A Formative Evaluation of Butler Tech's Fifth Day Experience (FDE) 1.0 Pilot, 2019-2020

"Wouldn't It Be Cool If We Could…?"

I.   Context for the Fifth Day Experience 1.0 Project

Butler Tech is a public-school district in Southwest Ohio offering dozens of career training programs along with complete academic programs for high school students. Just over 1,500 students from 11 affiliated high schools in Butler County study on six campuses in areas including the trades and the arts (D. Russell Lee Building and the School of the Arts Campus), health sciences (West Chester Campus, Natural Science Center), animal science and landscape/construction (Monroe Campus, Natural Science Center), and in many other career program and academic areas in three affiliate high school career tech centers located at Colerain, Hamilton, and Northwest High Schools. An established faculty at each site and a strong central office administrative leadership team oversee the extensive recruiting and programming of the district; Butler Tech enjoys a strong reputation in the region and the state as an innovative leader in educational programming for high school students seeking career advancement and access to higher education (Butler Tech, 2020).

I (Tom) have enjoyed a long connection of more than a decade with Butler Tech, having helped to establish the first "Project Life" Program Cohort of students in Oxford in 2009-2010 as a university partner and community neighbor. When Butler Tech's Executive Director of Innovation, Teaching and Learning and an EdD student in the Department of Educational Leadership, William Sprankles, called me on the phone in August of 2019 to discuss his hopes of studying an innovation at Butler Tech for his doctoral dissertation, I was very pleased to meet William for the first time and to reconnect with the school district. We established an easy rapport that led to a series of meetings that framed our foundational understanding of what Butler Tech wanted to do with an innovative program called the Fifth Day Experience (FDE)

The driving set of ideas behind FDE in its pilot phase during Spring 2020 was to transform the school week for students by holding scheduled classes Monday through Thursday, and then co-creating each Friday (The Fifth Day) as a "non-school learning day" in order for each student to experience deeper learning in any area the student chose. The district "found" the 15 Fridays to use as "non-school learning days" by starting the school year earlier, by ending the Fall semester closer to the holidays, and by cutting Spring Break (which wasn't immediately very popular with the student body).

What would happen on the Fifth Day each week? Student choices for Fifth Day experiences could be provided internally by the school district on-campus, such as classes on special topics of interest, or driver's education, or a for-credit college class, for example; Fifth Day experiences could be learning opportunities offered externally off-campus at businesses and community organizations, such as industry visits, college campus visits, job shadowing, volunteering, or working, among other options; and/or Fifth Day experiences could be oriented toward personal growth that could be constituted by staying at home, resting, interacting with family, or just doing something fun, among many other possibilities. The school district created opportunities for staff and students to have a say in how the entire FDE took shape, what was offered, and how.

Students could choose longer, continuous commitments over several weeks or the entire semester, or commit to staying home, or mix and match any number of internal (on-campus), external (off-campus), or personal growth learning experiences at home during the semester.

Embodied in these commitments that fed the FDE 1.0 and subsequent versions of the program as it took shape are deeply held beliefs and values in the school district:

- That students should have more control and say over their own educations;
- That deeper learning can happen in contexts inside and beyond the walls and other confines of the classroom;

- That students should have more opportunities to build their resumes during high school through uncommon experiences that students in other schools and even their own may not regularly provide;
- That the typical high school student's life today is hectic and stressful, so that more time in the school week should support the cultivation of well-being and mental health, and perhaps more joyful living; and
- That even in an innovation-saturated learning environment like Butler Tech, the need exists for the regular school day to reflect these types of commitments and values in the curriculum and pedagogy of each classroom more so than it does now.

What better way to transform the school and students' lives than to explore the possibilities of truly operationalizing the school district's hopes and dreams at least one day a week? And, could that experiment have an impact on each and every person, each and every day of the school year and perhaps even beyond it, for both teachers and students alike?

Over the course of the past academic school year – which was perilously and decisively impacted by the COVID-19 Pandemic – our team met with William, Butler Tech staff, teachers, and students to provide both consulting services throughout the planning and implementation phases and formative evaluation services, concluding the FDE 1.0 pilot with this report. FDE 1.0 was implemented through week 5 of Spring Semester before Ohio's schools shifted to remote learning in mid-March as a result of the pandemic. We hope to continue our work with Butler Tech as FDE takes shape in the 2.0 and 3.0 versions, with 2.0 to come in 2020-2021 (with improved processes and offerings during Spring of 2021 on Fridays only, though the pandemic may alter this plan), and with 3.0 to come in 2021-2022 (with the program running throughout the entire academic year, during both Fall and Spring semester 2021-2022 Fridays).

The foundations for our consultant and evaluation work were built in the early stages through personal contacts, when William invited me to attend a team meeting at Butler Tech in mid-August 2019 right before the opening of school, where I met the entire administrative planning team working on the project. That meeting was eye-opening, especially when one member of the 15-person planning team staff said openly that they thought that the project wouldn't work, that students wouldn't attend anything and just sleep in on Fridays. The team listened, took the concern seriously, never discounted it. This is rare in most organizations, especially in schools: The culture of Butler Tech is to take each other seriously, to listen, not to railroad or steamroll anything through, but also to keep moving. Ultimately, the room is always filled with respect, even in the midst of concern.

Just a week or so later and just after Labor Day 2019, and after some conversation with William about putting together a consulting and evaluation team to formally assist in the FDE 1.0 project throughout the school year, Jon Graft (Butler Tech Superintendent), Marni Durham (Assistant Superintendent), and Megan Reed (Workforce Services) met with Kristan, Joel, and me to discuss next steps. We agreed to a basic set of consulting services we would provide, on and off site, and that we would write a formative report in response to FDE 1.0. Jon, Marni, and Megan, as well as Kip Hamilton and Kathy DiBlasi, would become key players in the planning and execution of FDE 1.0, and became great new colleagues in the endeavor.

We told them we were "all in" and feeling very fortunate to be working with them, their innovative team, and their outstanding students. In the end, we believe that we had a positive, helpful impact on them and assisted them the best we could. We know that our experiences with them changed our lives and understandings about what is educationally possible and what can lead to deeper learning in schools. We are grateful for that and for the relationships that flourished as part of our interactions.

What we intend to do with this formative evaluation process and report is describe as much as we can in a consumable, accessible format: What we think the FDE 1.0 innovation is,

how it came to be, what happened during its implementation, and what might come next. We intend for our voices to be included in the report, since we were there and saw so much happen. We also intend to include prominently the voices and experiences of the teachers, administrators, and students who experienced FDE 1.0 and made it work so well during its short 5-week pilot period of FDE 1.0 in the Spring of 2020 (cut short due to COVID-19). In addition, we worked very closely on this project together with Butler Tech as consultants, but we wrote this report without Butler Tech's formal input except for minor fact checking steps. In future iterations we would like to write more together, which we think would be generative, powerful, and deeply educational; but this first report offers a formative evaluation of FDE 1.0, and we think of it upon submission as a deeply considered, direct, and independent work.

II.   Genesis of the Project

In addition to the context for FDE and this report, it's important to communicate how the ideas for the program gelled from the minds of staff members and into being as a project. This process gives a clearer picture of the culture of leadership and educational action ingrained in the fabric of life at Butler Tech, as well as the powerfully organic way in which ideas become educational practice in the district.

The story goes that William had been tasked in early Fall of 2018 to work on a draft of the next academic year's schedule by Superintendent Jon Graft. As fate would have it, a snow day burst onto Southwest Ohio in early January 2019, canceling out the school day, but not the work day for all of the central administrators in the district.

