

**Board Meeting Agenda
CYC Conference Room
Tuesday, November 18, 2014
8:00-9:30AM**

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|------|--|-------------|
| I. | Welcome new board member and approval of minutes: Kent Wellington | 8:00 – 8:05 |
| II. | Mission Moment <ul style="list-style-type: none">• Victoria Nesbitt, CYC Mentor Coordinator• 6th grade student, Jasmine Carter• Principal Cathy Lutts | 8:05 – 8:15 |
| III. | CPS 's New Initiative - My Tomorrow
Laura Mitchell, CPS Assistant Superintendent | 8:15 – 9:00 |
| IV. | CYC Tomorrow Fund Update – Jim, Kent and Danielle | 9:00 – 9:10 |
| V. | Dashboard Review | 9:10 – 9:20 |
| VI. | President's Report: Jane | 9:20 – 9:30 |

Board Calendar:

Thank You Mentor Event: **January 15, 2015**

Next Board meeting: **January 20, 2015**

Trivia Night: **February 26, 2015**

Board Retreat: **March 10, 2015**



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**Board Meeting Minutes
Cincinnati Youth Collaborative
September 12, 2014 –Shroder H.S.
8:00-9:30AM**

Board Members Present: Kent Wellington, Dan Molina, Barbara Szucsik, Steve Condon, Dave Plogmann, Ken Cartwright, Kenneth Webb, John Fickle, Chuck Ackerman, Yvette Simpson, Stephen Avila, Ralph Lee, Jim Sowar, Denise Thomas and Jeff Wampler

Board Members Absent: John Pepper, Mary Ronan, Amy Spiller, Judy Fimiani, Chris Dirksing, Toi Jones, Sandra Degen, Jim Price and Harold Brown

Staff Present: Jane Keller, Maurice Huey, Danielle Gentry Barth, Adria Whitlow and Karen Connell

Guests: Brian Robson

I. Welcome and approval of minutes

- Kent called board meeting to order at 8:05
- Welcome new board members, Stephen Avila and John Fickle.
- September 12, 2014 board minutes approved.

II. Mission Moment

- JCG Career Specialist, Stephanie Parker, gave a brief overview of the new JCG 7th & 8th grade pilot program and introduced Stephen Wynn, a 9th grader, who is involved in the JCG and mentoring programs. Stephen spoke about his goals and learning from the JCG program and his mentor/mentee experience
- Principal Larry Williams greeted the board and expressed his gratitude for the suite of services and resources that CYC provides.

III. Strategic Program Plan Updates: Jane provided backdrop to the Board Approved CYC Strategic Plan

- Maurice Huey gave an update on the "Big Picture Overview" and the associated action plans and goals.
 - Based on short term goals for the first year all programs are on target (green status).
 - Work has been staff driven guided by the leadership team.
 - Early outcomes for pilot programs and services are showing good progress over the short term.
- CYC Early College and Career Awareness Plan Update (College Plan)
Purpose: Early college and career awareness and exploration for 7th and 8th grades
 - *Location* - implemented JCG Middle School Pilot Program at Shroder H.S.
 - *Preliminary Outcomes* - Program launched in January 2014 with twenty 8th graders and twenty 7th graders. Retained eighteen 8th graders and seventeen 7th graders at the close of the academic year. The students will continue in the program the following school year. All performance measures are either on track or exceed associated goal.
 - *Next Steps* - Implement modifications and improvements for 2014-2015 academic year.
 - *Stakeholder Feedback* – positive with additional CPS principals requesting the program.

- CYC Mentoring Plan update provided by Adria Whitlow
 - *Objectives*- equip volunteers with new training and tools that build stronger relationships and explore e-mentoring opportunities for volunteers
 - *Preliminary outcomes*-Implemented the DESSA tool that measures social and emotional progress with a pilot group of 40 mentors. Outcomes indicated positive movement in mentees' competencies. Will expand the pilot this year with rollout to all mentors in next academic year. Piloted E-Pen Pal program in partnership with Fidelity and Boys and Girls Clubs. Positive pilot outcomes with key learning that additional 1-1 contact is needed between mentor/mentees.
 - *Next steps*-Expand usage of DESSA tools and continue E-Pen Pal program with Fidelity/BCGC CYC was selected to be involved with Fidelity IT team to build an e-mentoring platform to complement 1-1 relationships.
- Brian Robson, ESCC consultant, provided an overview of the CYC Redesign Program Team Model that started at Withrow.
- Maurice presented an overview and update of the Redesign Team Model
 - *Objective*- To design and test an integrated team model to strengthen and expand CYC services to other schools. CYC staff and managers were involved leveraging their program success, knowledge and experience at Withrow H.S.
 - *Approach*- Design and test an integrated program team model that can be customized to the needs of a school.
 - *Preliminary Outcomes*- Team established, action plan created, stakeholder feedback gathered and processes created and documented.
 - *Next steps*- Continue the involvement of in-school stakeholders and expand the test model two additional high schools, Shroder and Aiken, in 2014-2015 academic year.

