ul style="list-style-type: none"> <li>• 3,4,5</li> <li>• \$9,000 (0.25 GA)</li> <li>• \$9,000 Columbus Public Schools (COE contribution )</li> </ul>	12 students in program, each serving a full year at one of twelve schools. Each student works 240 hours throughout the year (2,880 hours total per year).	<b>P-12 Project support ended Spring '03. Currently supported by the College of Education.</b>
<b>Reading course field experience supervisor support</b> <ul style="list-style-type: none"> <li>• 3, 4, 5</li> <li>• \$27,000 (.5 GA 2 years)</li> <li>• \$18,000 tuition (COE contribution)</li> </ul>	1200 students (400 per year) working in local university neighborhood schools to teach reading.	<b>P-12 Project support ended Spring '02. Currently housed in College of Education.</b>

INITIATION EFFORTS

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>After School Counts! Conference</b> <ul style="list-style-type: none"> <li>• 3, 4</li> <li>• \$3,900</li> <li>• 0</li> </ul>	Provide resources and speaker for 200 child care workers; external networking.	<b>Completed August 04</b>
<b>Boys &amp; Girls Club facility location</b> <ul style="list-style-type: none"> <li>• 3, 4</li> <li>• 0</li> <li>• 0</li> </ul>	292 Students served at Medary during three academic years. Strategic placement of satellite programs; generate internal/external support for stand-alone facility.	<b>Ongoing</b>
<b>College of Engineering</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5</li> <li>• 0</li> <li>• 0 (grants in prep.)</li> </ul>	Engineering Explorers, Engineers in Motion Summer Camp, and Women in Engineering, connections to science/math/gifted coordinators in local school districts.	<b>Ongoing</b>
<b>Early Childhood Charrettes</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 5</li> <li>• \$10,000</li> <li>• 0</li> </ul>	Internal and external networking; awareness building; community building.	<b>Completed in Spring '01</b>

INITIATION EFFORTS

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Glenn Commission Report on Math and Science Education</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 6</li> <li>• 0</li> <li>• 0</li> </ul>	Internal and external networking; relationship building.	<b>Completed 2001</b>
<b>Hosting Scholars</b> <ul style="list-style-type: none"> <li>• 1, 3, 4, 5, 6</li> <li>• \$15,000 (\$5,000)</li> <li>• 0</li> </ul>	Raise awareness of P-12 issues; educate and cross pollinate internally and externally.	<b>Ongoing</b>
<b>History WORKS Project</b> <ul style="list-style-type: none"> <li>• 3, 4, 5</li> <li>• 0</li> <li>• \$1,500,000 US Department of Education (History award)</li> </ul>	Bridge-building between CPS and OSU; networking and brainstorming assistance.	<b>Substantial P-12 Project involvement completed in Autumn '00</b>
<b>Internal and External Communications</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 5, 6</li> <li>• staff time</li> <li>• 0</li> </ul>	External networking, maintaining visibility of OSU's engagement with the P-12 community, increasing visibility of campus opportunities for teachers.	<b>Ongoing</b>

INITIATION EFFORTS

<b>Project Title</b> • Goals • Approximate Investment Total (annual) • Approx. Revenue to date & Source	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Math and Physical Sciences Collaboration</b> • 2, 4, 5 • 0 • 0	Internal network and awareness building.	<b>Completed in '01</b>
<b>Initial point of contact for P-12 Related inquiries</b> • 3 • Staff Time • 0	Internal and external networking; partnership building; groundwork for future work in a variety of areas, locally, regionally, and statewide.	<b>Ongoing</b>
<b>International Studies Teacher Open House</b> • 2, 3, 4, 5 • 0 • 0	Internal support & network building; external promotions of Int'l Studies programs; increased participation of teachers in programs; heightened awareness of programs.	<b>Completed in Spring '03</b>

## INITIATION EFFORTS

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Jumpstart</b> <ul style="list-style-type: none"> <li>• 3, 4, 5</li> <li>• \$5,000 in-kind; \$5,000 annual membership fee and 1.0 FTE from HEC</li> <li>• \$137,000 AmeriCorps (HEC Award)</li> </ul>	40 Jumpstart Columbus Corp members have dedicated 25,000 hours in four Jumpstart sites.	<b>P-12 Project support ended Spring '02. Currently supported by the Human Ecology College.</b>
<b>P-12 Scholars</b> <ul style="list-style-type: none"> <li>• 4, 5, 6</li> <li>• \$80,000</li> <li>• 0</li> </ul>	Internal networking, partnership building, heightened emphasis on <i>research</i> for P-12 grades.	<b>Ongoing</b>
<b>Presentations at conferences</b> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 6</li> <li>• \$10,000</li> <li>• 0</li> </ul>	Internal and external networking; awareness building. Approximately 5-10 presentations per year.	<b>Ongoing</b>

INITIATION EFFORTS

<b>Project Title</b> • Goals • Approximate Investment Total (annual) • Approx. Revenue to date & Source	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Presentations to University Leadership</b> • 1, 2, 3, 5, 6 • 0 • 0	Internal networking; relationship building; developing university awareness of P-12 issues.	<b>Continuing</b>
<b>University Teacher Education Committee (UTEC) course grants</b> • 1, 2, 3, 5 • \$10,000 • 0	Teacher preparation connections between A&S, and College of Education.	<b>Completed in Spring '02</b>
<b>Vet Medicine Educational Outreach Development</b> • 2 • 0 • 0	Assisted with developing career awareness initiatives in veterinary medicine.	<b>Completed August 04</b>
<b>Visits to other universities</b> • 2 • \$4,500 (\$1,500) • 0	External networking, cross-pollination of ideas, national recognition building.	<b>Ongoing</b>

INITIATION EFFORTS

<b>Project Title</b> • Goals • Approximate. Investment Total (annual) • Approx. Revenue to date & Source	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>Weinland Park Early Education Center</b> • 3, 4, 5 • 0 • \$10,000,000 (HEC funds raised)	\$10M facility in a high need neighborhood; merging three projects into a comprehensive plan.	<b>P-12 Project role completed in Spring '00. Project ongoing in Human Ecology College.</b>
<b>Weinland Park school raze Intervention</b> • 3 • 0 • 0	Development of positive advocacy strategies in neighborhood; embedding P-12 Project within the community.	<b>Completed in Spring '02</b>
<b>Youth Physical Activity &amp; Chronic Disease Research Network</b> • 3, 4 • \$30,000 • \$15,000 Med, HEC, SW, COE, Children's Hospital	Internal network building; potential for combining many small efforts into bigger efforts; potential rapid response to large RFPs.	<b>Ongoing</b>

**OTHER EFFORTS**

<b>Project Title</b> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Approximate Investment Total (annual)</li> <li>• Approx. Revenue to date &amp; Source</li> </ul>	<b>Impact</b>	<b>P-12 Project Involvement</b>
<b>University Alignment Committee</b> <ul style="list-style-type: none"> <li>• 2, 3, 4</li> <li>• 0</li> <li>• 0</li> </ul>	Cross-College connections; university policy reconsideration; internal awareness of external stressors; possible pilot development.	<b>Ongoing</b>
<b>Downtown School Meeting</b> <ul style="list-style-type: none"> <li>• 2, 3, 4</li> <li>• \$400</li> <li>• 0</li> </ul>	Show OSU interest in Downtown educational redevelopment; Internal and external networking; partnership building; advising.	<b>Ongoing</b>
<b>Urban Teaching Strand: Early Identification and Recruitment Committee</b> <ul style="list-style-type: none"> <li>• 5</li> <li>• 0</li> <li>• 0</li> </ul>	Work with COE and CPS to develop urban ed strand, pathways into teaching, support for undergraduate admission and retention.	<b>Ongoing</b>



**DESCRIPTION OF PROJECTS**



## DESCRIPTIONS OF PROJECTS

This list is organized by category. The first group is in the “Implement” category, because these are the projects and programs that take up a majority of staff time and budget and will remain one of the P-12 Project’s ongoing responsibilities. Second is the “Incubate” category, because these are primarily projects that have received seed money or short-term support of some sort from the P-12 Project. Next, we list projects in the “Initiate” category. These are numerous, but often take up only small amounts of time or money. Finally, we list projects that defy categorization into an “Other” section. Projects within each section are listed alphabetically.