That morning as coffee brewed, Superintendent Graft asked the administrative team to meet in order to address at least in part the ideas regarding the concepts of "incremental change," "breakthrough change," and "transformative change" as they applied to the next year's district schedule (Terwilliger, 2015). The team had already been putting plans into place to institute what the school was calling "Showcases" – personalized learning exhibitions that each student would prepare and present on their current work the next year in the Fall and Spring in lieu of the traditional parent-student conferences. (Note: In fact, the Showcases happened both in the Fall and Spring semesters of school year 2019-2020 and led to much excitement, learning, and change in the district)

As the administrative team worked through the morning and finalized plans for the new Showcases, deeper conversations snowballed (pun intended!) about shifting and morphing the entire school district schedule to support more personalized student learning, and student choice. After all, as Associate Superintendent Marni Durham said, Butler Tech is all about "our commitment to educating the whole child, to making the school environment less stressful, and to countering the push on students to be 'more,' and instead allowing them to just 'be'" (Poetter Meeting Notes, March 11, 2020).

And as William would ask and say, "Butler Tech asks, 'Wouldn't it be cool if we could…?' and as all of us work together we do what needs to be done to make those dream ideas happen" (Poetter Meeting Notes, March 11, 2020). And more deeply, William added, "The idea wasn't to make school fun, but to help students have deeper learning experiences, and therefore perhaps to experience more 'incidences of joy!'" (Poetter Meeting Notes, March 11, 2020)

By the time the snow day meeting ended, the team had the core ideas in place for the FDE, with a tentative schedule to work on and to approve at the first opportunity.

Now this may not seem like anything unusual, a school team working tirelessly through a snow day with few breaks, except to say that there couldn't have been any other school having a team meeting that day in the entire region. The weather was <u>bad</u>, and even if people made it

into other schools, they no doubt universally exercised their nearly divine right to go home after arriving or to do individual work at their desks and to probably leave after a shortened day at that. Almost every school district in the area cancelled school! It's safe to say that next to no one else in the region had an administrative team meeting and that no administrative team spent the day working together. But that's what Butler Tech did, and does. And at that meeting – as accidental as it seemed but wasn't – the seeds were planted for a school district innovation called the Fifth Day Experience.

A palpable excitement ran through the staff following snow day, along with some trepidation, especially when the formal announcement came that the school would be giving up spring break this year in order to institute FDE. In addition, some concern trickled into the Fall semester regarding whether or not the Ohio Department of Education (ODE) would approve Butler Tech's innovative Spring schedule to accommodate FDE. This worked out in the district's favor, however, despite the state's concern, especially in terms of the notoriety and interest the proposed schedule stirred in the public eye and wider public school community.

Ultimately, ODE would approve the schedule, and as the school year began, and our support team took shape, FDE stood as more than an idea on the formal schedule, but now as a project ready to be implemented. There was still a long way to go from the magical, planning-filled snow day of January 2019 to the next big snow day, which would actually occur on the first day of FDE 1.0, on Friday February 7, 2020. Lots of planning, lots of surveys, lots of choice, lots of brainstorming, lots of learning would happen along the way, which is the Butler Tech way, all the way.

III.   Data Sets Used in This Report

In September 2019, at the first meeting with Butler Tech that I (Kristan) attended, the leadership team voiced a desire to focus on disruption within education that benefits all students; there was talk of closing the achievement gap, of eradicating myths regarding standardized testing, and of equipping students for success in a multitude of potential jobs and opportunities. Truthfully, Butler Tech already seemed to believe themselves to be disruptive to an extent; indeed, in some ways, they had already proven themselves to be so with the disruption of the school calendar, making room for the Fifth Day Experience (FDE). Thus, part of what Butler Tech seemed to seek was confirmation of the success of this disruption – data to enrich and strengthen the story that was already beginning to emerge.

In the coming months, data would be collected both by Butler Tech and its leadership team, primarily via surveys and focus groups, as well as by our consulting and evaluation team, in the form of notes and observations. This section describes the data collection methodologies, as well as the data sets ultimately used to interpret the story of FDE. However, before laying out technicalities, I believe it is important to briefly discuss what seemed to emerge as Butler Tech's data collection *philosophy*.

Data Collection Philosophy

Butler Tech has an extraordinary ability to remain flexible – almost in limbo, yet still focused – which allows for an acute level of balance in their methods. They listen, fine tune, and adjust, avoiding the impersonal, ruthless pursuit of data that sometimes characterizes pilot initiatives. Butler Tech also committed to ensuring that they did not treat students as "lab rats," making most of their data collection approaches – even via surveys – feel more like conversations. An example of this can be found in the personal, direct responses the leadership team sent to each student who filled out the first survey in mid-October 2019, addressing students' concerns and feedback. Furthermore, Butler Tech was willing to listen to students

when some voiced exhaustion or annoyance with the surveys, choosing to value the students' desires to simply enjoy the program. I imagine there probably could have been stricter requirements to fill out some of the feedback forms that would have resulted in additional data – but, I posit that there was something gained from committing to flexibility, to critical listening, and to education as key priorities.

Ultimately, Butler Tech's approach to data collection centered student voice. Instead of using numbers, figures, and impersonal data to drive decision-making, Butler Tech started with broad decisions, allowing data – mostly taken directly from students – to inform their processes, adjusting their work and programming as needed with guidance from students. This is all critical to note, because, while data collection and methodologies are generally important to disclose, Butler Tech's birth of a data collection philosophy became just as important to the overall success of the program. As many of us know, data is useful and necessary because it tells a story; in this case, the data collection *philosophy* of Butler Tech is just as much a part of its story as the results that it produced. We say more about this in pages to come.

Data Collected/Data Sets

Data was collected both by Butler Tech and by our evaluation team. Butler Tech administered and/or collected the following:

- Two broad student surveys (surveying 1,497 students across four campuses)
- A weekly feedback form during Fifth Day Experience
- Registrations for experiences during Fifth Day Experience
- Two student focus groups
    - Fall focus group (October 2019)
    - Spring focus group (May 2020)
- One teacher and leadership survey

Meanwhile, our evaluation team collected the data detailed below. Much of our work involved actively participating in focus groups, working with the leadership team, attending FDEs (both on campus and virtually), and making note of impactful stories and experiences. Our goal in collecting the data below was to provide an external voice to accompany the data collected from students and teachers by Butler Tech. The data include:

- Detailed meeting notes from the following dates:
    - September 9, 2019
    - September 25, 2019
    - October 15, 2019
    - January 3, 2020
    - January 27, 2020
    - February 27, 2020
    - March 11, 2020
    - March 28, 2020
    - April 30, 2020
    - May 28, 3030
    - June 5, 2020

- Notes from a Butler Tech leadership focus group on July 2, 2020
- Notes from campus tours and observations
- Secondary notes from student focus groups
- Personal recordings/writings of impactful stories

It should be noted here that Butler Tech's infrastructure and data collection methods were likely a large contributor to the overall success of the pilot version of FDE. For surveys, weekly feedback, registration, and attendance data, Butler Tech was able to use technological infrastructure, including a student portal, a dedicated FDE website, OneNote, and Quickbase reports and visualizations to quickly administer and capture the data. This allowed for real time tracking of responses and registrations, which furthered Butler Tech's ability to center students' voices and react quickly and flexibly to feedback. The infrastructure was also shared with our evaluation team, which allowed real-time observation.