Board Engagement

- Barbara Szucsik provided an update on the Board Engagement Plan that was created to maximize the experience and effectiveness of all CYC board members. The board engagement plan will be part of a new online Board Toolkit. Rollout targeted for October.

Sustainability Campaign

- Danielle, Dan and Dave gave an update on the Sustainability Campaign, CYC Tomorrow Fund.
 - Dan announced that 100% of the current board has contributed to the campaign and that we are close to the final goal of the board which allows us to move to the public phase.
 - Dave spoke about the next stage- 800K goal for the community phase of the campaign which will kick off at Dream Makers Celebration.
 - Jim Sowar and Kent Wellington will lead the campaign
 - Danielle distributed a prospect list and asked the board to review and identify who they know.

IV. Dashboard was reviewed and discussed. Jane highlighted CYC's YTD net surplus. GO GREEN! Actuals on target to goals.

President's Report

- CYC is a finalist in the BBB Torch Awards for Ethical Practices. The event will be held at the Horseshoe Casino on October 23, 2014
- CYC Partnerships are continuing to grow. CYC partnering with Ernest & Young, Xavier and Withrow for a new mentoring program. Fifteen E&Y young professionals will be teaming up with Xavier students to mentor fifteen 10th graders. It is expected to launch in early October.

- Collaborating with InterAlliance, a consortium of Greater Cincinnati CIOs. InterAlliance promotes IT careers by providing clubs, events and camps that encourage students to explore IT careers through hands on projects and events. They would like to gain a greater foothold in CPS schools.
- City Gospel's Whiz Kid will launch its pilot in late October.
- Met w/ Partners for Competitive Workforce to discuss how CYC can leverage their adult workforce efforts to help high school students with career paths.
- Youth Summit-Saturday, October 25, 2014 at University Cincinnati. We expect close to 500 students. CYC partnered with the City, Cincinnati Police Department and Leadership Cincinnati 37 to sponsor the summit.

V. **New Business:** Motion was made by Kent Wellington to approve Steve Condon as CYC Board Treasurer, motion seconded by Dan Molina and approved by board.

VI. Kate Elliot took photos of the board.

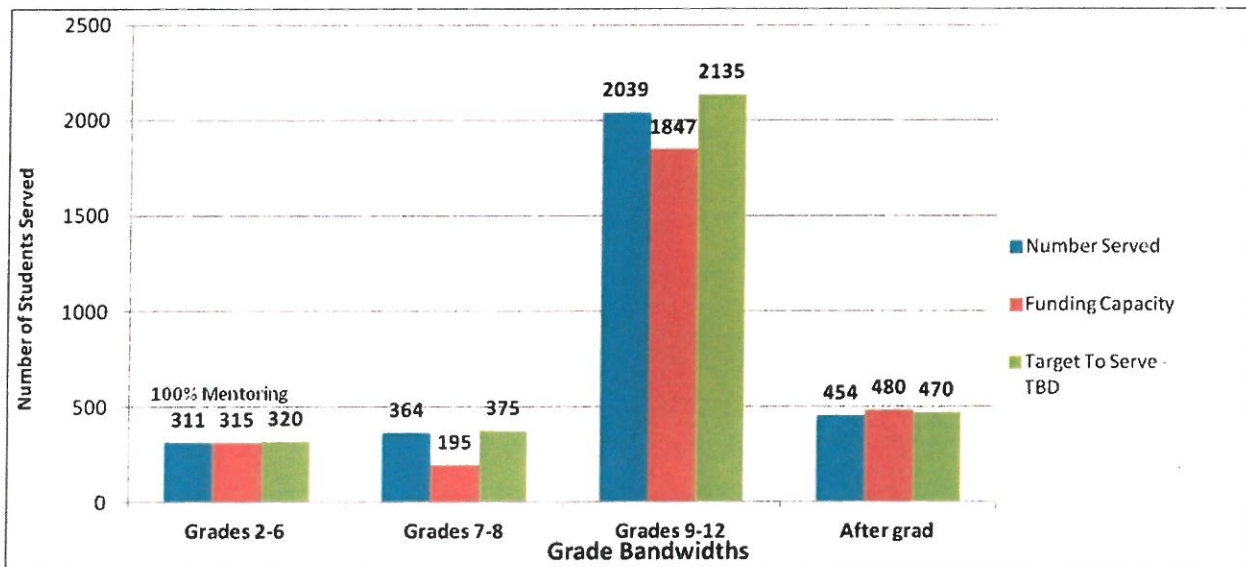
Adjourned-9:30am



CYC empowers vulnerable children and young adults to overcome obstacles and succeed in education, career and life