### Implement

**Community Connection** - In 2000, the P-12 Project initiated the development of Community Connection in response to an overwhelming desire from CPS teachers to have more and better qualified volunteers in the classroom. Together with the Service Learning Initiative and the Division of Student Affairs, the P-12 Project developed the online volunteer matching and management tool. This collaboration has continued, promoting the use of Community Connection as well promoting community service across the campus. The Community Connection has recently become a focal point for several systemic collaborative efforts that go far beyond the initial focus on Columbus Public Schools. On campus, Community Connection is helping to develop a new web “portal” for the university, in which information about all types of service can be found: faculty engagement, student opportunities, work-study, internships, etc. Regionally, P-12 Project staff are working with OSU’s regional campuses to expand Community Connection to their campuses, and eventually across the 88 counties of the state by way of the network of extension offices. Off campus, the Columbus Public Schools HEP is interested in adopting Community Connection into the partnering institutions. In all three cases, the web tool has provided a leverage point for collaboration among OSU and outside partners - a benefit that is difficult to quantify but whose value is clear.

**Higher Education Partnership** - The Columbus K-16 Urban Collaborative, the “Higher Education Partnership (HEP),” was created in June 2002, taking the first step towards establishing a multi-institutional relationship to seriously and systematically address urban school reform. The HEP committed to collaborate in order to improve the access, retention, and completion of postsecondary education for all Columbus Public Schools students through highly targeted initiatives and maximized use of resources. This partnership initially involved Columbus Public Schools (CPS), OSU, Otterbein College (OC), and Columbus State Community College (CSCC). In December 2003, three additional partners were formally added, including Ohio Dominican University, Capital University,

and the Columbus College of Art and Design. The partners signed a formal HEP agreement to address educational issues facing CPS, one of Ohio's lowest performing districts, with work completed through a designated, highly visible "single point of contact" from each institution.

Prior efforts to connect local colleges and universities with CPS were scattered and uncoordinated. Thus, recognizing fragmentation, duplication, and gaps in current programs, and further acknowledging the symbiotic relationship among the K-16 educational institutions, CPS included as one goal of its District Continuous Improvement Plan the creation of the HEP. The expressed purpose of the HEP is to integrate and maximize member institutions' resources by multiplying and catalyzing the assets of all the partners to improve the academic achievement of all CPS students. Since signing the formal agreement, the HEP single points of contact have worked together to formulate a strategic plan that focuses and aligns resources to respond to three identified areas of need: Professional Development Needs; Urban Student Needs; and the Establishment of a Common Research Agenda. The strategic plan includes numerous short-term and long-term specific needs and potential initiatives under each of these three categories.

**Membership - Center for Family Research** - By joining with the Center for Family Research, the P-12 Project broadens its connections to researchers across the University, particularly those who focus on connections between children and youth and the judicial system.

**Neighborhood Schools Initiative** - The P-12 Project's Neighborhood Schools Initiative was conceived as a way for OSU to gain local focus on widespread issues in the preschool through 12<sup>th</sup> grade public schools. Originally initiated by the Campus Collaborative as a means to revitalize the neighborhood, the Neighborhood Schools Initiative, which was at the time called *The Learning Bridge*, was officially handed over to the P-12 Project in 2000, when the P-12 Project was formalized. The goal of the initiative is to work with the schools that serve boys and girls who live in the University neighborhoods, improving their chances to get a quality education that will help to expand their horizons and allow them access to full participation in the economic and social life of the nation. The Neighborhood Schools Initiative activities include working with agencies that serve children and families in the campus neighborhoods. We take pride in the accomplishments made to date, particularly in light of the challenges involved in turning expectations into successes.

The Neighborhood Schools Initiative is organized into four committees that serve fourteen local schools. The progress of the subcommittees and the participation of the schools have been uneven. One committee is actively building highly successful programs in the schools, while at the other extreme another committee has been disbanded. Some schools have many active programs, while others have none. The recent restructuring of the P-12 Project leadership has provided a unique opportunity to reexamine the initiative and discover why progress has been irregular.

One lesson learned is that creating a common vision within multiple bureaucratic layers can be achieved through effective communication among all parties. Organizational changes that better address a unified vision have been made. Personal contacts have been reinstated and an advisory committee has been re-engaged. A new school has been added to the original thirteen, the subcommittee structure has been adapted, and an overarching vision for the neighborhood schools is emerging.

Currently, the P-12 Project is seeking to mesh the realities of university faculty expectations for *individual* excellence with building sustainability *beyond* individual involvement. Developing a common focus is a moving target that will require diligence and patience to develop.

### **Activities of the Neighborhood Schools Initiative Sub-committees:**

- *Neighborhood Schools Academic Assistance Sub-committee* provided CPS with assistance related to academics. They had three major projects, including offering schools a seminar on “Cultural Competence” to help teachers cope with the challenges associated with increasing number of immigrants into the schools, the development of an internship program where interested high school seniors match with an OSU researcher for a senior project, and the development of a demographics study describing the challenges of the local community. This committee voluntarily disbanded in the 2003-04 academic year. The P-12 Project is reconceptualizing the work previously embedded in this sub-committee.
- *Neighborhood Schools After-School and Youth Development Sub-Committee* works with students during the hours that they are not in formal classes. This subcommittee assists in the growth of lasting quality and quantity youth development opportunities in the university district neighborhood. Activities of this committee are too numerous to delineate in this report. However, activities have included the development of parental involvement, teacher site-liaisons to coordinate after-school programs, coordination with numerous community organizations such as the Godman Guild, Big Brothers/Big Sisters, The Boys & Girls Club, exploring youth development research and outcomes, and others. Following are details about the impact that this committee has had on the neighborhood schools efforts. (Please see appendix C for funding details of this very active sub-committee.)
  - Operated a social skills group at Weinland Park ('02).
  - Completed a family resource mapping project and resource guide via OSU CARES funding ('03-'04).
  - Partnered with Medary PTO on a Master's level community development class in social work on a project examining parent involvement in the schools ('04).
  - Examined teachers' perceptions of No Child Left Behind and how youth development organizations can support its implementation (Master's thesis).

- Placed three teacher liaisons at Indianola Middle School, Weinland Elementary School, and Medary Elementary School.
  - Brought the Boys & Girls Club to Medary in '01 to build upon the CHAMPS arts after school program.
  - Brought Godman Guild to Weinland Park with a \$16,000 start-up grant and helped them acquire United Way funding to sustain the program for the past two years (\$40-45,000/year).
  - Assisted the YWCA in acquiring necessary funding to remain at Indianola Middle School.
  - Placed four school social work interns in neighborhood schools in the past three years.
  - Constructed one dissertation at Weinland Park where the doctoral candidate looked at the effectiveness of a 10-week social skill physical activity program on kids.
  - Brought additional 4-H programs to the community, at Medary, Weinland Park/Godman Guild, and Maynard Ave. Methodist Church.
- *Neighborhood Schools Human Services Sub-Committee* works to coordinate various social services at schools, addressing such needs as dental and medical care, emotional and psychological health, and other areas not directly related to academics but vitally important to a child's ability to learn. Activities have included understanding how human services impact school communities and how to incorporate human services within a school. On-campus as well as off-campus partnerships have developed, particularly with the health sciences (dentistry, nursing, medical school, etc.) The committee has attempted to bring health services into schools, but has encountered issues of liability, cost, equipment, and environmental issues (such as sterility, clean water, etc.) This committee continues to explore how to improve Columbus Public School's ability to provide health services and recognizes that this is a difficult subject to discuss. Because of these difficulties, this subcommittee has had most of its success in the mental health and counseling aspects of human services and is where it will place its energies in the near future.
- *Neighborhood Schools Service Learning Sub-committee* works with the Service Learning Initiative to promote service learning in the local schools. Funded by two federal Learn and Serve grants, this subcommittee supports interdisciplinary teams with an emphasis on addressing community-defined needs. This subcommittee also was awarded a VISTA for three years to develop a "site liaison program" that recruits work-study students and volunteers to work extensively with a single school to determine their needs and help fill those needs with OSU volunteers. Finally, the subcommittee assisted and continues to work on the development, promotion and use of the Community Connection web site.