For the purposes of this report, our evaluation team organized the data collected into five data sets. These data sets are used throughout the remainder of the report to assist in telling the story of FDE. In the early September 2019 meeting, Butler Tech leadership expressed a desire for support in *translating the data and the narrative as they merge*. It is our desire, as the FDE 1.0 evaluators, to use the data sets detailed below to accomplish this goal – to guide, strengthen, and share the story of Butler Tech's Fifth Day Experience. The data sets compiled for the evaluation and report are as follows:

- Data Set 1: Survey, Registration, and Weekly Feedback
  - Contains all survey, registration, and feedback data by student
  - Contains the entire population of Butler Tech but can also quickly produce a random sample of 30 students
- Data Set 2: Registration Fill Rate
  - Contains aggregate registration data for the following types of events:
    - One Time
    - Mini-Series
    - Every Friday
- Data Set 3: Teacher Feedback
  - Compiles all teacher feedback from the survey administered by Butler Tech
  - 8 teachers and leaders in total
- Data Set 4: Focus Group Data
  - Contains notes taken at both focus groups from the following:
    - Butler Tech Leaders
    - Tom Poetter
    - Kristan Barczak
- Data Set 5: Contains all meeting notes, organized by date, from the following:
  - Butler Tech leaders
  - Tom Poetter
  - Kristan Barczak
  - Joel Malin

IV. Design, Structural, and Planning Aspects of FDE 1.0

As previously discussed, Butler Tech employed a guiding desire from the beginning of our relationship with them: to provide disruptive education for all students (Barczak Meeting Notes, September 2019). With the ongoing development of the Fifth Day Experience, this desire remained at the root of Butler Tech's focus and gave rise to additional broad aims and questions. In what ways could barriers be removed? How could joy in learning be encouraged? How might one technical career institution change the "identity of schools" for their students – and perhaps for all students? (Barczak Meeting Notes, March 11, 2020). Questions like these permeated the planning and development process for the pilot version of FDE 1.0, driving the

philosophies and actions of the leadership team, eventually generating a more specific focus: deeper learning.

The Butler Tech leadership team identified three key tenets of deeper learning, which they believed to be critical to the success of FDE: equity, personalized learning, and innovation (Barczak Meeting Notes, March 11, 2020). Each of these tenets centered the necessity of valuing student voice and choice, as well as diverting time and effort away from standardized/ traditional education models. Butler Tech's recognition of these necessities influenced nearly every facet of FDE, from the structuring of the academic calendar to the actual offerings provided as a part of the program. The following section illustrates how this occurred by describing the execution of the Fifth Day Experience, mapping its planning, and demonstrating the "why" behind its design elements. First, the overall timeline of FDE 1.0, 2.0, and 3.0 is briefly described; then, the planning for the design of FDE 1.0 is discussed in detail.

Fifth Day Experience Timeline – Past, Present, and Future

Butler Tech conceived Fifth Day Experience with a desire to disrupt the way education is provided within the school district; however, they also have lofty goals of impacting students across the state and country, which is reflected in their broader, long-term plan. Over the next three years, Butler Tech seeks to develop the following:

- Fifth Day Experience 1.0 (Pilot – Implemented this year)
- Fifth Day Experience 2.0
- Fifth Day Experience 3.0

The pilot program discussed in this report succeeded in disrupting the academic calendar so that Fridays in the Spring semester of 2020 could be deemed optional – for both students and teachers. In order to continue this program, Butler Tech has worked closely with the Ohio Department of Education to have their changes to the academic calendar approved. On June 26, 2020, Butler Tech received notification that they have been approved to schedule four-day weeks of school. Next steps will include approval for the 2.0 and 3.0 programs.

FDE 2.0 will incorporate learnings and successes into an improved plan that follows a similar calendar structure as Spring 2020 in Spring 2021. If successful, FDE 3.0 would be approved by the Ohio Department of Education for the entire 2022-2023 school year, allowing students to enjoy the Fifth Day Experience year-round. For Butler Tech, this is critical in developing a model that other schools across the state and country can utilize to create similar offerings in their districts. The three phases of FDE are key for Butler Tech in ensuring that education is not only disrupted in Butler County, but also beyond it.

FDE 1.0: Pilot Program Execution

As described in Section II, the Fifth Day Experience was born out of a desire to disrupt the school calendar; to attempt this – refusing to simply settle for "rolling over" the calendar from the previous year – required energy, innovation, and a willingness to take on risk (all qualities which would be reflected throughout the planning process). The pilot program was created in a way that granted 15 extra days of learning, *educational opportunities* – but not necessarily *schooling*. The time spent leading up to these 15 days involved an immense and intense level of planning that encompassed Butler Tech's entire community. In the months preceding the launch of FDE 1.0, Butler Tech would:

- Educate members of its community about FDE, including business partners, university partners, policy makers, teachers, parents, and students
- Collect data from students to hone the concept of FDE
- Gain support from teachers and students, in the form of teacher leaders, experience chaperones, and student ambassadors
- Develop and build technological infrastructure to facilitate FDE registrations and data collection
- Organize existing infrastructure (e.g., transportation) in preparation to facilitate FDE

While the planning process was wide-ranging and intense, involving not only all of the items listed above, but also the promotion of the program itself, three broad themes emerged from the design and planning process that deserve attention here: students; partners and infrastructure; and teachers. By examining each of these categories, Butler Tech's design and planning process comes to light, as each set of participants played a fundamental role in the development of FDE, as well as in ensuring that FDE accomplished its aforementioned goal of encouraging deeper learning. Thus, beginning with students, I (Kristan) will discuss how Butler Tech succeeded in its design of the program, then move into a discussion of how partners and infrastructure impacted program logistics. Finally, I will end with teachers, whose support would be critical not only for implementing the pilot program, but also perhaps for influencing the success of future FDE endeavors.

Students

As we have mentioned previously, Butler Tech found it absolutely critical to highlight and center students' voices. In order to accomplish the "personalized learning" portion of deeper learning, Butler Tech sought to provide students with genuine *choice*, ultimately allowing students the option of attending FDE on campus. With this choice, students could also work off campus or if they desired, stay at home. With these broad offerings in mind, Butler Tech's leadership team quickly got to work involving students in the development of the program, both by educating them in the concept in early Fall 2019 and by gathering student ideas and opinions in October 2019.

The education of students and gathering of ideas was executed in several different ways, including classroom visits, focus groups, and surveys. All students were reached in mid-October 2019, which marked the release of the first student-and-campus-wide FDE survey, with questions specifically designed to give students a better idea of the three broad categories of participation options (external, internal, and stay at home) available within FDE. The second survey distributed in November 2019 was used to collect more detailed student feedback regarding their interests, ideas, and concerns. Occurring in between these two surveys was the first focus group event involving approximately 40 students who met face-to-face with each other and the administrative team to express and collect their ideas and concerns about FDE.

The involvement of students in the development of FDE was critical for a myriad of reasons. First, and perhaps most important, on-campus offerings were designed using this feedback. Students were able to suggest ideas and relay their interests to the leadership team, ensuring that only events students were truly interested in were offered. This also provided the Butler Tech leadership team with a better idea of student needs, as students voiced how FDE could benefit them academically, mentally, and even physically. Furthermore, 40 student ambassadors were recruited, many of whom attended the first focus group. These students assisted with the promotion of FDE, helping other students understand its varied purposes. Finally, while the students were integral to the development of FDE 1.0, as discussed in this section, it is also worthwhile to note that the high level of involvement students had in FDE 1.0 seems to have set a precedent for future iterations of the program. Students interviewed in the

final focus group on May 29, 2020, noted that they felt listened to and involved throughout the program (Barczak Notes, May 29, 2020). This trust in the value of their opinions is shown through the suggestion of events for subsequent years and the excitement surrounding the development and implementation of student-led offerings (Barczak Notes, July 2, 2020).

Partners and Infrastructure

In order to offer a full range of on-campus offerings and off-campus excursions, Butler Tech spent time cultivating community partnerships and developing proper infrastructure. While, as will be discussed in the *Teachers* section, many events were led by teachers, events like Drivers Ed and Martial Arts required the sourcing of leaders in the community. Likewise, off-campus events such as industry tours, college tours, and community service opportunities required the partnership and collaboration of the community. While details were established in the months preceding FDE 1.0, many of these partnerships seemed to be long-standing, due to Butler Tech's prominence within their community and their reliable supply of well-trained employees – a testament to the importance of Butler Tech's culture and previously established strengths in the success of FDE 1.0.