November 18, 2014

	Academic Year 2013-2014	5 Year Average	Benchmark
Promotion	83%	86%	TBD
Senior Graduation	96%	96%	81% for Hamilton County
Transition to College	72%	80%	68% National Center for Education Statistics
Transition Post High School Career/College/Military	88%	85%	77% JAG National



CYC Indicators: For Fiscal Year July 1, 2014 through June 30, 2015			
	Measure	YTD (Oct. 31)	Target/ Goal
Volunteers	% of volunteers retained >1 year	75%	75 % goal (National is 65%)
	# of mentors and groups	622	625 (125 per coordinator)
	# of tutors placed in CPS	456	TBD
Budget	Revenue	Est. \$754,575	\$2,481,160
	Net surplus/deficit	Est. \$144,215	\$-0-
Development	New Donors	65	50
	Retention of donors	20%	75%
	Annual Campaign	\$499,623 (51%)	\$981,850
Marketing	Awareness Touchpoints	14,154	40,000



Calendar of Events

Date	Event	Board Roles	Time
November 15	Leadership Development Conference <i>Student Event</i>	Presenter, Judge	1-2 hours
December 2	Giving Tuesday <i>Annual Online Fundraising Event</i>	Ambassador thru social media	N/A
2015			
January Sat	Saturday Hoops <i>Basketball and art in OTR, Saturdays thru May</i>	Volunteer	2 hours, morning
15	Thank Your Mentor Day <i>Event honoring outstanding mentors</i>	Emcee Champion for CYC	2 hours, evening 2 hours, evening
February 26	Trivia Night <i>Annual Fundraising Event</i>	Champion for CYC	3 hours, evening
March 4-5	Junior Class Competition <i>Student Event</i>	Judges	2 hours, morning
April 10-12	Global Youth Service Day <i>Community service project TBA</i>	Participant	2 hours
14-16	Senior Class Competition <i>Student Event</i>	Judges	2 hours, morning
23	Career Development Conference <i>Student team building, luncheon, awards</i>	Panel Speaker Lunch Attendee	3 hours, morning 1.5 hours, noon
May TBD	United "FORE" Youth Golf Classic <i>Annual Fundraising Event</i>	Champion for CYC	12 pm -7 pm
June 1-5	First Degree Summer Program <i>College transition program for enrolled freshmen</i>	Presenter	1 hour
4	Thank You Open House <i>All board members are needed to thank our wonderful supporters and partners</i>	Champion for CYC	2 hours
TBD	7th-9th Grade Summer Camp <i>Camp exploring colleges and careers</i>	Presenter Job Host Site	1 hour 1-3 hours
July TBD	Outstanding Student Reception <i>Student event</i>	Champion for CYC Panel Speaker	1.5 hours 1.5 hours
October TBD	Dream Makers Celebration <i>Annual Fundraising Event</i>	Champion for CYC Committees	3 hours 5 months, biweekly calls

Ongoing Board opportunities: tutoring, mentoring, in-class guest speakers, project coaches, job shadowing experiences, competition judges, internships, new suggestions welcome!

Empowering vulnerable students to succeed in school and in life.

Cincinnati Youth Collaborative
Statement of Financial Position
September 30, 2014

	As of 9/30/2014	As of 6/30/2014	Sept - Jun Change
Cash and cash equivalents	\$ 697,353	561,586	135,767
Investment Account	1,554,251	1,551,641	2,610
Accounts Receivable **	284,643	263,500	21,143
Sustainability Pledges, net of discount	99,242	67,642	31,600
Contributed Rent Receivable	95,418	127,208	(31,790)
Property and equipment, net	-	-	-
Prepaid Expenses	41,250	46,482	(5,232)
TOTAL ASSETS	\$ 2,772,157	\$ 2,618,059	\$ 154,098
Accounts Payable	\$ 19,126	15,252	3,874
Accrued Vacation	51,085	51,085	-
Accrued Payroll Taxes	3,086	4,352	(1,266)
Deferred Revenue	200,495	10,011	190,484
Net Assets	2,498,365	2,537,359	(38,994)
TOTAL NET ASSETS & LIABILITIES	\$ 2,772,157	\$ 2,618,059	\$ 154,098
** Accounts Receivable:			
City of Cincinnati	7,612	-	
Cincinnati Public Schools	75,000	-	
Eyemed	-	6,000	
Fifth Third Bank	-	210	
Finneytown High School	10,500	-	
Gear Up Grant	-	21,070	
Hamilton County - Foster Care	15,570	30,863	
Hamilton County - In School	88,583	119,915	
Jobs for Ohio Graduates	21,250	-	
Luxottica/ Eyemed	-	9,000	
Messer	-	695	
Purcell Marian	13,571	2,500	
Talent Search grant	31,615	31,368	
United Way - JCG & Mentoring	20,942	41,879	
Total	\$ 284,643	\$ 263,500	

