



**EASTERN OHIO
EDUCATION
PARTNERSHIP**

BASELINE REPORT
2013



Prepared Students. Successful Careers. Improved Communities.

Eastern Ohio Education Partnership brings together a cross-sector of educators, business leaders and social service organizations to support young people with a single overarching goal: well-educated students.

Our organization has the task of supporting school districts across four Ohio counties – Ashtabula, Columbiana, Mahoning and Trumbull.

► *Just think of the community impact if we all abandoned individual agendas and worked on common goals.*

Meeting the needs of over 81,000 students is no easy task and we can only accomplish this with the support of the entire community at the table – families, educators, business leaders, and volunteers. Stating that we want every child to succeed in school and in life is a high bar to set, but why not set the bar that high? Isn't that what we all want? *Prepared Students. Successful Careers. Improved Communities.*

Eastern Ohio Education Partnership knows that our community is up to the challenge. We have overcome so many obstacles and the 'never quit' attitude of our Valley is what keeps us going. There are individuals and organizations with their sleeves rolled up, doing quality work, fighting for our students and producing remarkable outcomes. As a community we need to continue to embrace these individuals and organizations, and we, as a Valley, need to rally around collaboration and shared goals. Remember, it's only a daunting task if we continue doing the work in silos.

That is why we have compiled this baseline report. We all know we can't get to where we want to go without having a clear picture as to where we came from. This report paints that picture. This baseline report will help set data-driven community-wide

goals. We are excited about the prospect of organizations and funders reviewing this report and then working to align the important work they are already doing. Just think of the community impact if we all abandoned individual agendas and worked on common goals. Not arbitrary goals, but goals set around what the data is showing us – our students need quality early childhood intervention, they need to be proficient readers by grade 3, proficient in mathematics by grade 8, and when they leave our local high schools they need not only be prepared to enter the workforce, but also prepared for some type of post-secondary school if they so choose.

As an organization, better yet, as a team, we promise to collaborate to align proven practices for educational success, cradle to career. *One challenge at a time.*



Nicole Ferraro

Nicole Ferraro
Packer Thomas, Principal
Eastern Ohio Education
Partnership, Board Chair



Stephanie Shaw

Stephanie Shaw
Eastern Ohio
Education Partnership,
Executive Director



COLLABORATION

Eastern Ohio Education Partnership (EOEP) is committed to helping all children succeed...*cradle to career*. That is why EOEP is advocating for individual programs to come together in new ways. EOEP is no longer looking at isolated approaches to doing things. We are focused on doing things that will make a collective impact.

Imagine as a business owner each of your departments - marketing, sales, production – all had different targets; or, as a social service agency each part of a program had different targets – it would be hard to achieve set objectives. This can happen to any of us, we have our heads down doing great work, taking care of *our part*. But what if we were all working toward one goal? We'd be much more likely to hit that target – collectively.

That is why this report can be valuable to your organization. It can be used as a launching point by educators, local government and businesses – all who want to hit the same targets... *Prepared Students. Successful Careers. Improved Communities.*

As the backbone organization EOEP will achieve our goals through:

- ▶ **DECISION-MAKING DRIVEN BY DATA**
- ▶ **BUILDING COMMITMENT TO COMMON GOALS**
- ▶ **ADVOCATING FOR RESULTS**
- ▶ **FUNDING ALIGNMENT**

OUR COMMUNITY'S VOICE ON COLLECTIVE IMPACT



We are encouraged by any organization, especially one as young as Eastern Ohio Education Partnership, that is patient in its response yet bold in its delivery to ensure positive academic outcomes for our students.

Jennifer Roller

President

The Raymond John Wean Foundation

As a member of the business community, it is encouraging that post-secondary/career access & readiness is a primary goal of EOEP. The skills acquired are critical as students enter the workforce.