Also key to Butler Tech's success was the development, cultivation, and organization of both technological and basic infrastructure. The technological framework developed and employed by Butler Tech, including their FDE website and the usage of Quickbase to track survey responses and attendance, made FDE possible to execute and evaluate. Additionally, technological infrastructure was used as a part of FDE after Covid-19 caused the closing of physical school buildings, by making FDE possible virtually for students who wished to engage. In true Butler Tech fashion, this small piece of adaptive, "on-the-fly" innovation proved beneficial enough to continue subsequent versions of FDE, regardless of the state of schooling due to Covid-19. Finally, Butler Tech was also able to manipulate the physical plant, facilities, and significant resources, such as the bus system, to ensure students were able to attend experiences. Specifically, students could be bused to the campus of their choice in the morning; three busses were then also used each Friday to allow students to engage in one of the following learning opportunities: campus tours, industry tours, or community service.
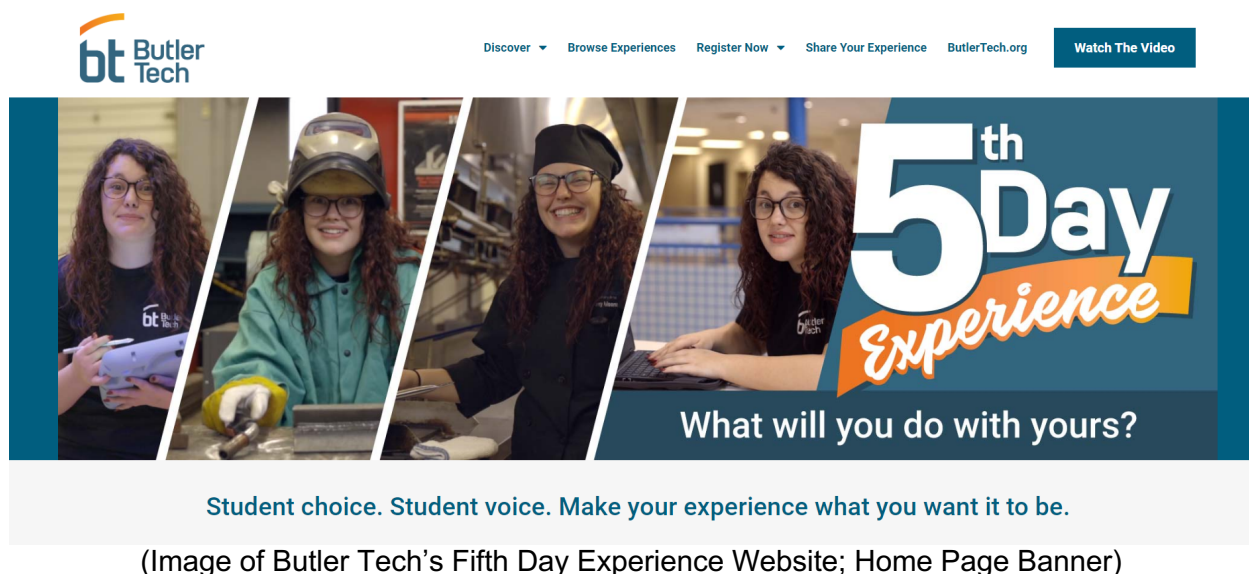
(Image of Butler Tech's Fifth Day Experience Website; Home Page Banner)

It should be noted here that Butler Tech's success with partnerships and infrastructure throughout the planning, design, and implementation of FDE seems to be, in part, due to their willingness to *not* be successful in the conventional sense of that word. The superintendent voiced a desire to free the leadership team from the demands of perfection, and Butler Tech frequently mentioned a cultural tendency to continue moving, even if a design, plan, or piece of infrastructure (i.e., the website) felt imperfect (Butler Tech Notes, January 3, 2020), or perhaps even incomplete. At one point, their relationship with the planning process was characterized as a "fluid, spontaneous, chaotic good," which not only seemed to hold true throughout but also was likely largely responsible for their success (Barczak Notes, January 27, 2020). In my opinion, willingness to fail allowed more room for the innovation Butler Tech sought.

Teachers

Teachers were a critical component to the execution of FDE, as leaders, chaperones, instructors, and promoters. With regards to leadership, six paid positions were made available to hire teacher leaders to be present on each campus each Friday; these teacher leaders helped ensure on-campus experiences ran smoothly. Furthermore, teachers were encouraged to lead their own experiences (or even attend an experience), as instructors. For example, Chef Tyler Simpson was available many Fridays to host culinary experiences for students; similar examples could be found with regards to welding, agriculture, and art. Additionally, Butler Tech voiced a hope that the impact of FDE would infiltrate otherwise "regular" classrooms, with discussions about experiences and learnings taking place during class time. In order for this to succeed, teachers would need to be on board as promoters and supporters of FDE.

To a certain extent, Butler Tech succeeded in this regard. There is no doubt that teachers were instrumental to the execution of FDE 1.0, in all the roles described above. However, it is perhaps this element of design that holds the most room for improvement as well. It is not that teachers seemed unhappy with FDE – on the contrary, many teachers expressed faith in FDE's ability to transform education in the teacher feedback survey (March 2020). More so, teachers' enthusiasm regarding on-campus events seemed to overshadow their understanding regarding off-campus experiences and, specifically, the experiences of students who chose to stay home. Indeed, the teacher feedback survey contained talk of requiring students to attend a certain number of on-campus events, which contradicted the Butler Tech leadership team's vision of genuine student choice. In the Butler Tech leadership team focus group (July 2020), it was mentioned that perhaps teachers were not involved enough in the planning process and, thus, the importance of choice was not adequately communicated.

I agree with the speculation put forth by the Butler Tech leadership team. The tension that arose over choice versus requiring on-campus experiences seemed to only exist due to care for the student. For example, one teacher stated, "… I truly believe if students participated, they would see how wonderful the opportunities are. Maybe require 3 FDE's for each student," (Teacher Feedback Survey, March 2020). This statement, while well-intended, with the students' best interests foremost in mind, is void of one foundational understanding of FDE: *every* student participated in FDE *every* Friday; however, for some, that participation looked like staying at home – and that's okay, even worth celebrating for a myriad of reasons discussed later in this report. With teachers acting as key contributors to FDE as leaders, chaperones, instructors, and promoters – and with teachers actively voicing care for students – it is worth imagining how much greater FDE can become with teacher involvement throughout planning and implementation and with more opportunity to understand how "success" is defined within the Fifth Day Experience.

Looking Ahead

Butler Tech plans to take all the successes and opportunities explored in the section above to create FDE 2.0 for Spring 2021. By partnering with the Ohio Department of Education, students will continue to be able to enjoy a genuine, *personalized choice* each Friday, via an *innovative* model that takes into account technology, people, and a variety of student needs. For example, virtual experiences will be available for students to remove even further the potential transportation obstacles and to even better prepare students for a tech-driven world. The removal of barriers – in this example and beyond – is an intentional act by Butler Tech to promote *equity.* Ultimately, as FDE further develops, with these design elements in mind, Butler Tech seeks to continue to accomplish its goal of *deeper learning*, allowing a love of learning to rise to the top.