### **Additional Activities of the Neighborhood Schools Initiative**

Other activities of the Neighborhood Schools Initiative occur outside the formal sub-committee structure. For example, the school counselor intern program described elsewhere in this report, has direct impact on several neighborhood schools without being formally initiated or supported by the sub-committee structure. Following are a few additional neighborhood schools activities that help illustrate the depth and breadth of activities that the P-12 Project helps to support.

- **Neighborhood Schools Advisory Committee** - The Neighborhood Schools Advisory Committee (NSAC) serves a meaningful role in shaping the overarching picture of the Neighborhood Schools initiative. NSAC assists in maintaining avenues of communication, developing involvement strategies, and identifying and prioritizing the needs of the schools. The group consists of school administrators, teachers, community agency and university representatives.
- **Neighborhood Schools Focus Groups** - In partnership with the P-12 Project, the Interprofessional Commission will organize and conduct four forums in the fall of 2004. These forums will serve to develop understanding around the ways schools and school communities define their priorities, how the university can support the University Neighborhood Schools, and what initiatives the P-12 Project might undertake to support high achievement for all students. During Winter Quarter, the Interprofessional Commission of Ohio staff will synthesize data from the focus groups and work with P-12 Project staff to plan for usage of the data.
- **Neighborhood Schools Special Project: Increasing Reading Proficiency Through Parental Involvement** - As a P-12 Project Neighborhood Schools Special Project, R. Michael Casto, Oliver Jones, Steven Harsh, and Donna LeBeau are developing and implementing a reading tutor program for 20 at-risk sixth graders and their families at Indianola Middle School. The sixth graders will work with Indianola eighth graders and mentors from Ohio State's Counselor Education and First Educational Experience programs. While the students are being tutored, the families will meet to share concerns, information, and ideas. Indianola Middle School Principal Donna LeBeau will play an integral role in the identification of the middle school students and in the efforts with the families. The project will begin in September, 2004. Weekly meetings will be held through the 2004-2005 academic year. Data gathering for evaluation purposes will occur throughout the course of the project. An evaluation report will be compiled during the summer of 2005.
- **Neighborhood Schools Teachers/TELR/P-12 Special Project on Technology and Instruction** - Teachers and administrators within certain Neighborhood Schools requested assistance in understanding and utilizing technology as related to instruction and school communications.

A new partnership is in development to look at ways to connect TELR and CPS educators, in ways that will address and enhance TELR's mission.

- **Neighborhood Schools Tutoring Evaluation Design Assistance** - Excellent tutoring programs are carried out at Medary Elementary and the Africentric School by Dr. Mindy Wright. However, evaluation of the impact of the programs has been difficult due to intervening variables and to difficulty in accessing appropriate data. The P-12 Project has been able to provide the necessary connections to CPS data administrators and will continue to provide assistance as the evaluation is developed and as IRB considerations are taken into account.

**P-12 Project/Outreach & Engagement database** - An early and ongoing collaboration was to work with OSU's Outreach & Engagement office to develop a database to collect all of OSU's outreach to the community. Launched in the spring of 2001, the database now has information on over 800 projects focusing on Health & Safety, Economic Development, and P-12 areas. Of those records, almost 500 are P-12 related projects. A subset of this large database was added in the spring of 2003. This subset allows users to search for OSU programs targeted to youth, such as summer camps, weekend workshops and other opportunities for youth to engage in programs at the university. There are currently 150 programs for youth in the database.

This database is an important link for the university. It is a single place where most programs that engage the community in some way can be found. It also acts as the basis for the deans' report on Outreach & Engagement to the president.

**P-12 Project Oversight Committee** -The P-12 Project Oversight Committee was appointed in February, 2002, by Provost Ed Ray, in accordance with the P-12 Project Memorandum of Understanding. Chaired by Dean Donna Evans of the College of Education since its inception, the committee was reconfigured in 2004 to include members from fourteen units within the University, including Colleges, regional campuses, the Wexner Center, and the Office of Academic Affairs. The Committee will focus on cross-College strengthening of P-12 efforts in order to develop additional shared efforts and to address barriers to collaboration.

**Teacher Quality Partnership Research and Design Team Membership** -TQP is a comprehensive, longitudinal study of how the preparation and development of new teachers affects their success in the classroom as measured by academic performance of their students. It is a partnership of Ohio's 50 teacher education programs and is designed to inform future public policy decisions and suggest new directions for teacher preparation and development. Ohio State, through the College of Education, provides leadership for the study, along with the University of Cincinnati and the University of Dayton. The director of the P-12 Project is member of the TQP qualitative design and research team.

In addition to the important policy and preparation considerations, this involvement further embeds a positive relationship between the College of Education and the P-12 Project, extends the presence of the P-12 Project across the state, and reinforces the research involvement of the P-12 Project.

## Incubate

**Academic Learning Lab at East High School** - Dr. Bruce Tuckman offered a Service Learning course (Ed P&L 271) during Winter and Spring quarters of 2002. To support the course offering, he received \$30,000 from The Columbus foundation, but due to restrictions on the grant, he couldn't use that money to pay for teaching assistants for the course. He had also received a \$5,000 grant from SLI, but that wouldn't cover the cost of a TA either, so he turned to the P-12 Project to fill the gap. P-12 Project paid \$14,000 for the TA. For a variety of reasons both relating to on-campus issues as well as support from the teachers at the school, the course was only offered during those two quarters. However, based on lessons learned during the experience, Dr. Tuckman adapted his ideas, applied for and received a FIPSE grant for \$340,000, and currently works with three local high schools to implement a study skills curriculum directly through the teachers. He is also working to bring this successful program to four additional local high schools as well as expanding it to a national level.

**Ohio Collaborative - Research and Policy on Schools, Children and Families** - The P-12 Project initiated and incubated the Ohio Collaborative during the 2001-2003 academic years. Today, the Ohio Collaborative resides in its permanent home in the central administration of the College of Education. The primary purpose of the Collaborative is to conduct research and policy analysis and to assist in policy development that is responsive to Ohio's educational needs as defined by major state entities such as the Ohio Legislature, the Governor's Office, the Ohio Department of Education, and the Ohio Board of Regents. A secondary purpose is to directly assist Ohio's school districts, especially those that serve lower socio-economic areas. The administrative center for the Collaborative is at The Ohio State University. Faculty from Ohio universities form an Affiliated Faculty network, each working in their own areas of expertise, yet linked through the Collaborative to work together when appropriate. The administrative center staff act as a single point of contact for the work of the Collaborative.