Robin Patton

FirstEnergy

*Eastern Ohio Education Partnership,
Council Member*

We recognize the importance of using data to make decisions that will positively impact our students. That is why we are excited to be a part of EOEP's work around using data to drive academic decisions.

Matthew Bowen

Superintendent

Campbell City Schools

The education and economic development sectors must work hand-in-hand to create a healthy economy for our region. We are fortunate that business, education and other community leaders decided a few years ago to create the Eastern Ohio Education Partnership to foster improved educational results by our students. Those improvements will pay dividends in future economic growth by having a well-trained and educated workforce.

Tom Humphries

President & CEO

Youngstown/Warren Regional Chamber

The recently re-organized Eastern Ohio Education Partnership is truly working to improve the region's education attainment and career and college readiness. EOEP's coalition of educators, business people, civic leaders and others are teaming up to improve school and career readiness and reading and math skills to prepare our people for the employment opportunities of the 21st century.

Tony Paglia

*Vice President of Government
& Media Affairs*

*Youngstown/Warren Regional Chamber
Eastern Ohio Education Partnership,
Board Member*

The focus on a narrow set of goals, using data to drive decisions and advocating student results is the work of many of the EOEP partners. Combining our efforts and leveraging our human capital is powerful in the network teams. We are modeling collaboration, communication, creativity and critical thinking.

Michele DiMuzio

Director

*State Support Team Region 5
Eastern Ohio Education Partnership,
Network Member*

The new focus on key transitions--early childhood and post-secondary/career access and readiness--will help the partners collaborate more efficiently and have an impact on educational opportunities in the region. The emphasis on data is particularly welcome. If we can't measure results, how will we know we've made progress?

Dr. Charles Howell

*Dean, Beeghly College of Education
Youngstown State University
Eastern Ohio Education Partnership,
Board Member*

WHY A BASELINE REPORT?

This report is designed to serve as a starting point as our community begins to work with students from cradle to career. Using a collective impact model, EOEP will work to prepare students to become healthy, productive citizens. Citizens who not only remain in the Valley but also provide a meaningful contribution to our community and society as a whole.

This is the first step. Collecting and sharing the relevant data in one place allows parents; educators; advocates; and funders to have the same frame of reference to develop strategies.

COLLECTIVE IMPACT

This is a long-term partnership aimed at achieving transformational progress in education – *cradle to career*.

Collective impact is loosely defined as a core group of individuals who decide to abandon their individual agendas in favor of a collective approach to improving a common goal. The *Stanford SOCIAL INNOVATION Review* defines the five conditions of collective impact as a common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone support. ¹

▶ **Common Agenda** – All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

▶ **Shared Measurement** – Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

▶ **Mutually Reinforcing Activities** – Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

▶ **Continuous Communication** – Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.

▶ **Backbone Support** – Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

“Collective impact is what business and community leaders have been waiting for. We all want to be more efficient with greater effectiveness and that is exactly what collective impact is all about.” Nicole Ferraro, Principal, Packer Thomas

MAKING A DIFFERENCE

In 2013 EOEP began work around discovering a more strategic way to move the needle around education. We enlisted partners who were willing to dig deep, set aside their own agendas and tackle the work that would make our students successful. EOEP enlisted the assistance of StriveTogether, a cradle to career consortium who has proved – *collective impact works!*

A Model for Success

According to John Kania and Mark Kramer, *Stanford SOCIAL INNOVATION Review*, “The heroic efforts of countless teachers, administrators, and nonprofits, together with billions of dollars in charitable contributions, may have led to important improvements in individual schools and classrooms, yet system-wide progress has seemed virtually unobtainable.”

“Against these daunting odds, a remarkable exception seems to be emerging in Cincinnati. Strive, a nonprofit subsidiary of KnowledgeWorks, has brought together local leaders to tackle the student achievement crisis and improve education throughout greater Cincinnati and northern Kentucky. In the four years since the group was launched, Strive partners have improved student success in dozens of key areas across three large public school districts. Despite the recession and budget cuts,



34 of the 53 success indicators that Strive tracks have shown positive trends, including high school graduation rates, fourth-grade reading and math scores, and the number of preschool children prepared for kindergarten.”