V.   The Curriculum of FDE 1.0

The actual program that Butler Tech put in place for FDE came about as a result of several months of intense planning in the Fall of 2019 that culminated in a flurry of activity over a two-month period at the end of the semester. Kristan and I (Tom) had a check-in meeting planned with William and Megan Reed for just after the holidays in January 2020, and ahead of the meeting I voiced concern to Kristan that we hadn't heard much discussion about the build-out of the FDE registration system for students. We wondered if the district could have the infrastructure that they needed in place for registration purposes in order to deliver the program they intended by the first Fifth Day Experience on February 7, 2020. Kip Hamilton, Director of Accountability and Assessment, and Kathy DiBlasi, Secondary Coordinator, were also in attendance, as they were at many of our planning meetings, playing key roles in addition to William, Megan, Marni, and Jon.

At the meeting, I led with the question, "How are things shaping up for your roll out of registration this month for students?"

Then William gave a 20-minute presentation, ad hoc, describing the video that had been produced with a student leader as the main voice of the program describing all of the options that students would have to experience on their FDE schedules, how students would register, etc. The video was meant for parents, guardians, students, and the wider community. It is an impressive, professional quality video, all voiced and performed by a senior, female student (View the video here: [Fifth Day Experience: What Will You Do with Yours? 2020](#)). Then William led us through the online registration portal that had been designed and already tested for student registration.

I said, "Wow, I know what it takes in higher ed to do this kind of videography work, it's difficult and practically impossible to get anything done at this level of quality, especially over the holidays, and seemingly overnight you have it all in shape." William said, to clarify, "This is the result of months of work beyond the pale. It took everything we had to get this ready and we are already exhausted."
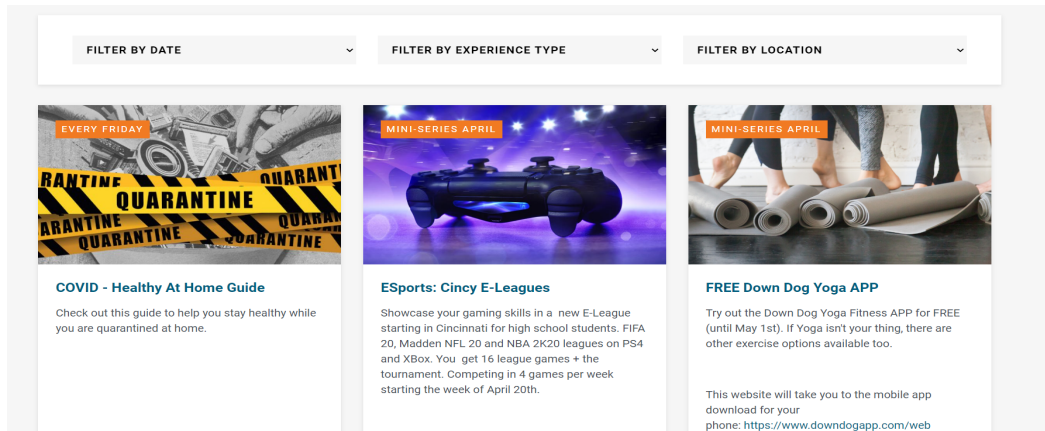
(Image of Butler Tech's Fifth Day Experience Website; Discovering Experiences)

After some nervous laughter at my unwitting gaffe, and some quick apologies from me acknowledging their journey and sacrifices, in these moments we came to a much deeper appreciation for the level of skill and commitment for education programming and delivery in this setting. These were complete professionals, purposeful, focused, excellent, driven. For me it was the moment when all of the discussions, all of the planning, all of the deep thinking, came to fruition in action. This is what it takes to lead in education: vision and action, hand-in-hand. You can't have quality educational programs with room for growth without both vision and action, and the willingness to do what it takes when time gets short.

And what Butler Tech put in place for students to experience rivaled in quality the processes they had developed. In terms of the Fifth Day Experience program, each individual student was required to register their intentions in the online system for how they would spend each of their Fifth Days in February. The leadership team decided to use month-long increments for student sign ups. They thought this would give them a good sense about what students wanted to do based on the first few weeks of implementation, and allow them to adjust the schedule and offerings mid-month for the March FDE program. As was typical of their inquiry-oriented approach to the work at hand, they thought they could learn from their first month of experience with FDE and make significant, educational adjustments based on their and student experiences of the first iterations of FDE 1.0 in February 2020.

When the students entered the digital registration portal in January 2020, they could sign up for offerings on each of the four Fridays in February 2020. And they had myriad options that had been put in place over several months of planning. Students could register for experiences that fell into several categories, with many options inside each category. Here's how the Fifth Day Experience took shape and looked in action (Appendix: Curriculum Offerings List, FDE 1.0, is a listing of all of the available choices for students in the registration portal).

First, the district divided each Friday into sessions, the morning session and the afternoon session, with each session approximately 2 hours in length. In addition, lunch hour with food available in the cafeteria was offered each Fifth Day for students on campus. Typically, students who signed up for sessions offered at the Butler Tech campus would arrive on their own or by school-based transportation, check in with teachers at a desk at the entry to register their attendance, then get breakfast in the cafeteria and wait for the morning session to start. If students signed up for sessions on campus, they could register for a morning and/or afternoon session. Most of these sessions were held on campus, but some activities originated on campus and then took place off campus, for instance college visits and volunteer opportunities.

Second, students had the flexibility each week to mix and match their choices. For instance, a student could take a morning session on campus then work at a job in the afternoon, or start the day at a job shadowing opportunity and take an afternoon session on campus (students would have to find their own transportation in combinations like this, however). The school purposefully made it possible for students to design their own FDE, and to change their minds each week by adjusting their registration in the system if they chose to.

Third, students were asked to register if they were going to pursue "Personal Growth Days," that is if they were choosing to stay home, relax, take a mental health day, catch up on school work, help out with family tasks and responsibilities, etc. The school wanted to know that students were choosing this option and to understand how students were using those days through self-reporting mechanisms such as surveys and focus group conversations. Students could also choose to stay home as part of their day, and register for other activities during the rest of the day, again, if they chose to.

Fourth, because of students' early input through focus groups and surveys, the school district planned for more time-consuming offerings requiring longer term commitments by students and the school, perhaps even for the entire semester or most of it, including College Credit Plus classes (Intro to Psychology and American Sign Language, college level courses taught through the high school system) and Driver's Education Class, among others. When students chose these options, most other opportunities became unavailable to them because of the time commitment required to complete them. Many students chose these longer-term offerings and thrived in them.

The district hoped all of the choices that students made for FDE would lead to deeper learning opportunities, and enhance each student's high school experience.

When February 7, 2020, finally came, Kristan and I made plans to attend the first fifth day, to experience it first-hand with students, faculty, and administrators. We wanted to see what it looked like in real time. As fate would have it, bad weather hit Southwest Ohio that day and nearly every school district in the region cancelled, including the feeder school districts to Butler Tech! Snow day redux! This caused transportation issues all throughout the region and for Butler Tech, but since the school wasn't technically open anyway, Fifth Day went on as planned, reminiscent of the energy and circumstances that spawned FDE in the first place just one year earlier. And more than 200 students showed up at the school despite the weather, well over half of the students who registered for some kind of on-campus activity that first day.

Despite the obvious challenges and chaos the weather caused, the excitement in the building as students arrived was palpable, and I could sense as I shadowed Superintendent Graft in those first minutes of that first day directing students to sessions and rooms, answering student questions on the fly, and moving so easily as if he had been doing this exact thing for a lifetime, that Butler Tech was at its best with all hands on deck, students moving, experimenting, smiling, learning. Something very special was happening in those first moments, and the scene played out in a similar fashion over the first month of FDE 1.0.

Here are several snapshots of what we saw happening with the curriculum of opportunities during FDE 1.0.