During the incubation phase, the P-12 Project managed several different activities. We inventoried the faculty expertise in Ohio universities to develop the Affiliated Faculty network, we identified key areas of existing strength in Ohio Universities (for example the Technology Education group at Kent State University) whose work might be extended to inform policy analysis and policy/program development, and we identified "niches" for Ohio universities to develop pools of expertise, so that the Collaborative would be strengthened. Most notably, we received a grant from the Ohio Department of Education

to conduct their 2003 Teacher Supply and Demand study. We also hosted several meetings to discuss, among other things, the structure of the new Ohio Collaborative as well as host a symposium on "Scientifically Based Research." During the final stages of the incubation of this program, we hired a full time director for the Ohio Collaborative and negotiated a permanent home for the office in the College of Education. During the current implementation phase, the P-12 Project is supporting the startup of the office with \$160,000 for the first year and \$100,000 for the second year.

**Principal's Office** - As part of a project linking professional development in four urban school systems, the Urban Schools Initiative developed The Principal's office, a web-based compendium of articles related to the school principalship. As USI's funding came to an end, Dr. Mike Casto and the P-12 Project director engaged in conversations around significant aspects of the USI projects that should continue. Meetings were held over the course of several months with individuals who had been part of USI's work. All involved agreed on the importance of enhancing and expanding the Principal's Office into a web-based journal, funded and managed by the P-12 Project and the Interprofessional Commission. As 2004 draws to a close, organizational and financial structures are being designed, including an editorial board and editing responsibilities.

**Reading course field experience supervisor support** - During the 2001-02 academic year, the P-12 Project supported a graduate assistant to act as a supervisor for Dr. Ian Wilkinson's course on reading. In this course, OSU students are placed in local schools to teach reading. Dr. Wilkinson wanted to develop the course, but chose not to go through the Service Learning Initiative for funding. P-12 Project paid for the TA during the first year, then, due to the course's success, agreed to share costs of the GA for the second year with the College of Education. Today, there are approximately 400 students serving the schools through this course, and the coordinating GA is paid fully by the College of Education from the funding generated by the popularity of the course.

**School Counselor Practicum and Intern support** - Dr. Susan Sears supported students in the school counselor program for four years. As a requirement of their major, students must complete a practicum and an internship at a local school. Student interns, along with a university-based supervisor, work with school personnel such as school counselors, nurses, social workers, and school psychologists to meet the academic, career, and personal-social needs of high school students. P-12 Project has been involved in this work twice. First, in the spring of 2002, the counselor at Indianola Middle School left abruptly, leaving the school with no counselor support. The P-12 Project encouraged Dr. Sears to send student interns to the school as an interim stopgap measure for that spring quarter. She obliged, and the school was grateful for the additional help during that critical year.

The P-12 Project also assisted this program the following year when Linden-McKinley High School lacked funding to participate in the school counselor program. Through word of mouth at CPS, the P-12 Project learned of the school's difficulties and advocated to the district office for funding for the student supervisor. Because the P-12 Project director was known and trusted at the CPS district office, CPS agreed to fund the supervisor for an additional two years. Overall, eleven counselor education students supported elementary, middle and high schools for a total of 1200 days in the 2003-04 academic year alone.

**School Psychology practicum** - OSU School Psychology students spend their second year doing a practicum in local Columbus Public schools. During the 2001-02 academic year, the program changed to an urban specialty focus. As part of this change, school psychology practicum students who previously served in several different surrounding districts now exclusively work in urban schools in CPS. During the initial transition year, the P-12 Project funded a 0.25 FTE graduate assistant to supervise and support the program. P-12 Project paid for this GA for a single year, then transferred responsibility to CPS, which has continued support of this program ever since. Each year, there are approximately 12 students in the program who each serve a one-year term under the direct supervision of the school's psychologist. Tasks include assessments, interventions and projects to support the students at those twelve schools. Dr. Antoinette Miranda is the OSU faculty coordinator of this project.

## Initiate

**After School Counts! Conference** - The P-12 Project agreed to partner with the Educational Council to sponsor a conference dinner and speaker for approximately 200 staff and volunteers who work with youth in before-and after-school and summer programs. Dr. Ray Guerendi, a nationally recognized child psychologist and author joined Columbus Mayor Michael Coleman in addressing the attendees. Evaluation comments gathered by the Educational Council were resoundingly positive.

**Boys & Girls Club facility location** - In recent years, the Boys & Girls Club has engaged in conversations with the Columbus Public School district about co-locating a Boys & Girls Club facility on a school campus. The P-12 Project director was an early participant in these conversations, and continues to play a role in helping CPS, OSU, and a variety of community organizations to work together for the benefit of the students in the neighborhood.

**College of Engineering** - The relationship between the College of Engineering and the P-12 Project provides an exemplar of the role the P-12 Project plays in interacting with colleges across the university. Though no specific projects have been developed with the

College of Engineering, a number of important meetings have taken place as the College has worked with the P-12 Project to shape educational outreach efforts. The College of Engineering has developed several different programs specifically aimed at bringing more women and minorities into the engineering fields, and to begin to impact math curricula at the high school level. Additionally, the College is involved in developing a school-based initiative centered on author Larry Hench's renowned children's book series about *Boing-Boing the Bionic Cat* and is working with Honda America on an effort to link Honda, the College of Engineering, and local school districts by bringing the robot *Asimo* to Ohio State's campus. P-12 Project staff have acted as advisors and promoters of these projects. We believe that there is a role that the P-12 Project can play beyond an advisory role and will continue working with the College to further develop our partnership.

**Early Childhood Charrettes** - During the 2001-02 academic year, the P-12 Project supported Dr. Brad Mitchell as a faculty fellow to focus on issues relating to Early Childhood education issues. He examined what OSU is doing in this area, and determined places where OSU could have more impact. One of the activities he conducted was to host a series of focus group meetings from a broad range of community members, policy makers, educators, researchers, and other stakeholders to brainstorm ideas for future participation. These "Charrettes" were intended to initiate a conversation about OSU's role in the goal to have every child enter Kindergarten "ready to learn."

**Glenn Commission Report on Math and Science Education** - The P-12 Project director attended several meetings with Dr. Richard Stoddard with Government Relations and Dr. Deborah Merrit to discuss appropriate actions to take in the wake of the Glenn Commission report. The P-12 Project helped to advise the effort, but ongoing participation has been limited.

**Hosting Scholars** - The P-12 Project has sponsored several visiting scholars in order to bring their expertise to a university-wide audience.

- In 2004, the new collaborative on Childhood Activity and Chronic Disease sponsored Dr. Tom Baronowski, Baylor College of Medicine, Department of Pediatrics to present his work on childhood inactivity, diet, and other health-related issues. Attendees included educators from OSU, the School of Public Health and Medicine, Children's hospital, teachers from local school district, and interested members of the public.
- In 2003, Jeffrey Parker from the University of Pennsylvania spoke in 2003 to Columbus Public School counselors about bullying and spoke with interested university community members about adolescent relationships.

- Dr. S. Clements from the University of Kentucky spoke about the Kentucky Education Data Systems Improvement Project.
- Dr. Katherine Briar-Lawson and Dr. Hal Lawson from SUNY Albany came to OSU to advise on development of community-based school improvement projects.
- In 2002, Terry Dozier from the federal Department of Education spoke to interested faculty from various OSU colleges on the importance of quality teachers.
- In 2001, a group of faculty and community members from the University of Michigan presented their “Young Spartan’s Program” to a group of university, school, and community members.

**History Works Project and the Annenberg Civics Education Project** – In 2000, the History Department at OSU contacted the director of the P-12 Project with an idea. They wanted to create a professional development program targeting history teachers in the Columbus Public Schools, but were having difficulty navigating the district and finding the right people to work with. The P-12 Project director called a meeting between a few promising CPS representatives and OSU’s history department. After the meeting, he didn’t hear back from them until they reported that their new collaboration had been awarded a \$1.2M grant from the federal government to improve history instruction in CPS. That same collaboration recently reported back to tell P-12 Project staff that they are currently in the process of applying for a follow-up grant. Though P-12 Project staff does not take credit for this fruitful collaboration, it serves as an example to illustrate that sometimes *who* attends a meeting is as important as *what* a meeting discusses. Because the P-12 Project could select engaged decision-makers from CPS and bring them to a meeting, the project was able to grow from a good idea into a project with significant impact on the schools.