“A core group of community leaders decided to abandon their individual agendas in favor of a collective approach to improving student achievement. More than 300 leaders of local organizations agreed to participate, including the heads of influential private and corporate foundations, city government officials, school district representatives, the presidents of eight universities and community colleges, and the executive directors of hundreds of education-related nonprofit and advocacy groups.” - John Kania and Mark Kramer - *Collective Impact Stanford SOCIAL INNOVATION Review*²

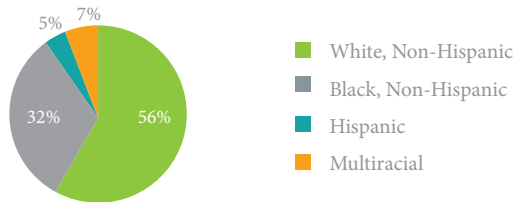
OUR SCHOOLS | OUR STUDENTS

Student data and student need drove the decision to focus on six school buildings throughout our four county area. We will touch close to 4,200 students with our work. Over time we will expand our footprint. Much of our work will be community driven, meaning a student who does not attend one of the target schools may receive services such as FAFSA completion or early kindergarten registration support.

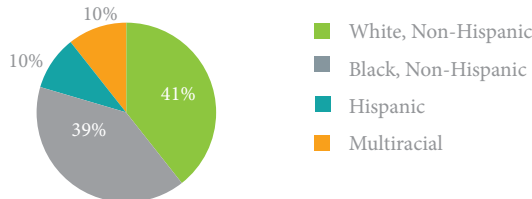
HIGH SCHOOLS

Campbell Memorial High School (Campbell)
 United Local High School (Hanoverton)
 Warren G. Harding High School (Warren)

Total Number of Students by Race³



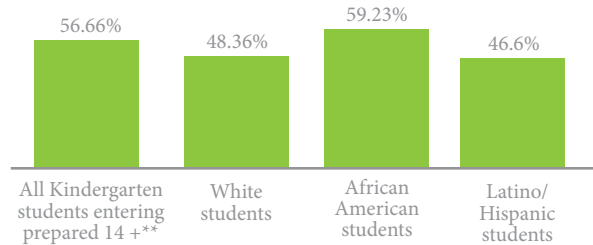
Economically Disadvantaged by Race³



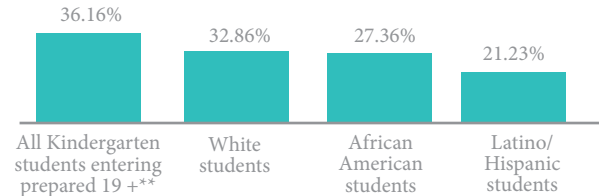
ELEMENTARY SCHOOLS

Campbell Elementary School (Campbell)
 Harding Elementary School (Youngstown)
 Jefferson K-8 (Warren)

Kindergarten Students Entering with KRA-L* Score of 14+⁴



Kindergarten Students Entering with KRA-L* Score of 19+⁴



*“Categorizing and counting students by race still has relevance since blacks and Latinos continue to experience educational inequality as shown by achievement data and the resources available in the public schools they attend. Where poverty and race are linked these problems are compounded,” reports Gerald Torres, *The New York Times*.⁵*

* Kindergarten Readiness Assessment - Literacy (KRA-L) is designed by the Ohio Department of Education to help kindergarten teachers identify early reading skills.
 ** Total student count includes all races and ethnicities.

OUR COMMUNITY

We are proud of our community. There is no better place to raise a family than the Mahoning Valley. We have our challenges, challenges that we are facing head on.