Project LIFE® Students Interact with Law Enforcement: One of the most poignant events in February occurred in a session for Project LIFE® students. It suggests the level of deep learning that can happen when students interact intensely with the wider community. Project LIFE® – developed in 2007 by Butler Tech special education administrators and teachers in collaboration with Butler County stakeholders – provides a multi-year, multi-leveled continuum of quality transition programming for students with intellectual and developmental disabilities (Project LIFE®, 2020). During a session planned to help Project LIFE® students "Be Safe" with local law

enforcement officials, Supervisor of Special Education Transition Programs Michael Albrecht reported that,

> One student attended a workshop on understanding your own story in the morning (hosted by Best Buddies) which involved writing and delivering a short speech about his disability. He produced such a moving and impactful testimony that his skills trainers asked if he could read it to the group at his afternoon session ("Be Safe with Police Officers" session). The entire room, officers included, was pulled in to see the world through this young man's perspective for just a few moments, and I believe this brought us all closer together. (Teacher Survey Response, March 2020)

When people come together, share honestly, learn about each other's lives and explore the possibilities that they can be intertwined and connected through deeper understanding, perhaps some level of grounding in social justice can influence our educational journeys and enhance our lives. Perhaps a starting place for these populations to work more closely together and in peace was framed during FDE by the students in Project LIFE® and law enforcement officials in Butler County.

A Student Welds Metal Roses: A lot of students are interested in welding. We saw it all through the survey data during the lead up to FDE 1.0. There are many students in the welding program at Butler Tech, but students in other programs want to learn about welding, too. And students in welding want to weld all the time; they want more lab time for welding all the time, more time with the heat and the metal.

Some discussion about welding and the interest in it surfaced that this is part of students and faculty thinking together that 21st Century jobs and skills in industry will require multiple skills, multiple trade capacities for students as workers in the new economy taking shape each day. That is, everyone in the workplace over time is going to have to learn to do multiple things beyond their formal training. So, welding is of interest, since it is a skill that crosses over many areas of industry and manufacturing. There is also interest in the artistic side of welding; students in welding and in art are using their skills acquired with metal to make art. This requires welding knowledge and background and experience.

When we visited the welding room on Friday, we met a student making decorative, welded, metal rose petals. We came in as she was planning for her next rose weld, getting the metal and the torch just right, temperature wise, to execute a welding technique designed to make these beautiful metal roses. She explained what I thought were significantly complicated mathematical and chemical calculations she had to make for each weld. The design and outcome of her art was stunning aesthetically, actually. Her art had great detail and even flair. After the artist-welder showed us her samples and was getting ready for the next rose weld, I said, "These would sell so fast, they are so beautiful." She said, "Thanks," dropped her mask, and retreated to her station to weld her next unique and gorgeous metal rose.

Two Students Take Driver's Education As a Necessity: As William and I traveled through the cafeteria on our way to observe an FDE session, we were flagged down by two African-American, female students who had a question about the schedule, and as we talked with them, we found out that they were taking Driver's Education and really enjoying it. William asked, "Why is Driver's Education so important to you?" They said,

> Taking Driver's Education on Fridays is possible for us. Otherwise we couldn't even take it this year. It would be too expensive if not for the school rate offered through FDE, and we both work after school and in the evenings. We have to work. And we need jobs this summer that our parents can't drive us to. They are working and just can't do it. We

need driver's education so we can work good jobs this summer. We are saving for college. (Poetter Notes, March 2020)

Their plight and the resulting solution to it that Butler Tech provided, on site driver's education that could be completed during FDE, really hit home with William. As we talked with them, we discussed the equity issues in play, too. Many students may be able to afford Driver's Education, or take jobs that they could get transportation to without providing it themselves; but these students and their families' economic situations made it impossible for them to work without their own driver's licenses, something perhaps many other students didn't have to worry about, or just flat out take for granted. They didn't take it for granted, and appreciated the opportunity to get this done during the school year, which they couldn't have done without FDE.

Chef Simpson Helps Students Make Amazing Pre-Game hors d'oeuvres: Maybe my most enjoyable, learning-filled morning of the entire year in 2020 was the FDE I spent with Chef Tyler Simpson, his student assistants, and 12 other novices working on three new hors d'oeuvres recipes, all designed to make us the hit of our own game-day kitchens. I paired with a middle school student visiting from a feeder school, and we worked through the recipes, step-by-step, taking instruction from the Chef and listening to the student chefs helping out that day, running each table, taking charge like chefs themselves, helping, coaching, all while making sure we practiced safe techniques in the kitchen!
Several things that every single one of us new to the kitchen realized that day: Yes, there is a difference between what a chef and what a novice can do in the kitchen, but each one of us can learn, make progress, have fun, and make food that can be eaten and enjoyed. When we all finished our dishes, we shared them, talked about them, critiqued them, with never a dull moment because the Chef was always teaching us, feeding us, coaching us, and cajoling us, and especially his student assistants in the kitchen! The entire time just flew by. I couldn't believe we were finished so quickly with the two hours, and I for one didn't want it to end.
Also, I want to note that the student chefs working the room that day – like Chef Simpson, they were volunteering their time – worked that lab to gain the experience and skills they need someday to be a chef, and they have so much knowledge and expertise already. We had a great day and learned a lot, but some people in that room were making their way toward a future, taking significant steps to live out their dreams, all at the same time.

Martial Arts for Everyone: The district hired Master Strickland, a local martial arts teacher, to offer sessions for students during FDE. Students filled the classes quickly, and many repeated the sessions each week with him through the five weeks of FDE 1.0. What we heard is that many students taking the sessions with Master Strickland felt like they were gaining confidence, feeling more at peace with themselves and others, and just communicating with so many people all through the system that they found these sessions to be really good for their mental health. Some students doing well in martial arts weren't doing well in school at all, but they were really enjoying this class and doing well in it. And many observers thought some of these students thriving in martial arts on Fridays wound up doing better in school and life during the weeks leading up to Fridays.
This led to several discussions among leadership team members that some of the offerings during FDE were having an impact on the regular school week, and how in addition, some of these offerings might be of value if they were incorporated somehow into the regular week itself! At the end of the Spring semester the leadership team had begun serious conversations about building martial arts more formally into the curriculums on their various campuses during the week and in addition to FDE.

VI.   Experiencing FDE 1.0

Student and Teacher Experiences

This section focuses on students' and teachers' experiences during this first iteration of FDE. To complete this analysis, I (Joe) drew upon and analyzed a variety of data, and Kristan and Tom acted as critical friends who questioned and enhanced the analysis. For students, I primarily drew on data from feedback surveys and focus groups, and especially upon a sample of 30 students' feedback and reported experiences before/during 5 weeks of FDE implementation [endnote 1]. I also reviewed enrollment/participation data to get a sense of the nature, variety, and relative popularity of different opportunities. For teachers, I relied primarily on 8 teachers' written reflections to a 4-question survey about FDE. To supplement both, I also consulted the team's observations and field notes, including during/after several sense-making conversations we have had with the FDE leadership team while the program was being developed, implemented, and re-designed.

This analysis is primarily focused upon the 5 weeks of FDE before the COVID-19 school closures; during these weeks, FDE was implemented in a more robust manner, and data are more readily available regarding student and teacher experiences. Still, here we want to commend Butler Tech administration and involved faculty for continuing to provide some FDE options even after the closures (e.g., offering a mask tutorial and some other popular virtual learning opportunities).

Student Interest and Participation

Before exploring the experiences of students, we first want to outline the initial development and evolution of student excitement. As mentioned previously, the execution of the Fifth Day Experience required alterations to the academic calendar – a significant alteration being the eradication of Spring Break. It could perhaps be said that this change was one of the larger risks undertaken by Butler Tech, especially as some initial student feedback voiced concern over its removal. With this in mind, we as an evaluation team find the rapid growth of interest and excitement expressed by students about the Fifth Day Experience especially remarkable. Thus, this section briefly describes this growth in excitement, then comparing interest with actual registrations in February (prior to Covid-19). Next, we will conduct a brief discussion regarding demographics and interest/participation.