Cincinnati Youth Collaborative				
Budget to Actual - Unaudited				
As of September 30, 2014				
		Annual		Goal =25.0%
		Budget	9/30/2014	of Budget
Income				
4005	Individual	56,000	2,882.10	5.15%
4010	Corporate and Business	55,250	16,764.02	30.34%
4015	Foundations	436,600	159,272.00	36.48%
4020	United Way allocation	83,000	-	0.00%
4022	Other Organizations	15,000	3,753.53	25.02%
4105	Talent Search	383,514	87,780.88	22.89%
4120	Workforce Investment Act - WIA	569,240	133,271.34	23.41%
4121	TANF - CTD	106,201	24,444.77	23.02%
4125	City of Cincinnati	22,835	10,627.66	46.54%
4150	JOG revenue	98,800	21,249.99	21.51%
4200	Fee for Service - Schools	412,700	103,299.99	25.03%
4207	Fee for Service - CATC	21,020	5,000.00	23.79%
4505	Dividend, Interest (Securities)	35,000	8,898.73	25.42%
4605	Miscellaneous Revenue	-	2,317.00	0.00%
4905	Dreammakers event	110,000	44,675.00	40.61%
4915	Golf outing	66,000	-	0.00%
4930	Other special event	10,000	320.00	3.20%
	Total Revenue	2,481,160	624,557.01	25.17%
Expenses				
6005	Salary and wages	1,562,681	392,642.61	25.13%
6010	Social security payroll tax	97,351	23,131.20	23.76%
6015	Medicare payroll tax	22,767	5,365.38	23.57%
6020	State unemployment (SUTA)	18,807	3,707.61	19.71%
6025	Workers compensation	4,899	1,052.81	21.49%
6030	Health insurance expense	166,728	35,599.48	21.35%
6035	Dental insurance	9,641	2,138.74	22.18%
6040	Life, STD and AD & D	19,478	4,672.98	23.99%
6045	401 K match	57,879	12,664.51	21.88%
6100	Advertising	2,000	1,720.08	86.00%
6110	Bank fees	11,425	2,762.71	24.18%
6115	Campaign expenses	-	-	0.00%
6120	Consulting services	63,700	10,454.50	16.41%
6135	Donor recognition	4,000	1,498.84	37.47%
6140	Dues & subscriptions	18,705	3,539.10	18.92%
6145	Emergency Fund	2,000	231.50	11.58%
6160	Equipment expenses	9,970	3,611.37	36.22%
6172	Liability Insurance	10,800	2,540.73	23.53%
6174	D&O Insurance	5,950	1,531.50	25.74%
6190	Meeting expense	3,450	763.47	22.13%
6200	Miscellaneous	6,359	523.13	8.23%
6210	Office supplies	8,001	730.22	9.13%
6220	Postage	6,276	859.97	13.70%
6230	Printing	8,375	1,566.75	18.71%
6240	Professional Development	14,500	10,068.00	69.43%
6250	Professional fees			
6251	Accounting	143,500	54,750.00	38.15%
6252	Legal	200	-	0.00%

Cincinnati Youth Collaborative				
Budget to Actual - Unaudited				
As of September 30, 2014				
		Annual		Goal =25.0%
		Budget	9/30/2014	of Budget
6253	Payroll processing	2,480	671.32	27.07%
6254	Plan administration	3,305	993.28	30.05%
6260	Program expenses	209,149	27,956.44	13.37%
6275	Technology	12,000	6,004.23	50.04%
6280	Telephone and data	12,285	3,192.15	25.98%
6285	Temporary personnel	1,000	-	0.00%
6300	Travel	25,300	3,748.71	14.82%
6305	Travel - student	16,500	-	0.00%
7000	<i>Special event expenses</i>			
7005	Catering	21,800	-	0.00%
7012	Entertainment	8,000	2,000.00	25.00%
7015	Equipment rental	4,000	-	0.00%
7020	Postage & Printing	3,000	1,380.20	46.01%
7030	Occupancy	14,000	40.00	0.29%
7035	Supplies	7,500	2,633.08	35.11%
7040	Travel	1,000	464.03	46.40%
7045	Miscellaneous - special events	250	-	0.00%
7510	Saturday Hoops	10,150	-	0.00%
	Total expenses	2,631,161	627,210.63	23.84%
	Net gain/ (loss)	(150,001)	(2,653.62)	1.77%
	Add(Subtract) back:			
	Sustainability campaign	-	32,600.00	
	Net effect of contributed rent	-	(31,790.40)	
	Net Artlinks	-	(8,927.86)	
	Net Youth Summit	-	6,200.00	
	Unrealized gain/ (loss)	-	(34,420.99)	
	Net (loss)/ gain before temporarily restricted	(150,001)	(38,992.87)	
	Temp restricted funds	150,000	150,000.00	
	Net (loss) gain after temporarily restricted	(1)	111,007.13	
	GCF - Pepper rec'd in FY 14	50,000	50,000.00	
	Net (loss) gain FY 15	49,999	161,007.13	
Note: The Project Reach and First Degree program includes \$133,100 of in-kind salaries paid by College Now for the 11 Americorps volunteers.				