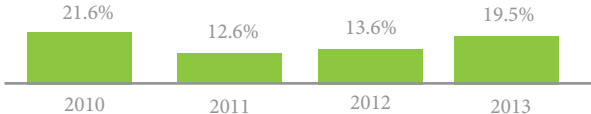
Historically students could graduate from high school and secure a manufacturing or labor-oriented job that would provide ample resources for them to start and maintain a family. This may no longer be the case. While we've seen a surge of new manufacturing jobs, graduating from high school and obtaining a high-wage job is no longer the norm. The Valley's manufacturers are seeking and hiring high-skilled

employees for high-skilled jobs that require some type of post-secondary education. That's why the work of our network teams is important to **all** students, not just those planning on attending a traditional college or university.

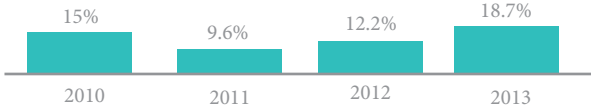
Now is the time to enhance our local economy by cultivating more local talent. By supporting our students from *cradle to career* we would increase the likelihood of more *prepared students with successful careers* living in *improved communities*.

Ashtabula, Columbiana, Mahoning, Trumbull Counties ⁶

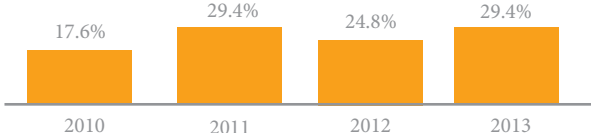
Unemployment rate



Income below \$24,999 for all families



Poverty levels for all families

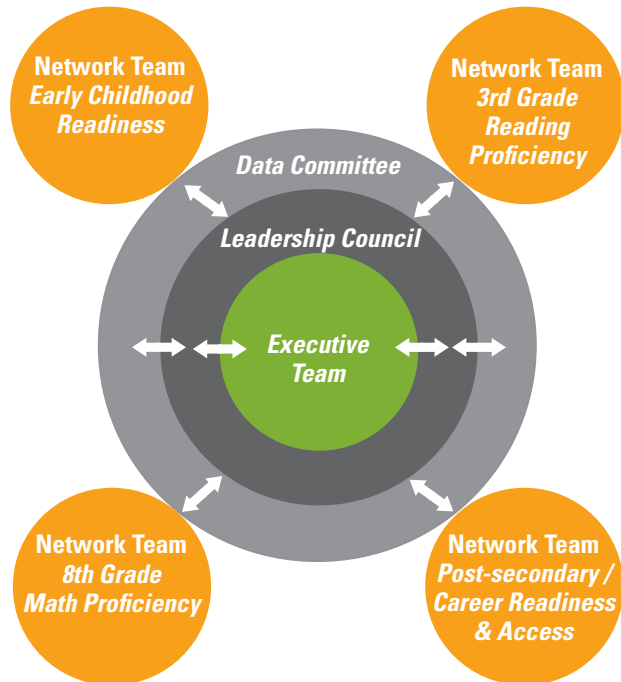


Recent Community Investments^{*7}

- Siemens Corp - **\$440**
- NiSource + Hilcorp - **\$300**
- General Motors - **\$200**
- NAMII - **\$70**
- VAM USA - **\$57**
- Ohio Star Forge - **\$20**
- Eastwood Mall Complex - **\$14**
- Extrudex - **\$14**
- Exterran - **\$13**

* In Millions.

EASTERN OHIO EDUCATION PARTNERSHIP'S STRUCTURE



EXECUTIVE TEAM (BOARD OF DIRECTORS)

Establish the agenda for the Leadership Council and brings forward recommendations for action meetings based on feedback from its members. Carry fiduciary responsibility of the organization.

LEADERSHIP COUNCIL

Establish, embrace and advocate for the vision, mission, and strategy of Eastern Ohio Education Partnership. Promote collaborative continuous improvement among providers around agreed upon student outcomes that are the focus of Eastern Ohio Education Partnership. Help overcome barriers to aligning resources behind these outcomes; advocate for funding to follow what really gets results.