A similar process was followed in 2003-04 when the P-12 Project agreed to assist individuals working with the Annenberg Foundation. Three school districts in the northeast quadrant of the United States were needed in order to carry out a project focused on the teaching of American government and civics. The P-12 Project director worked to link the grant holders with Columbus Public Schools. After several meetings, CPS was selected as one of the school districts, which allowed their participation in a multi-million dollar grant.

**Internal and External Communications** – The P-12 Project uses a variety of communication strategies to inform both the campus community and the external community.

- **Campus Communications** - We communicate regularly with Campus Communications to collaboratively inform the public of a variety of school-related issues and activities through such publications as OnCampus.
- **Listserv** - We host a listserv of 265 subscribers. The purpose of the listserv is to inform a variety of audiences of OSU activities that relate to P-12 school communities.
- **Newsletter** - We publish a quarterly newsletter to update interested parties on P-12 Project activities.

**Initial point of contact for P-12 Related inquiries** - The P-12 Project fields many inquiries about resources available at OSU for a variety of P-12 related activities. We serve as a “front desk” for the external *and* internal communities, answering questions, calling meetings, redirecting inquiries, and otherwise liaising among parties interested in P-12 activities. There have literally been hundreds, if not thousands of such inquiries. The following examples help to illustrate the type of role we play at the university:

- **University Neighborhood Schools** - The P-12 project and its subcommittees are contacted regularly by schools in the University District with ideas and needs for engaging students and staff in university opportunities such as teacher professional development, tutoring, mentoring, volunteer opportunities, performances, and use of facilities. Though not all encounters bear fruit, often groundwork is laid for other programs. This example serves an illustration that the P-12 Project office has been successful in becoming known in the educational community as a place to go with ideas to get “in” to the university. We are fast becoming the front door for partnerships between the P-12 community and OSU.
- **Email inquiries** - The P-12 Project has an email address that receives a broad variety of inquiries from the general public. Though volume is usually light, it is an important way that we serve the P-12 community. For example, we recently received an inquiry from a 10<sup>th</sup> grade student seeking assistance with a science project. We located a faculty member who might be interested in helping. Though one might consider this a low-impact way of spending time, the potential benefits to both the student and the faculty are not insignificant.
- **OARDC-Wooster meeting** - P-12 Project participated in a meeting in Wooster with several local school superintendents, an evaluator for a Wooster schools program, and university faculty to share ideas about a potential tutoring program. Upon the recommendation of the P-12 Project director, OSU did not get involved, but the exposure helped to provide visibility to OSU and to the P-12 Project. Though nothing tangible came of this meeting, it left an open door for future collaborations in a region other than Central Ohio.

- **OSU Rowing team** – Team members contacted the P-12 Project with an idea for developing a rowing team in inner city Columbus. This was an excellent idea, which could benefit the lives of children and young people immensely. (For example, full-ride scholarships for women crew athletes of color are almost guaranteed. But there are few, if any opportunities for inner city youth to participate in this sport.) This particular idea didn't develop because follow through from the team was limited.
- **Road of Life** – The relationship between the Road of Life organization and the P-12 Project provides an exemplar of the role the P-12 Project plays in interacting with schools and the outside community. It serves as an example of the success of the "single point of contact" model that gives the outside community an entry point into this large and dispersed university. In this case, an OSU alumnus developed a non-profit organization to support and promote cancer research by walking from the Bering Sea to the Cape of Horn. The organization was able to receive support from a wide variety of places around Columbus, and wanted to partner with interested local schools to bring walk-related and cancer-related curriculums into the classrooms. Though the big walk has not taken place, the Road of Life organization has developed a broad range of activities using local walks as a vehicle for cancer prevention awareness. The P-12 Project periodically assists with finding schools and interested teachers to use the curricula and encourage student participation in the walks.

**International Studies teacher open house** – After early, initial meetings to share purposes, the International Studies staff contacted the P-12 Project office for assistance in developing, advertising, and hosting an open house for teachers in the 17 school districts that surround Columbus. They needed help navigating the bureaucracies of the districts, getting the word out, planning an appropriate agenda, and hosting the event. After a successful event, P-12 Project staff met with all six center leaders to discuss future partnerships. One of the things suggested by the P-12 Project director was to use technology to make their information and their materials more accessible. Instead of having a paper copy of a curriculum, for example, they should digitize it so that many people could use it at more flexible times. They have since begun work on this and other ideas discussed. Collaboration with this active group is ongoing.

**Jumpstart** – The P-12 Project wrote the grant that brought a new Jumpstart program to OSU. Jumpstart Columbus is a national program that helps preschool children build literacy and other school readiness skills. Jumpstart uses work-study students to give one-on-one reading support to at-risk preschool children. Currently, there are 40 OSU work-study students in various Head Start and preschool settings in the neighborhood schools areas.

Partner sites are the North Side Child and Family Development Center, Godman Guild's CDC Head Start Program, and the preschool program at Columbus Public Schools Second Avenue. A fourth site will be started in the near future at another location to be determined. Jumpstart supports a full-time staff member to coordinate the program.

**Math and Physical Sciences Collaboration** – Early in 2000, the P-12 Project was engaged in a series of meetings with a group of faculty from the Math and Physical Sciences College to discuss how faculty can effectively engaged with P-12 educators. The intent of the collaborative effort was to take the substantial assets and activities in MAPS and help provide an organizing structure, help develop a coherent organizing strategic plan, provide staff assistance where appropriate, assist with an advisory committee, assist with involving CPS in leadership and decision making, and assist in the development of involvement from the private sector.

The P-12 Project offered \$90,000 to support these efforts, and despite many interested faculty and good intentions, the project never came to fruition. We believe that interest is still there, but the timing wasn't right. Recently, we have begun working with one faculty member (Dr. Andrew Heckler) on an individual basis to develop support for math tutors in the schools.

**P-12 Scholars** – Initiated in 2004, the P-12 Scholars Program provides incentives to initiate or advance research leading to increased understanding of and involvement in issues related to P-12 education. P-12 Scholars are selected annually based on their submission of proposed research projects related to the mission and goals of the P-12 Project. Each P-12 Scholar proposal selected receives up to \$20,000 to support a research project that addresses significant academic or nonacademic issues in P-12 education such as academic achievement, nonacademic barriers to success, alignment between high schools and the university, and parental involvement. Proposals are welcome from any department or discipline and may include collaborations between and among researchers and practitioners.

The 2004 P-12 Scholars and their projects are:

- Dr. Stephen R. Acker, Associate Professor of Journalism and Communication and Director of Learning Technologies Research and Innovation, *Using e-portfolios to assess and facilitate high school student preparedness for university writing expectations*. Partners: Kay Halaseck, Associate Professor of English and Coordinator of the University Writing Center; Sheryl Hansen, Director of Professional Development, The Ohio Learning Network; Pete Maneff, Executive Director of High School Curriculum and Career-Technical Education, Columbus Public Schools; and Meredith Melragon, Coordinator of Quality Instruction, Dublin City Schools. The study focuses on improving the alignment between critical writing skills acquired by high school students and those important in college first year writing programs.