My Tomorrow*ed

A Future-Focused Vision of Education

While in many ways the future is unknowable, certain aspects are all but certain. For example: Our world will continue to shrink as communications, travel and commerce become increasingly global. And another: Critical and creative thinking skills will be required for success in virtually every job.

There's no escaping these and similar trends; therefore, there's no denying that our students must be prepared to live and work in a world shaped by them. That's the driving force behind **My Tomorrow*ed, a new vision of education for CPS in which every student is prepared for the remarkable future racing straight at us.** My Tomorrow*ed will begin this year in our 15 high schools and will ultimately be implemented in every school throughout our district.

Are We Ready for the Real World?

There are the eight guiding principles that will ensure our students are, in the words of our rallying cry, *Ready for the Real World*:

Higher Expectations

In order for students to meet tougher learning standards and compete for increasingly demanding jobs, they must be exposed to more rigorous content and performance expectations.

Engagement: The future is layered, networked and vibrant, so our students must be engaged socially, emotionally and intellectually—and at a deep level—to fully develop their talents.

Collaboration: The workplace is becoming increasingly collaborative and it will be even more so in the future. So our students must be comfortable working in teams, sharing responsibility and making joint decisions.

Real-World Connections: The future holds many challenges, so our students must be exposed to real-world issues and their possible solutions, while being inspired by — and even consulting with — experts throughout the world.

Technology: The future promises to be only more wired (and wireless) and data-driven, so our students must be able to use information and communications technology to expand their knowledge and deepen their skills.

Social-Emotional Learning: In both the actual and digital realms, the future will be even more heavily networked, so our students must be able to expand their self-awareness, learn social skills and understand the hallmarks of wise choices.

Critical Thinking: The future offers an abundance of information and opinion, so our students must be able to analyze, synthesize and evaluate.

Creativity: The future is awash in opportunities and challenges, so our students must be able to generate new and novel ideas, conceive of alternatives and view things from different perspectives.

The Future Is Waiting. But We're Not.

My Tomorrow*ed is a multi-faceted program that will roll out (and evolve) over this school year. The **My Tomorrow vision** is that **all seventh graders entering school this year will graduate prepared to actively pursue their chosen career paths.**

Learning to Learn in an Always-Learning Sort of Way.

My Tomorrow*ed — increases classroom rigor and will build upon the skills our teachers already recognize as critical to a 21st century education. To ensure our students gain a competitive edge, My Tomorrow emphasizes:

Inquiry-Based Learning: So much of the best learning begins with questions and ends not in answers but, rather, yet more questions and a deeper understanding.

Problem-Based Learning: Wrestling with tough problems, both alone and in groups, helps students appreciate the multi-disciplinary nature of knowledge.

Discovery Learning: Students embrace knowledge when they can find things out for themselves. Doing so allows them to delve into areas of personal interest.

Cooperative Learning: Working in groups exposes students to differing points of view, the power of collaboration and the benefits of positive interdependence.

Authentic Learning: To bring academic concepts to life, students must engage in activities that allow for real-world simulations of workplace scenarios to help them understand how to apply what they are learning.

Can We Accomplish Something This Big? We've Done it Before.

My Tomorrow*ed would not be possible if it weren't for the progress that teachers, administrators and staff — with parent and student support — have already accomplished. For instance: Community Learning Centers, the integration of seventh and eighth grades into high school and the expansion of Advanced Placement and Dual Enrollment programs. That's why we're confident that MyTomorrow*ed will be fully realized. And that our students and, indeed, our entire community will be much better because of it.

Come Along for the Journey.

Here's how you can stay abreast of My Tomorrow*ed developments, learnings and results:



mytomorrowed.org
Launches August 20, 2014



#CPSandME



CPS Board Meetings





Frequently Asked Questions

In short, what is My Tomorrow*ed?

My Tomorrow*ed (“My Tomorrow” for short) is a new vision of education that we’re embracing in Cincinnati Public Schools that envisions, within six years, 100 percent of all seventh graders will graduate prepared to actively pursue their chosen career path. My Tomorrow reimagines schools in a way that we believe will fuel an enhanced student experience by combining increased rigor, the latest technology and supportive adult relationships. Our aim is to do the best job possible preparing our students for success in the real world. In fact, “Ready for the Real World” is our rallying cry.

This sounds daunting. Is CPS up for the challenge?