NETWORK TEAM

Focus on a priority outcome of Eastern Ohio Education Partnership utilizing student-level data to drive improvement around student success.

DATA COMMITTEE

Provide specific supports to each of the network teams.

STAFF

Stephanie L. Shaw
Executive Director

BOARD OF DIRECTORS

Nicole Ferraro
*Principal,
Packer Thomas,
Eastern Ohio Education
Partnership, Board Chair*

Adrian Anderson
*Associate Administrator,
Humility of Mary
Health Partners*

Chuck Adkins
*Superintendent,
Columbiana County
Career & Technical Center*

Dr. Charles Howell
*Dean,
Beeghly College of Education
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Community College*

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*Vice President,
Youngstown/Warren
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*Superintendent,
Mahoning County
Educational Service Center*

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Stifel, Nicolaus & Co., Inc.*

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*Associate Provost for
Kent State University
System Integration and
Regional College Dean*

John Wilson
*Director,
Turning Foundation
Turning Technologies*



NETWORK TEAMS

▶ Early Childhood

This team includes leaders from school districts in Campbell, Warren and Youngstown. The team also has representatives from State Support Team Region 5, United Way of Youngstown and the Mahoning Valley, The Raymond John Wean Foundation, Trumbull & Mahoning counties libraries, Child Care Connection, Educational Service Centers, and a host of other early childhood organizations. The team has created a charter and an action plan that will, year one, focus on building relationships with our elementary schools and the feeder pre-school providers. The team will begin a strategy around early kindergarten registration; the earlier a student is registered, the earlier the parent can begin to prepare the student for that first year.

Currently the state of Ohio measures kindergarten readiness with an assessment tool – KRA-L (Kindergarten Readiness Assessment – Literacy). During the 2014-2015 academic year this assessment tool will change. You can visit www.education.ohio.gov and click on: **topics, early learning...** to learn more.

Current Indicators

- KRA-L
- Race
- Socio-economic status

Future Indicators

- New Ohio kindergarten assessment
- Quality early childcare
- Immunization

▶ Third Grade Reading

This team will follow the students who are a part of the Early Childhood Network. The team will use data to determine what activities would best assist the students in each district.

Indicators

This team will begin developing a set of measurements during academic year 2014-2015.





► Eighth Grade Mathematics

This team will follow the students who are a part of the Early Childhood Network. The team will use data to determine what activities would best assist the students in each district.

Indicators

This team will begin developing a set of measurements during academic year 2014-2015.

► Post-secondary/Career Readiness & Access

This team includes leaders from school districts in Campbell, Warren and United. The team also has representatives from Youngstown State University, Eastern Gateway Community College, Mahoning County Educational Service Center, Mahoning Valley College Access Program and a host of other high school and post-secondary institutions who have created a team charter and an action plan that will, year one, focus on early FAFSA (Free Application for Federal Student Aid) completion and continue to work on high school to higher education alignment issues.

Current Indicators

- FAFSA completion
- ACT scores

Future Indicators

- Post-secondary enrollment and completion
- Race
- Socio-economic status

Using local data to drive local decisions is what our networks are all about. Using local data that can be supported by national data increases our chances of success. A report issued by the University of Chicago, *The Role of Application Assistance and Information in College Decisions: Results from the H&R Block FAFSA Experiment*, states that, "college enrollment rates for high school seniors and recent high school graduates rose 8 percentage points, from 28 to 36 percent, in the year following the experiment for those whose parents received the FAFSA help compared to those who did not. Offering FAFSA assistance also increased enrollment by 16 percent for adults out of high school with no prior college experience."⁸

OUR PRIMARY OUTCOMES

Eastern Ohio Education Partnership is actively engaging community members around four outcomes. Each outcome has a network team made up of community leaders and practitioners. The network teams are designed to look at data to help define potential obstacles that may deter student success.

Children enter kindergarten ready to succeed.