- Dr. Heather A. Davis, Assistant Professor in the College of Education's School of Policy and Leadership, *High school students' emotion and emotion regulation during test taking: The role of identification with academics and school belonging*. Partners: Paul Schutz, University of Georgia, Department of Educational Psychology and Christine DiStefano, Louisiana State University, Research Methodology. Dr. Davis' study will sample 600 Columbus metropolitan area students to explore the nature of high school students' emotion experiences and emotion regulation during test taking, specifically with regard to student identification with academic and social belonging. The study will be used to develop a database of information that supports the professional development of high school teachers in public schools.
- Dr. Douglas B. Downy, Associate Professor of Sociology, *Measuring school effectiveness: Isolating school from non-school effects*. Partners: Paul von Hippel, Statistician, Department of Sociology and Melanie Hughes, graduate student in the Department of Sociology. Dr. Downy's study utilizes the Early Childhood Longitudinal Study-Kindergarten Cohort data from 20,000 students attending over 1,000 schools. Dr. Downy seeks to develop an assessment tool that more persuasively separates school and non-school effects on student learning, which has the potential to suggest changes in school evaluation.
- Dr. Rick Voithofer, Assistant Professor, College of Education School of Policy and Leadership, *Mapping the articulation of computer and information literacies and technology resources in the community surrounding the OSU university district*. The study examines the conceptualization of computer and information literacies of key school educators and community leaders in the University District; determines the ways in which these literacies are supported with existing resources; and maps the technology resources available to P-12 students in the University District.

**Presentations at conferences** - P-12 Project staff and affiliated faculty have made numerous presentations at conferences and meetings to inform the public of work accomplished and goals achieved. These are important in raising awareness of the work we do, so that we are, again, "on the radar" for activities that engage the university with P-12 activities across the state. Some of these include: Outreach & Engagement conferences in both 2000 and 2002, with accepted proposals in 2004, Ohio Department of Education, Extension, Outreach and Engagement Lunch Bunches, Office of International Affairs Center Directors, and United Way Advisory Committee. See Appendix B for a list of related presentations and publications.

**Presentations to University Leadership** - The P-12 Project director presented work to the University Board of Trustees, the Outreach Committee of the board, the OSU President's Cabinet and the OSU President in order to report to them the progress we have made.

**UTEC course grants** - The University Teacher Education Committee had some early involvement with the P-12 Project. To support UTEC's efforts to promote teacher education to students not in the College of Education, The P-12 Project gave two mini grants (\$5,000 each) to faculty wishing to rewrite a course in order to better serve potential pre-teachers not taking education courses. It is unclear what unfolded with these two courses after initial offerings. It seems that from the limited response to the RFP, and the lack of interest in continuing the seed funding, P-12 Project funds are better spent elsewhere. The P-12 Project helped support the formation of UTEC and continues to be peripherally involved in UTEC activities. UTEC continues to work toward an interdisciplinary undergraduate education program, and the P-12 Project acts as an advisor.

**Vet Med Educational Outreach Development** - Because of growing concern regarding the size and diversity of the applicant pool for colleges of veterinary medicine nationwide, Interim Dean of the College of Veterinary medicine, John Hubbell, requested assistance from the P-12 Project. The Project developed suggestions for design and implementation of outreach initiatives at local, state, and national levels that focus on utilizing existing resources within the College and attracting new resources beyond the College.

**Visits to other universities** - Various P-12 Project staff and faculty affiliates have taken trips to either gain information from other programs or to bring OSU expertise to them. Three such examples include a trip to the University of Pennsylvania to learn about their neighborhood schools project, a trip to the University of California at San Diego to learn about their charter school, and a trip to Millikin University to assist them in developing a more coherent K-12 strategy. Visits such as these are important to bring new ideas to OSU as well as share successes and challenges to other institutions. These trips help raise awareness of OSU's engagement with the P-12 community to outside audiences.

**Weinland Park Early Education Center** - The Human Ecology College (HEC), through the leadership of Dean David Andrews, has relied on the P-12 Project in several ways. The HEC will build a \$10M early education center that will serve 150 young children from infant-toddlers through preschool and will have research, professional preparation, and service functions. The P-12 Project director was instrumental in helping Dr. Andrews by setting up meetings among the OSU and CPS partners, and developing a climate of central OSU interest rather than individual College interest. The P-12 Project has also been able to help fold two other projects into this one: the rebuilding of Weinland Park Elementary School at the current elementary school site, and the rethinking of the purpose of Weinland Park with the possibility of designing a park for children and families that has strong academic as well as recreational themes. Together the three partners (OSU, CPS, and the City of Columbus) can create an early education center/school/park complex that serves low-income children and families in ways that not only improves school performance but

also helps to stabilize and revitalize the Weinland Park neighborhood. The programs of the Center and the School will be aligned to produce a seamless, coherent education and care program from infant-toddler through 5<sup>th</sup> grade. P-12 Project participation included arranging meetings with the CPS superintendent, deputy superintendent and early childhood specialist. The P-12 Project office also created contacts, helped to develop a focus on programmatic fusion, and was helpful in engaging the Godman Guild as a partner rather than a competitor. In addition, the P-12 Project participates on the 5-person advisory board for the project, and attended the first meeting between the architect and the city of Columbus.

**Weinland Park school raze intervention** - After CPS passed the bond issue to renovate or rebuild a majority of its schools, it was announced that Weinland Park Elementary school would be razed and not rebuilt. This could have been disastrous for the families of that neighborhood, who are some of the neediest families in the district. The P-12 Project, through relationships built during prior connections, was able to draw from many resources to make the argument that the school should be rebuilt, not eliminated. Though it is unfair and presumptuous to make the claim that the P-12 Project was responsible for saving the school, the interest and intervention from OSU at a critical time in the Weinland Park neighborhood certainly played a part in Columbus Public Schools' ultimate decision to keep the school and rebuild it, rather than eliminate it.

**Youth Physical Activity & Chronic Disease Research Network** - Funded as a Special Project by the P-12 Project, the Youth Physical Activity and Chronic Disease Research Network initiative seeks to promote interdisciplinary research projects focused on children and youth physical activity and chronic disease. A major goal of the initiative is to encourage exploration of regional, state, or national data sets on children's health, activity levels, and chronic disease and other factors that might interact with or explain physical activity behaviors or chronic disease outcomes. A second goal is to stimulate collaboration by faculty and graduate students across disciplines. A third goal is to create on-campus knowledge and expertise about the available data sets so results from such analyses might produce preliminary results for responses to RFPs from other funding agencies. An outcome of these exploratory studies would be to use the findings to set larger research goals and seek external funding to address the challenges of childhood health and participation of more young people in regularly healthy lifestyles.

Seed grants (\$8-10,000) are offered to instigate research. In addition to the funding from the P-12 Project, funds for the grants have been provided by the College of Education, College of Social Work, College of Medicine, College of Human Ecology, School of Physical Activity & Educational Services, and Children's Hospital.

To introduce the initiative, Dr. Tom Baranowski (Baylor College of Medicine, Department of Pediatrics) visited campus in May 2004, giving two talks titled, "Are current health behavior change models helpful in guiding prevention of obesity?" and "Interactive multi-media education and physical activity changes among children."

### Other

**Downtown School Meeting** - In conjunction with Kathryn Sullivan, President of COSI, the P-12 Project brought groups together who have express or implicit interest in a Downtown school. The meeting allowed representatives to come together, map out common understandings, pinpoint challenges and opportunities, and focus on partnering in ways that are good for education and good for downtown.

**University Alignment Committee** - Created at the behest of Martha Garland, Vice Provost and Dean for Undergraduate Studies, the Alignment Committee was formed by the P-12 Project and met during the 2003-2004 academic year to consider issues related to alignment between high schools and Ohio State. Committee members came from Mathematics, Foreign Languages, and English. Recommendations of the committee included sharing data across institutions; revamping of Post-Secondary Enrollment Option; improving dialogue and involvement among teachers, administrators, and university faculty; developing recruitment and retention efforts focused on Columbus Public Schools; developing a common curricular core between high schools and the university; and advocating for increased attention to alignment issues by the Ohio Department of Education, Ohio Board of Regents, and legislative bodies.