Absolutely! My Tomorrow is made possible because it is built upon the success of our previous innovations, such as Community Learning Centers, the integration of seventh and eighth grades into high school and the expansion of Advanced Placement and Dual Enrollment. Our teachers, principals and administrators have demonstrated their ability to embrace and implement new and improved ways of serving our students.

Why is a new vision necessary?

The world in general, and the workplace in particular, continues to change. Rapidly. And that’s not likely to end anytime soon, if ever. If our students are to succeed, we must prepare them for a future where critical thinking, creativity and technical proficiency are prerequisites for success. New opportunities and challenges call for new approaches and methods, and that’s exactly what My Tomorrow delivers.

What are the foundational elements of My Tomorrow?

There are eight guiding principles:

Higher Expectations

In order for students to meet tougher learning standards and compete for increasingly demanding jobs, they must be exposed to more rigorous content and performance expectations.

Engagement

The future is layered, networked and vibrant, so our students must be engaged socially, emotionally and intellectually — and at a deep level — to fully develop their talents.

Collaboration

The workplace is becoming increasingly collaborative and it will be even more so in the future. So, our students must be comfortable working in teams, sharing responsibility and making joint decisions.

Real-World Connections

The future holds many challenges, so our students must be exposed to real-world issues and their possible solutions, while being inspired by — and even consulting with — experts throughout the world.

Technology

The future promises to be only more wired (and wireless) and data-driven, so our students must be able to use information and communications technology to expand their knowledge and deepen their skills.

Social-Emotional Learning

In both the actual and digital realms, the future will be even more heavily networked, so our students must be able to expand their self-awareness, learn social skills and understand the hallmarks of wise choices.

Critical Thinking

The future offers an abundance of information and opinion, so our students must be able to analyze, synthesize and evaluate.

Creativity

The future is awash in opportunities and challenges, so our students must be able to generate new and novel ideas, conceive alternatives, and view things from different perspectives.



When will My Tomorrow begin?

My Tomorrow will begin this year in our high schools. That said, this is a multi-faceted, long-term vision that will be incrementally phased in at all CPS schools and grade levels.

How will My Tomorrow be implemented?

At CPS, high school begins at seventh grade. All students in grades seven and eight will join an Advisory team of teachers, and stay with that team through graduation.

Each student group will meet with a teacher at least weekly to develop goals, understand work personalities, and create college and career plans.

All high school students will use the Naviance software program, which will assist them with college and career planning. Naviance will be just one portion of the breakthrough technology-rich environment, which will include devices for researching, exploring, connecting and presenting. Students also will receive a Playbook, which will prompt them with strategies and activities designed to help them achieve both academic and career goals.

Math, Science, Social Studies and English Language Arts will be at the core of learning, with measurement of progress and success as the guide for career and college readiness.

Each of the 15 CPS high schools will create a Junior High Academy with several key components, including, but not limited to: dedicated staff and grade level teams; dedicated space; advisory learning teams; team and community building activities; and interdisciplinary units.



What about students who rely on service delivery?

The principles and approaches of My Tomorrow will help all students to shape their individualized learning plans. No one will be left out, because our community's future depends on all of our students achieving their full potential.

What role will teachers play in My Tomorrow?

An absolutely critical one, of course. The good news is that CPS has an outstanding teaching corps deeply committed to our students. Our teachers have proven their ability to implement progressive change through such initiatives as the seventh and eighth grade transition to high school, open enrollment, dual enrollment, expansion of Advanced Placement and more.

My Tomorrow will build upon the skills CPS teachers already recognize as critical to ensuring our students gain the competitive edge they need to become world-class, global citizens.



How will teachers be supported?

To best support our students, we have created ongoing professional development opportunities that will keep our teachers on the cutting edge of technology and help them master new methods for delivering instruction. In fact, we already have secured funding for both onsite and offsite professional development that will include demonstration classrooms, as well as support for teachers at upper grade levels to ensure the program's continuity throughout students' high school experience.

How will My Tomorrow impact the core coursework?

The critical and creative thinking skills, the collaboration and problem-solving skills, as well as the technological enhancements of My Tomorrow will definitely impact how Social Studies, Math, English-Language Arts and Science are experienced in the classroom. Students will have more blended learning experiences. Imagine, for instance, how Social Studies capstone projects might be "published" as blogs or social media campaigns, or how teams of students may tackle Science projects using virtual modeling. The end result: Students who are better prepared for more rigorous learning standards, graduation requirements — and the workforce.

Inquiry-Based Learning

So much of the best learning begins with questions and ends not in answers but, rather, yet more questions and a deeper understanding.

Problem-Based Learning

Wrestling with tough problems, both alone and in groups, helps students appreciate the multi-disciplinary nature of knowledge.

Discovery Learning

Students embrace knowledge when they can find things out for themselves. Doing so allows them to delve into areas of personal interest.

Cooperative Learning

Working in groups exposes students to differing points of view, the power of collaboration and the benefits of positive interdependence.