EOEP will work with early childhood educators and community partners to assure students are ready for school as required by Ohio Department of Education assessments.

Students demonstrate grade-level reading proficiency by grade 3.

EOEP will work with local school districts and community partners to assure students are reading at or above grade level by grade 3.

Students demonstrate grade-level proficiency in mathematics by grade 8.

EOEP will set in place actionable items to assure students are proficient in mathematics before entering high school.

Students have access to, enroll in, and are prepared for post-secondary education or training.

EOEP will continue to work with districts, career centers, universities and colleges to discuss alignment for students as they transition from high school to some type of post-secondary education. EOEP will set in place a community of leaders engaged in the process of assuring students have access to and that they enroll in, post-secondary education or training.

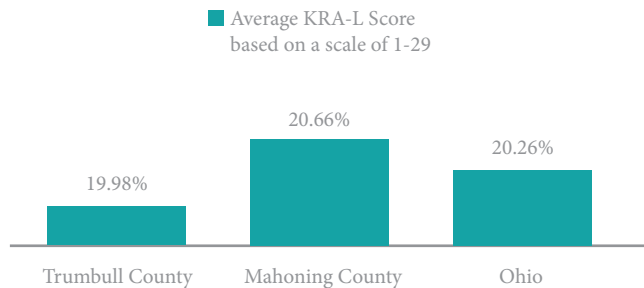


OUTCOME ONE

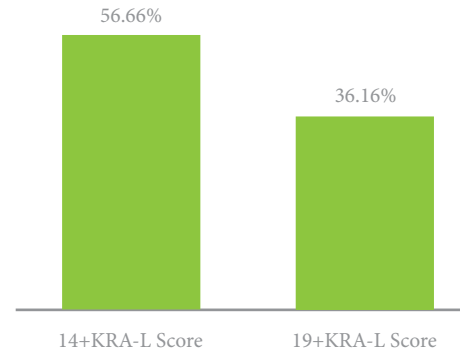
Children enter kindergarten ready to succeed.

EOEP is engaged with our 53 public school districts throughout Ashtabula, Columbiana, Mahoning and Trumbull counties. Our work around early childhood readiness will focus on three partner schools: Jefferson K-8 (Warren), Harding Elementary (Youngstown) and Campbell Elementary (Campbell).

Average KRA-L Score by County
Ohio Department of Education
FY 2012⁹



Aggregated KRA-L Scores
by Partner Districts⁴



Early childhood education matters! It can also be a predictor of future success. Economic studies have shown a rate of return of \$7 or more on each dollar invested in early childhood through a reduced need for spending on other services, such as remedial education, grade repetition and special education.

Eastern Ohio Education Partnership has seen predictive analytics work across the state of Ohio. Predictive analytics allows you to take a current high school student and look back to see what path they took to help leverage their success. This is a tool we plan to implement in the 2014-2015 academic year. Summit Education Initiative (Summit County, Ohio) is a state leader in using this form of analytics. SEI has been able to “look at the data for several graduating classes and essentially separate them into two groups: a group who graduated with a diploma and an ACT score of 21+ and another group who graduated with a diploma and score less than 21,” states Dr. Matthew Deevers, Senior Research Associate. SEI then groups like students to determine what happened as far back as kindergarten to garner similarities among students. They then build profiles of students who are high, medium and low risk in terms of being on track for a 21+ ACT. This information is provided to the districts to help them as they work to build student success. **The study showed that students with an ACT score of 21 or higher received a 19 or higher on the KRA-L.**