In Survey 1, when the student body was asked about which of the three broad options they would most likely choose (Stay at Home/Personal Growth Day, Campus Option/Internal Experience, or External Option), 57% of students noted they would most likely stay at home. That said, in the same survey, the majority of the students believed they would attend internal or external experiences at least "sometimes," as visually depicted below:

Butler Tech Student Survey 1 (Oct 2019) Pie Chart: Which option are you most likely to choose?
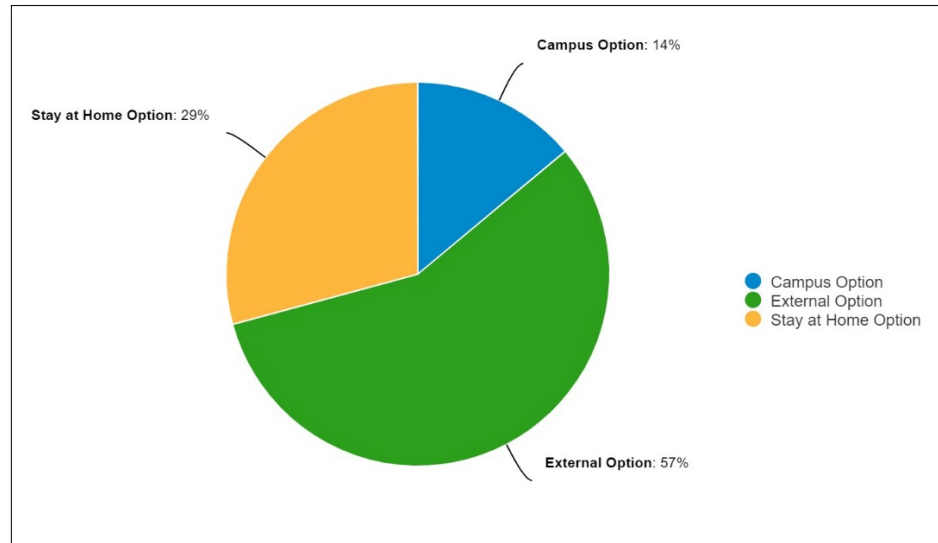

Butler Tech Student Survey 1 (Oct 2019) Pie Chart(s): How often are you likely to choose the on-campus option (left)?
How often are you likely to choose the external option (right)?
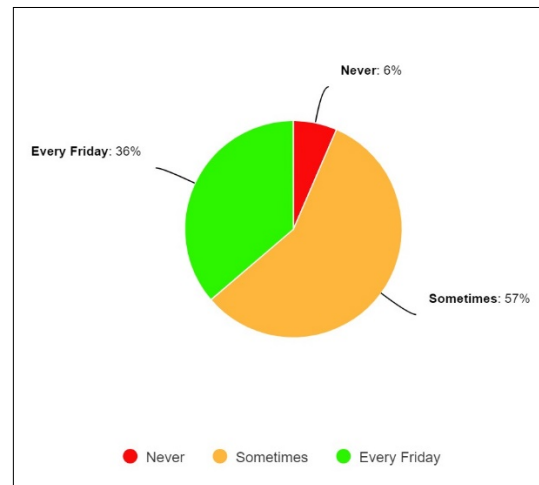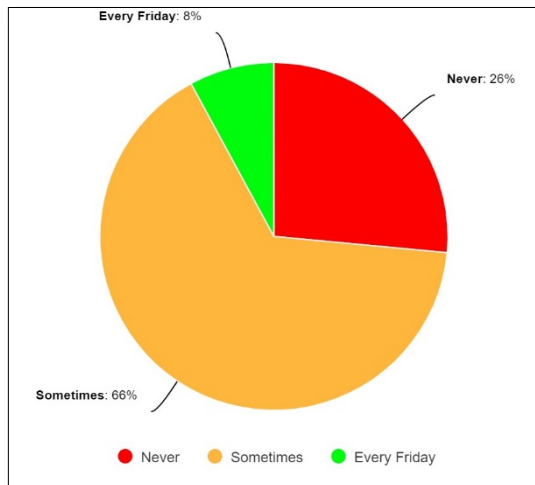
The initial data demonstrates that students were open to the idea of trying different things with their Fifth Day Experience, with 57-66% of total students willing to at least "sometimes" attend an on campus or external option, respectively. Furthermore, Survey 2 reveals a building excitement, with 32% of students "most excited" to work at an external experience, 31% of students "most excited" to stay at home, and the remaining 37% of students "most excited" to attend an experience organized by Butler Tech, with these experiences ranging from industry and college tours to volunteering opportunities to on-campus offerings.

Butler Tech Student Survey 2 (Nov 2019) Pie Chart: What are you most excited about?
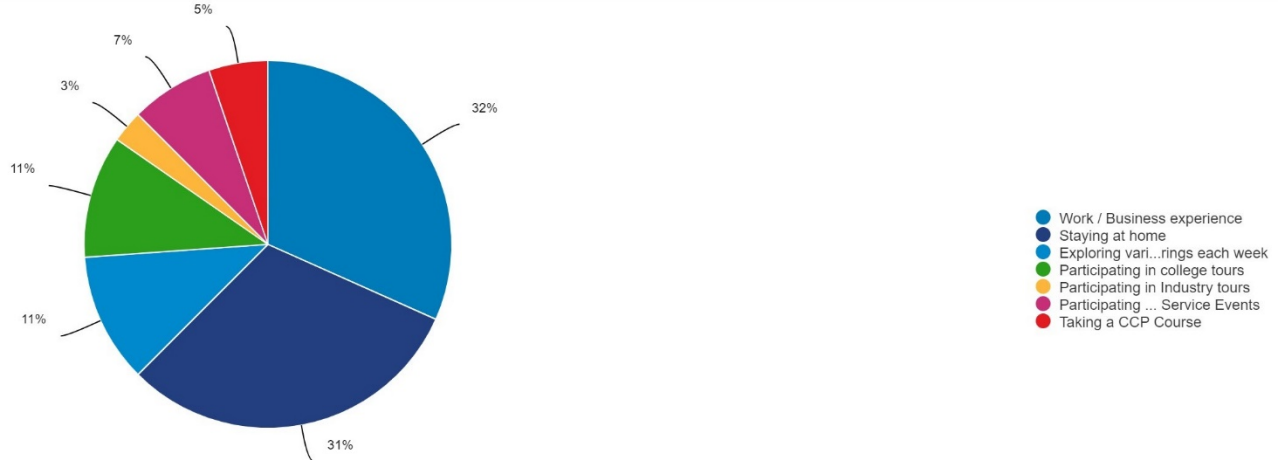

From our perspective, this demonstrates several key successes. First, Butler Tech was successful in deepening the understanding of what the Fifth Day Experience could actually look like to students. Second, they were successful in incorporating experiences students could truly feel excited about – to the point where the majority of the students were more excited about something being offered than staying home! Finally, we believe this demonstrates a variety of student needs successfully being met. For example, while only 3% of students expressed excitement over industry tours, this number directly translates to 36 students – 7 of whom were on an Individualized Learning Plan (IEP) and 8 of whom receive free or reduced lunch due to socioeconomic status. While it may have been "easier" for Butler Tech to dismiss the small percentage of student interest, industry tours were still offered, seemingly with those 36 students in mind.

Registrations

Examining February's student data help provide insight into how overall student excitement translated to "engagement." However, before continuing with this subsection, it is critical to note the following: **due to Butler Tech's overall mission to grant students freedom, choice, and voice, all options – including staying at home – should be considered "participation."** As will be later demonstrated, students who opted to stay home still encountered deeper learning experiences and, in general, improved their general wellness.