Authentic Learning

To bring academic concepts to life, students engage in activities that allow for real-world simulations of workplace scenarios to help them understand how to apply what they are learning.

Is My Tomorrow aimed at those students who intend to enter the workforce right after high school?

My Tomorrow will prepare our students for their futures, whatever they imagine those to be. For those who decide to enter the workforce after high school, we believe they will be particularly competitive thanks to their critical and creative thinking abilities, their collaborative natures, and their real-world sensibilities. For those students going to college, My Tomorrow will likewise set them up for success, because the guiding principles of the vision are increasingly commonplace on college campuses.

Has the community endorsed My Tomorrow?

Yes, we have shared a high-level overview of My Tomorrow with some key stakeholders. Their responses have been overwhelmingly positive. They know as well as anyone what it means to be workforce ready and what students will need to excel. They believe My Tomorrow aligns very nicely with their own expectations of the future and what it will mean to be an engaged global citizen and a successful employee or entrepreneur.



my tomorrow*ed™
my education — my way™

My Tomorrow*ed Higher Expectations: Social Studies

Goal: My Tomorrow*ed seeks to ensure our students attain their maximum potential in Social Studies.

Highlights:

- Increase opportunities for writing across the curriculum, with special attention to argumentative and professional writing.
- Increase Capstone projects from one per year to one per semester.
- Gather data, examine patterns and apply information for decision making using digital resources.
- Evaluate digital resources to determine credibility of the author and publisher, as well as timeliness and accuracy of content.
- Participate in a cooperative learning project in an online learning community.
- Incorporate multimedia components in presentations for clarification and emphasis.
- Use technology to produce and publish writing, and link and cite sources.
- Interact and collaborate with others using technology.
- Use appropriate social media engagement.
- Increase research skills in online and print media.
- Expand independent reading outside of the classroom with increased collaboration inside and outside of the classroom.
- Integrate multimedia components in presentations to clarify information, strengthen claims and evidence, and add interest.
- Expand academic vocabulary.

The My Tomorrow vision is that, within six years, 100 percent of all seventh graders will graduate prepared to actively pursue their chosen career path.



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My Tomorrow*ed – Higher Expectations: Science

Goal: My Tomorrow*ed seeks to ensure our students attain their maximum potential in Science.

Highlights:

- Build deep understanding of content and apply learning within disciplines through Project-Based Learning.
- Craft responses based on evidence including: demonstrating understanding, and explaining, reasoning or justifying a position.
- Use appropriate technology in academic and real-world settings to describe and illustrate science concepts using models, simulations or other multimedia applications.
- Engage in inquiry-based processes to solve problems by creating solutions under real-world constraints through technology and engineering design.
- Participate in a cooperative learning project in an online learning community.
- Evaluate digital resources to determine credibility of the author and publisher, as well as timeliness and accuracy of content.

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My Tomorrow*ed Higher Expectations: Math

Goal: My Tomorrow*ed seeks to ensure our students attain their maximum potential in Math.

Highlights: Grades 7 - 8

- Use Springboard by College Board for Algebra 1 to prepare for future AP Math coursework.
- Use ALEKS (Assessment and Learning in Knowledge Spaces) to build skills and understanding, in addition to the regular curriculum.
- Gather data, examine patterns and apply information for decision making using digital resources.
- Master pre-Algebra to prepare for Algebra 1 in 8th grade.
- Master Algebra 1 in 8th grade to prepare for AP courses and career readiness.
- Participate in content- and technology-rich digital math lessons.
- Participate in STEM lessons from UC CEEMS, GE engineers and CPS teachers.
- Interact and collaborate with others using technology.

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My Tomorrow^{ed} Higher Expectations: English Language Arts

Goal: My Tomorrow^{ed} seeks to ensure our students attain their maximum potential in ELA.

- Foster 21st Century Skills development through digital lessons that familiarize students with current technology-based resources and tools for learning and communicating ideas
- Expand academic vocabulary utilizing a virtual workbook and assessment program
- Improve command of English language conventions through routine practice with sentence diagramming exercises
- Create routine reading, writing and speaking tasks that requires students to use evidence from multiple texts, both literary and informational
- Develop in-depth writing tasks that require students to analyze complex texts that demonstrate their understanding of ideas and connections among the texts
- Create opportunities to interact and collaborate with others using technology to explore solutions to real-world problems and issues
- Appropriately use social media to present information to engage with other members of the local and global learning communities

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My Tomorrow*ed – Naviance

Goal: My Tomorrow*ed provides students with Naviance, an online program that identifies student strengths and helps prepare a path to workforce readiness.