OUTCOME TWO

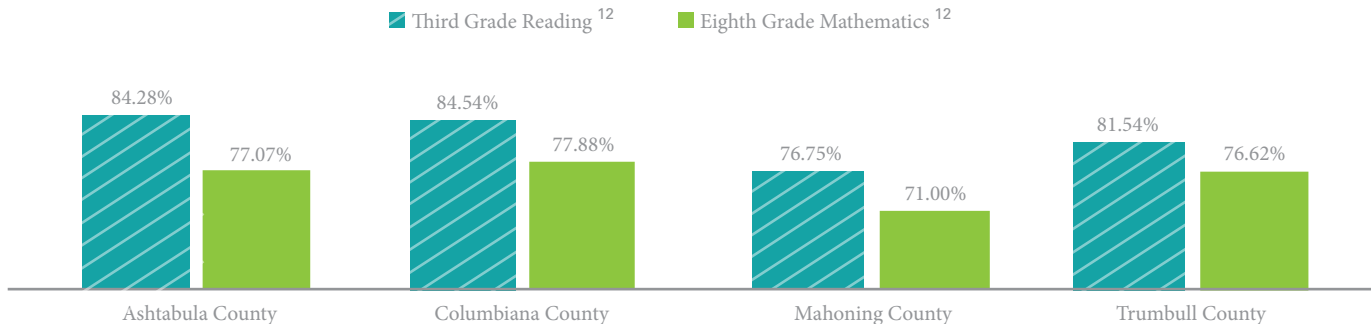
Students demonstrate grade-level reading proficiency by grade 3.

In a special report from the Annie E. Casey Foundation, *EARLY WARNING, Why Reading By the End of the Third Grade Matters;* of the fourth-graders who took the National Assessment of Educational Progress (NAEP) reading test in 2009, 83% of children from low-income families – and 85% of low-income students who attend high-poverty schools – failed to reach the “proficient” level in reading. **Reading proficiently by the end of third grade is a crucial marker in a child’s educational development.** Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation’s competitiveness and general productivity.”¹⁰ In our three partner districts, Warren, Campbell and Youngstown the average 3rd grade reading score is 56.13%.¹¹ The grade 8 mathematics score is not currently reported on the individual district report card.

OUTCOME THREE

Students demonstrate grade-level proficiency in mathematics by grade 8.

Third Grade Reading Proficiency
& Eighth Grade Mathematics Proficiency by County



OUTCOME FOUR

Students have access to, enroll in, and are prepared for post-secondary education or training.

The *Help Wanted Projections of Jobs and Education Requirements Through 2018* report by Georgetown University Center on Education and the Workforce states that **post-secondary education is becoming increasingly important**. “Over the past three decades, higher education has become a virtual must for American workers. Between 1973 and 2008, **the share of jobs in the U.S. economy, which required post-secondary education, increased from 28 percent to 59 percent**. According to our projections, the future promises more of the same. **The share of post-secondary jobs will increase from 59 percent to 63 percent over the next decade.**”¹³

Harding, Campbell and United FAFSA Completion¹⁴

Class of	Total Number of Seniors	Total Number of Seniors Who Completed FAFSA	Percentage of Students Who Completed FAFSA
2012	483	262	54%
2013	492	237	48%

In our three target high schools: Warren G. Harding, Campbell Memorial and United Local, 73.43% of the students are considered low income; these are the students who qualify for some type of post-secondary assistance, but not everyone applies to the federal government for this assistance. Eastern Ohio Education Partnership, along with our cross-sector partners, has developed a plan around FAFSA completion to assure students have financial access to college and or training.



OUR PARTNERS

ACCESS
ACTION
ACLD Learning Center
Ashtabula County
Educational Service Center
A-Tech
Brookfield Local Schools
Campbell City Schools
Child Care Connection
Columbiana County
Educational Service Center
Columbiana County
Career and Technical Center
Eastern Gateway
Community College
Family & Children First -
Trumbull & Mahoning Counties
FirstEnergy
HAPPY Homes
Humility of Mary
Health Partners
Kent State University
Mahoning County Career and
Technical Center
Mahoning County
Educational Service Center
Northeast Ohio
Medical University
PackerThomas
Perrino Consulting
PNC Financial Services Group
Public Library of Youngstown
and Mahoning County
Office of Senator Sherrod Brown