**Urban Teaching Strand: Early Identification and Recruitment Committee** - The director of the P-12 Project is participating with the College of Education, Columbus Public Schools, and the Columbus Education Association to consider the creation of an urban focus within the COE. P-12 participated in planning sessions and will continue to be involved as a member of the Early Identification and Recruitment Committee.



LESSONS LEARNED  
&  
CONSIDERATIONS FOR THE FUTURE

## LESSONS LEARNED AND CONSIDERATIONS FOR THE FUTURE

The P-12 Project made significant progress in its first four years, working to provide a platform for more coherent, more consistent approaches to involvement with the public education community.

The table showcased earlier in this document gives a sense of the endeavors of P-12 Project staff and University faculty and staff. Clearly, progress is being made toward the goal of the University's Academic Plan; the P-12 Project is significantly "strengthen[ing] the scope and effectiveness of our commitment to P-12 public education, with a special focus on underserved children and youth."

### Lessons Learned During Our First Four Years

- Our ability to act and interact within the University defines our success.
  - Our position as a central initiative rather than a College initiative is pivotally important.
  - Our focus on the three "I's" - initiating, incubating, and implementing - helps ensure that efforts become housed across the University rather than in the P-12 Project office.
  - As the University considers the restructuring of the Office of Outreach and Engagement, the P-12 Project's placement and structure within the organization will be important indicators of our continued success.
  
- Our ability to sustain and expand our University/public school relationships is directly related to our capacity to deliver what is needed, internally and externally.
  - Because of its relationship to the Office of Academic Affairs, the P-12 Project has credibility within the University that it would not have otherwise. University faculty and administration tend to be more receptive to our requests because of our connection to OAA.
  - The continuing focus on outreach from the President and the Office of Academic Affairs is helping to break down internal barriers to University/school collaboration. However, because the P-12 Project is purely administrative, there are instances where it is not possible to generate faculty interest.
  - Our external partners and collaborators have both explicit and implicit expectations of OSU. One of our roles is to ferret out those expectations; sometimes we serve our constituencies best by making clear what Ohio State *cannot* do as well as what it can.

- Our efforts and initiatives must remain flexible in order to best meet the needs of faculty, staff, and schools.
  - A continually shifting public education environment requires us to stay ahead of the changing landscape rather than reacting ineffectually to needs and ideas. While it is sometimes difficult for others to understand the ad hoc nature of our efforts, it is an important part of our ability to adjust.
- Our expanded capacity, brought about by increases in the director's time and increases in staffing, have blurred the boundaries of the major initiatives of the P-12 Project. For example, our efforts with the Neighborhood Schools Initiative overlap with the Higher Education Partnership, Community Connection, and Special Projects.
  - These connections are to be encouraged; expansion of the P-12 Project's efforts requires the synergy that comes from connectivity.
  - By providing for initiative overlap without duplication of efforts, we utilize staff resources most effectively while reducing the chances of becoming stagnant and inflexible.

### **Considerations For the Future**

There is much work yet to be done if we hope to continue assisting university outreach to the P-12 community and if we hope to have a lasting impact on the education of Ohio's young people:

- We look forward to working with Columbus Public Schools to refine and reshape our relationship across all schools within the district. Our reshaping will be guided by the results of the P-12 Project's first four years; the University's Academic Plan; the P-12 Project's goals and expectations for the coming years; and the Superintendent's Work Plan, as prepared by Columbus Public Schools Superintendent Gene Harris.
- We will continue to have a special relationship with the 14 schools in the University area. That relationship requires us – University and school system alike – to pay close attention to needs and barriers in our relationship, as well as to the exciting possibilities embodied within our partnership.
  - Bureaucratic strictures have the capacity to stunt current and future efforts in the University area.
  - Differing parameters for employee rewards can lead to insufficient involvement from employees.
  - Replication can be hindered by the rivalries that appear to exist within and across institutions.

However, the numerous successes achieved in the Neighborhood Schools initiative provide relevant information for dealing with the challenges inherent in partnership between two large, local, entrenched entities.

- We also intend to shape our involvement with other schools and school districts in the Columbus metropolitan area. Too often, we hear people express the belief that the P-12 Project works only with University area schools. This belief is neither accurate nor desirable; in fact, our intention is to significantly expand our efforts beyond the 14 Neighborhood Schools, without sacrificing our efforts in the University District. Expanding involvement presents challenges for the P-12 Project; the levels of staff and fiscal resources suggest difficulties. These concerns are not insurmountable. Rather, they further enforce the P-12 Project's efforts to place responsibility with faculty members, staff in other University departments, and schools.
- We have set our sights on establishing a coherent system-wide approach to P-12 outreach across the campuses of Ohio State. The regional campuses, Columbus campus, and Extension all have important roles to play as regards public P-12 education and all are involved in P-12 public education in some way. However, the P-12 oriented goals of Ohio State's Academic Plan and the need for P-12/university alignment in the state of Ohio suggest a need for a more connected effort across the entirety of the University system. Because of its status as a central initiative, the P-12 Project is uniquely positioned to assist in the approach toward system-wide connections.
- Our first years carried a heavy focus on creating the structure of OSU's P-12 Project. We must now incorporate evaluation of efforts into our activities and funded projects. The P-12 Project has begun to make strides toward that necessity; continued and enhanced efforts will be an ongoing priority.
- The P-12 Project completes its years of cash basis funding at the end of Fiscal Year 2005.
  - During this final "start up" year, the P-12 Project staff, the Office of Academic Affairs, and, where appropriate, involved faculty, staff, and external constituencies should consider the future of the P-12 Project, including the level of funding necessary to sustain the P-12 Project at its recently increased levels of service.
  - It is important to consider how revenue generation and stability will be determined. External funding for the P-12 Project is difficult because of the administrative status of the P-12 Project; while the P-12 Project has been involved in efforts that have led to external funding, the dollars typically rest in other units.

The need for university involvement with the P-12 community will increase in the coming years. Issues of alignment, access, and accountability link public education and higher education much more closely than in prior years. At the University, we will continue to break new ground as we use research, teaching, and service to shape the future of P-12/higher education partnerships in Ohio and the nation.

The future beckons; challenges and opportunities abound. The P-12 Project will be ready. We will continue to strengthen the scope and effectiveness of Ohio State's commitment to public education.



APPENDICES

## Appendix A: Revenue Summary

This table summarizes revenue *not including* funding from P-12 Project funds. \*

Receiving Unit/ Organization/Project	Internal Revenue -Source	External Revenue -Source	Total Revenue
Academic Learning Lab – Dr. Bruce Tuckmann	\$8,000 -SLI grant	\$340,000 -FIPSE grant	\$348,000
Neighborhood Schools Initiative, including all subcommittee work	\$30,000 -OSU CARES	\$2,265,000 Learn and Serve grant and Youth sub-committee	\$2,295,000
Ohio Collaborative – Policy Research on Schools, Children and Families	Salary and staff support from College of Education**	\$445,000 -State entities \$69,000 -Foundations	\$514,000
History Works Project		\$1,200,000	\$1,200,000
Weinland Park Early Education Center		\$5,600,000	\$5,600,000
Childhood Activity and Chronic Disease Center	\$15,000 Med, HEC, SW, COE, Children’s Hosp.		\$15,000
Jumpstart	Salary and staff support from Human Ecology College	\$137,000	\$137,000

\*Table continued next page.

\*\* It is important to note that the P-12 Project supported the development of the Ohio Collaborative in part by providing \$160,000 in startup funds to the director.