Naviance Online Assets:

About Me

- My Profile – Houses biographical data and academic progress
- My Resume – Helps students build a resume and gain a better understanding of how to market themselves to colleges and/or potential employers
- My Colleges – Houses a list post-secondary educational options that interest them
- My Journal – Encourages students to chronicle thoughts and questions

Careers

- Personality Type Assessment – Helps students focus on who they are and what educational/career path is best for them, including personal strengths and blind spots, how they negotiate in the daily life, and suggestions for best suited careers
- Career Interest Profiler – Offers students the types of work activities and careers that match his or her interests; allows students to explore more than 1,000 careers and the preparation needed to achieve success

Post-secondary Education Options

- Scholarship List – Provides information about federal, state, local and community scholarships available
- Scholarship Match – Matches scholarships to a student's preferences and qualifications
- College Search – help students find the post-secondary option that is right for them
- College Lookup – Students start here to research specific post-secondary schools

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My Tomorrow*ed – Support Team

Goal: My Tomorrow*ed aims to ensure all students, teachers and parents feel they have the support they need to realize the vision.

Advisory

Joan Pack-Rowe, rowejoa@cps-k12.org
Instructional Coaches

Naviance

Joan Pack-Rowe, rowejoa@cps-k12.org
Instructional Coaches

Playbook

Help Desk, 363-0390 or ITMHelp@cps-k12.org

Digital Lessons

ELA – Cindy Sanders, sanderc@cps-k12.org

Math – Sheila Radtke, radtkes@cps-k12.org

Science – Michelle Hughes, hughemi@cps-k12.org

Social Studies – Julia Indalecio, indalej@cps-k12.org

Instructional Coaches

Technology

School-Based Technicians

Help Desk, 363-0390 or ITMHelp@cps-k12.org

AV Help Desk, 363-0780

Super Users

GE Mentors

Tech Truck (future)

Technology Administrators

Training Administrator – Megan Safko-Preslin, preslim@cps-k12.org

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My Tomorrow^{*}ed – Playbook

Goal: The My Tomorrow^{*}ed Playbook software will provide students with strategies, activities and planning tools that will help them to be workforce ready.

Software: Playbook is an online app that every 7th and 8th grader will use to create useful steps for high school, college and career planning.

Playbook aggregates information from PowerSchool, Naviance and Dashboard to design a student's next step, or "play," guiding him/her to success.

Students can access Playbook anytime from any device. Playbook allows easy access to online assets including:

Assets:

PowerSchool, Dashboard and Blackboard:

attendance management, progress reporting

Naviance:

strength and learning style assessments, career exploration, college preparedness activities

Google Apps for Education:

email, calendars and shared documents

Aleks:

Grades 3-12 learning system

Apex:

digital curriculum and content

EasyTech Aimsweb:

progressive assessment tools for individualized learning

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My Tomorrow*ed – Student Technology

Goal: My Tomorrow*ed ensures all students graduate with an advanced capacity for technology, aligning their use of digital media with the expectations of higher education and employers.

Assets:

Hardware:

- Laptops: All 7th and 8th grade students will have laptops to use during the school day. They will be used for digital lessons. These will be checked out according to the school's Device Management Plan.
- Charging stations: lockable laptop charging stations will be housed in each classroom.
- Projectors: each classroom will have a networked projector that can work from the teacher's tablet.

Software:

- Playbook: to be used during advisory class time and anytime students wish to access it.

My Tomorrow Cloud: to store students' work.

Tech Support:

- Teachers will access both professional development and tech support for hardware and software throughout the school year.

Guidelines:

- Teachers and students will have guidelines and instructions about good digital citizenship.

Safety:

- Teachers will have access to LanSchool, monitoring software to ensure students re using technology in responsible and safe ways.

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Career Readiness Roadmap



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Cincinnati Public Schools

Grade 10

- Career-Focused Learning
- Content-Area Digital Portfolios
- Resume
- Mock Interviews
- Job Shadow
- Citizen Capstone



Grade 8

- Career Research
- Content-Area Digital Portfolio
- My Career Portfolio 2.0
- High School Plan
- Strengths Explorer
- usCapstone
- Career Club



Grade 7

- Learning Style Inventory
- Career Club
- My Career Portfolio
- Content-Area Digital Portfolio
- myCapstone

Grade 9

- 360° Career Field Trip
- Career Cluster Explorer
- Service Learning
- Content-Area Digital Portfolios
- Strengths Explorer
- iCapstone
- Career Mentoring

Grade 11



- Job Shadow
- Mock Interviews
- Career Mentoring
- Post-Secondary Career & Education Plan
- Workplace Etiquette
- Career Capstone
- Content-Area Digital Portfolios

Grade 12

Career Ready

- Career Etiquette Ready
- Internship/Apprenticeship/Practicum
- Enrolled In Post-Secondary
- Capstone Senior Project
- Content-Area Digital Portfolios



Grades 10 - 12 Career Focus: Students are Matched with Organizations and Companies



Career Specialists
for each School

Students to
choose their top
3 career interests