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United Way of Youngstown
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Watson Foundation
Youngstown Business Incubator

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Ramonda Rek
Charlie Staples Restaurant
Toyota Volvo Jaguar of Warren
Tracy Stevens
Turning Foundation – Turning Technologies
Stifel, Nicolaus & Co., Inc.
Youngstown State University

*A special thank you is extended to the many
volunteers who make our success possible.*

SOURCES

Source 1: Hanleybrown, Fay; Kania, John & Kramer, Mark (January 26, 2012). [Channeling Change: Making Collective Impact Work](#). *Stanford SOCIAL INNOVATION Review*. Retrieved from http://www.ssireview.org/blog/entry/channeling_change_making_collective_impact_work (Accessed July 14, 2014)

Source 2: Kania, John & Kramer, Mark (Winter 2011). [Collective Impact](#). *Stanford SOCIAL INNOVATION Review*. Retrieved from http://www.ssireview.org/articles/entry/collective_impact (Accessed March 31, 2014)

Source 3: Ohio Department of Education. Retrieved from <http://bireports.education.ohio.gov/PublicDW/asp/Main.aspx?server=dumstrisp02&project=ReportCard&evt=3002&uid=guestILRC&pwd=&persist-mode=8> (Accessed March 31, 2014)

Source 4: Data provided by Campbell City, Youngstown City and Warren City School districts.

Source 5: Torres, Gerald. (February 13, 2011). [Race, Poverty and Educational Equity](#). *The New York Times*. Retrieved from <http://www.nytimes.com/roomfordebate/2011/02/13/the-two-or-more-races-dilemma/race-poverty-and-educational-equity> (Accessed March 31, 2014)

Source 6: US Census Bureau. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml> (Accessed March 26, 2014)

Source 7: Youngstown/Warren Regional Chamber. Retrieved from <http://regionalchamber.com/EconomicDevelopment.aspx> (Accessed March 31, 2014)

Source 8: Bettinger, Eric P.; Long, Bridget Terry; Oreopoulos, Philip & Sanbonmatsu, Lisa. [The Role of Application Assistance and Information in College Decisions: Results from the H&R Block FAFSA Experiment](#). (April 12, 2012). Retrieved from <http://www.nber.org/papers/w15361> (Accessed March 26, 2014)

Source 9: Ohio Department of Education. Retrieved from <https://education.ohio.gov/getattachment/Topics/Testing/Kindergarten-Readiness-Assessment/2012-KRAL-District-Summary.pdf.aspx> (Accessed March 26, 2014)

Source 10: Fiester, Leila & Smith, Ralph (2010). [Early Warning! Why Reading by the End of Third Grade Matters](#). A KIDS COUNT special Report from the Annie E. Casey Foundation SUMMARY. Retrieved from <http://oica.org/wp-content/uploads/2012/12/Special-Report-Executive-Summary.pdf> (Accessed March 28, 2014)

Source 11: Ohio Department of Education. Retrieved from <http://reportcard.education.ohio.gov/Pages/School-Search.aspx> (Accessed March 30, 2014)

Source 12: Ohio Department of Education. Retrieved from <http://bireports.education.ohio.gov/PublicDW/asp/Main.aspx> (Accessed March 26, 2014)

Source 13: Carvevale, Anthony P., Smith, Nicole & Strohl, Jeff (June 2010). [Help Wanted Projections of Jobs and Education Requirements Through 2018](#). Georgetown University Center on Education and the Workforce. Retrieved from <http://cew.georgetown.edu/jobs2018> (Accessed July 14, 2014)

Source 14: US Department of Education, office of Federal Student Aid. Retrieved from <https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school> (Accessed March 31, 2014)

*All links were active at the time of retrieval. The internet is evergreen; some links may no longer be available.

EASTERN OHIO EDUCATION PARTNERSHIP

www.easternohiop16.org sshaw@easternohiop16.org 330.675.7623



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