### Revenue Summary

Receiving Unit/ Organization/Project	Internal Revenue -Source	External Revenue -Source	Total Revenue
Dr. Susan Sears – School Counselor Practicum and Intern support	\$30,000 College of Educa- tion		\$30,000
Dr. Antoinette Miranda – School Psychology Practi- cum	\$18,000 College of Educa- tion		\$18,000
Reading course field experi- ence supervisor support	\$36,000 College of Educa- tion		\$36,000
Total primary and second- ary revenues resulting in part or in whole from P-12 Project participation	\$137,000	\$14,456,000	\$14,593,000

## Appendix B: Related Publications and Presentations

Anderson-Butcher, D., Ferrari, T., Cash, S., Polemini, D., Frank, M., Sprouse, E., and Colbert, S. (2002, October). *P-12 Education in the community*. Paper presented at the Outreach Scholarship Conference: Catalyst for Change, Columbus, OH.

Cash, S.J., & Anderson-Butcher, D. (in press). Supporting at-risk youth and their families in the community. In C. McCauly & P. Pecora (Eds.), *Enhancing the well-being of children and families through effective interventions: UK and USA evidence for practice*. London & Philadelphia: Jessica Kingsley.

Cash, S.J., and Medary Parent. (2004, April 29). *Parent leadership and support*. Paper presented at the Urban Schools Conference, Columbus, OH.

Fink, J. (2003). *After-school and summer opportunities for youth in the university district neighborhood: A needs assessment*. Columbus, OH: P-12 Project.

Kondrat, D., & Cash, S.J. (2004) *Exploring community and parent involvement in the university district neighborhood*. Columbus, OH: P-12 Project.

Kondrat, D., Cash, S.J., Futris, T., Anderson-Butcher, D., & Ferrari, T. (2004, May). *Implementing a process to understand parent needs in an urban neighborhood*. Paper presented at the Cooperative State Research, Education, and Extension Service Children, Youth and Families at Risk Conference. Seattle, WA.

Murakami, C., (2003, February 11) *Using Online Databases to Collect and Promote Outreach and Engagement Activities*, Outreach Scholarship Online Real-time Discussion presenter and facilitator.

Murakami, C., (2004, October 4) *Community Connection: Using a Web-Based Volunteer Matching System to Build Collaboration, Create Structures to Support Outreach, and Track Student Service in the Community*. Presentation at Outreach Scholarship 2004 Conference.

Nestor-Baker, N.S., Tschannen-Moran, M. (Jul, 2004). *The Tacit Knowledge of Productive Scholars*. Teachers College Record, 106(7), 1484-1511.

Nestor-Baker, N.S., (2003). *A River Runs Through It: Tacit Knowledge in Educational Organizations: Studies in Leading and Organizing Schools*. Greenwich, CT: Information Age Publishing, 121-155.

Nestor-Baker, N.S. (2004) *Leading to Change and Changing to Lead*. In Hoy, W.K. & Miskel, C.G. Educational Administration: Theory, Research and Practice. New York: McGraw-Hill.

Polemeni, D., Casto, M., Demerath, P., Jackson-Mergler, G., Anderson-Butcher, D., Neikirk, S., & Hughes, C. (2002, October). *The P-12 Learning Bridge: Connecting The Ohio State University with schools, organizations, and residents of the university neighborhoods*. Paper presented at the Outreach Scholarship Conference: Catalyst for Change, Columbus, OH.

## Appendix C: Funding Details for Neighborhood Schools After-School and Youth Programs Subcommittee

The Neighborhood School's After-School and Youth Services committee has been particularly active in its work and particularly aggressive in fund raising. This appendix is intended to illustrate in further detail the scope of work accomplished by this committee. The funding section lists a break down of the amount listed in the summary (\$1,500,000).

### Funding:

*OSU Cares Grant (\$7,500)* summer, 2003. This work is being done in conjunction with the CYFAR grant funded to Drs. Theresa Ferrari and Ted Futris through cooperative extension. Drs. Cash and Anderson-Butcher

Rick Suminski, a faculty member in the College of Education, PAES, has worked closely with Medary Elementary School and the Boys & Girls Clubs of Columbus on a CDC community-wide physical activity grant (Received \$1.1 Million over three years.)

United Way continued investment in YWCA at Indianola Middle School (@ \$50,000/year for 2 years since they thought of dis-investing).

United Way new funding to Godman Guild for Weinland Park program (2 years @ \$40,000 each year which continues into the future)

Boys & Girls Clubs of Columbus secured \$100,000/year for three years from the Blue Jackets to continue operating at Medary (2004).

Boys & Girls Clubs of Columbus wrote a grant to support parent stipends within all of their program sites across the city (\$4,000).

*CAPUWAY Coaching Project:* \$25,000 to College of Social Work for GRA to work on technical assistance to after-school program providers related to program improvements.

*After-School Matters!:* Professional development initiative in Columbus funded \$3,000 to College of Social Work for conference and training evaluation.

Columbus Public Schools a 21<sup>st</sup> Century Community Learning Center grant to the Ohio Department of Education. (3 schools @ \$100,000 each)

## Appendix D: Glossary of Terms

**Impact** – In addition to the quantitative impacts of various projects, our list of impacts includes qualitative outcomes. We include relationship building, internal and external exposure, and internal and external networking because, as we become better known both on and off campus, people will know where to turn when they have questions about P-12 activities. We include bridge-building activities because the success or failure of a project may depend as much on *who* is involved as *what* a project proposes to do. Bridge building includes those activities where our network with one group of people is bridged to another group of people who don't know one another or do not have a history of shared projects.

**Implement** – Projects that we implement are ones that are permanently housed with P-12 Project staff. These are projects that we intend to continue to support long-term, not finding permanent homes in other units.

**Incubate** – Projects in the incubate category fall into two types. Sometimes projects are initiated by the P-12 Project and incubated to the point where they can be housed permanently in another place. Other times, *existing* projects undergoing change, being brought to a new audience, needing additional gap funding, or otherwise needing support are sometimes incubated using P-12 Project seed money and support until the newly revised project can be sustained elsewhere.

**Initiate** – Projects that fall in the initiate category include those projects that are initiated by the P-12 Project *and* those that are initiated by another unit but supported by the P-12 Project by networking, information gathering, meeting participant gathering, etc. The P-12 Project often plays an important role in making sure the right decision makers are at a meeting or in a discussion.

**Investment** – Investments include money that the P-12 Project has put forward toward supporting a project or program. Funds do not include those provided by other on-campus or off campus units.

**Revenue** – Revenue includes both funds that the P-12 Project was able to acquire, and those that were acquired by units other than P-12 Project. When included, these secondary revenues were somehow seeded or otherwise supported by P-12 Project initiatives. Though we do not take credit for receiving these funds, we list them here because the P-12 Project was involved at some level with creating the necessary climate for funding. These revenues also include internal funding that was acquired because of P-12 Project seed money.

## **Appendix E: Neighborhood Schools Initiative Subcommittee Chairpersons, 2000-2004**

### **Academic Assistance Subcommittee (disbanded, 2003)**

Dr. Peter Demerath  
Associate Professor  
Educational, Social, and Cultural Foundations  
College of Education

Dr. Helen Marks  
Associate Professor  
Educational Administration & Higher Education  
College of Education

### **After School and Youth Development Subcommittee**

Dr. Dawn Anderson-Butcher (Co-chair, 2000-2004; Chair 2004)  
Assistant Professor  
College of Social Work

Dr. Theresa Ferrari (Co-chair 2000-2004)  
Assistant Professor  
OSUE Administration  
OSU Extension

### **Human Services Subcommittee**

Dr. R. Michael Casto (Chair, 200-2003)  
Associate Professor  
Counselor Education, Rehabilitation Services, and School Psychology  
College of Education

Dr. Gilbert Greene (Chair 2003-2004)  
Professor  
College of Social Work

### **Service Learning Subcommittee**

Dr. Golden Jackson-Mergler  
Associate Professor  
Department of Consumer Sciences  
College of Human Ecology