Overall, in the month of February – prior to the cancellation of in-person classes due to Covid-19 – 44% of students chose to stay home, 31% of students chose to attend an external activity, and 25% of students chose to attend an internal activity. While the 44% of students who chose to stay home outweighs the 31% of students who initially said they were "most excited" to stay home, there are several factors to keep in mind. First, as previously mentioned, many of the students who opted to stay home expressed experiencing mental, academic, and even physical benefits as a result of that choice. Second, student feedback notes factors outside of student control – such as bad weather and illness – as reasons for changing plans to stay home during February. Indeed, over the course of the five weeks, students attending experiences on campus ranged from 22-29% of students, demonstrating how students altered their registrations according to their needs.

Butler Tech Student Registration Data (Feb 2020) Pie Chart

External: 31%

Personal Growth Day: 44%

Internal: 25%

- External
- Internal
- Personal Growth Day
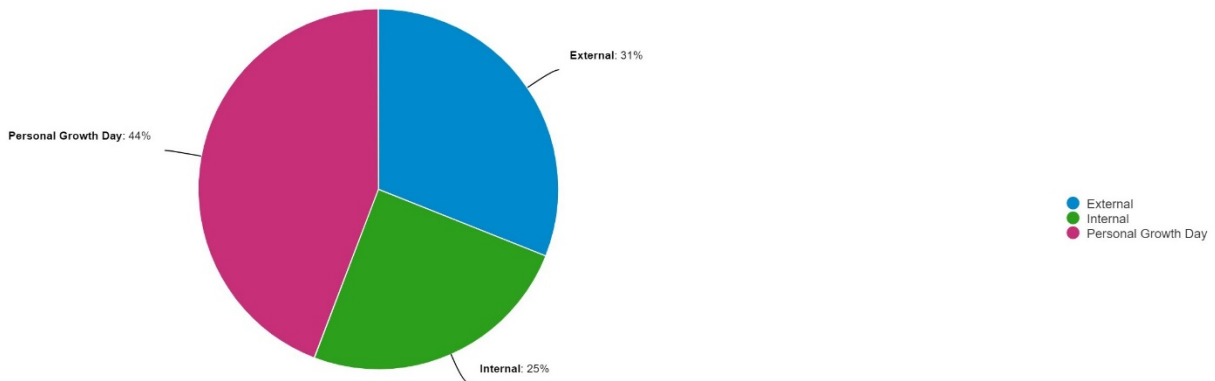
While consistently over the course of five weeks the personal growth day and external options were most popular, other popular experiences included ACT Prep courses, Drivers Education, Self-Defense, Cooking, and Adulting Courses. After the cancellation of in-person experiences, students continued to attend virtual experiences, such as "Cook with What You've Got," virtual yoga, "Interview Skills," and virtual hunting classes. These virtual experiences were designed to help students who needed extra connection during the pandemic, with teacher leaders helping students find helpful experiences.

Butler Tech Fifth Day Experience Website: Virtual Experiences (Retrieved July 2020)

EVERY FRIDAY

COVID - Healthy At Home Guide

Check out this guide to help you stay healthy while you are quarantined at home.

♡ Home (Room Attachement)   ⏱ Full Day

MINI-SERIES APRIL

ESports: Cincy E-Leagues

Showcase your gaming skills in a new E-League starting in Cincinnati for high school students. FIFA 20, Madden NFL 20 and NBA 2K20 leagues on PS4 and XBox. You get 16 league games + the tournament. Competing in 4 games per week starting the week of April 20th.

♡ Home (Room online)   ⏱ AM

MINI-SERIES APRIL

FREE Down Dog Yoga APP

Try out the Down Dog Yoga Fitness APP for FREE (until May 1st). If Yoga isn't your thing, there are other exercise options available too.

This website will take you to the mobile app download for your phone: https://www.downdogapp.com/web

♡ Home (Room Online)   ⏱ AM

Demographics and Fifth Day Experience

Butler Tech is home to a relatively diverse student body – 39% of students identify as Black, Hispanic, Asian, Multi-Racial, or unspecified; 10% of students have an Individualized Learning Plan (IEP); and 19% of students qualify for free or reduced lunch. Data regarding
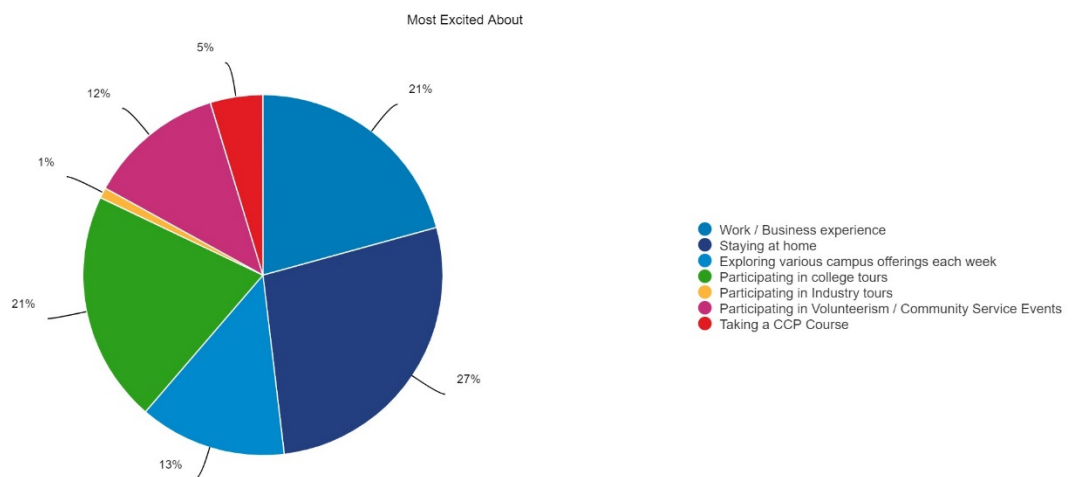
gender of the student population reports that 47% of the students are female, 36% of the students are male, with 17% of the students unspecified. Due to Butler Tech's ethnic, neurological, economic, and gender diversity, we believe it is important to work to better understand how the Fifth Day Experience impacts different groups in its population. How are different groups influenced? Do any groups face difficult barriers to enjoying Fifth Day Experience? Are there more ways to break down barriers to further Butler Tech's aim to encourage equity in schooling?

First, observations during the Fifth Day Experience led us to hypothesize that the program was showing initial success in meeting the needs of *all* students. We noticed gender diverse welding classes, heard successful anecdotes about affordable Driver's Education, and were impressed by stories of students with diverse backgrounds incorporating their culture into a wing sauce recipe during a culinary experience. While these observations were encouraging, we also spent some time sifting through the available data to try to better determine how student interest was impacted by demographics.

Overall, three key findings stood out to us:

- **College Tours:** While 11% of the *overall student body population* noted College Tours as the experience they were "most excited about" in Survey 2, 21% of Black Females reported College Tours to be the most exciting experience. This finding completes a story when also turning our attention to Student Focus Group 2, wherein multiple students expressed a desire to visit more Historically Black Colleges and Universities (HBCU's). We believe it is important to listen to these needs and to note that a higher proportion of Black Students and – more specifically – Black females, expressed interest in college tours than white students did.

Butler Tech Student Survey 2 (Nov 2019) Pie Chart: What Are You Most Excited About?
(Filtered to Black Female students)

Most Excited About

- Work / Business experience
- Staying at home
- Exploring various campus offerings each week
- Participating in college tours
- Participating in Industry tours
- Participating in Volunteerism / Community Service Events
- Taking a CCP Course

- **Neurodiversity:** When specifically looking at the feedback of students with an IEP plan, we find that teacher and parent influence becomes more important; additionally, many students expressed that FDE granted them an ability to catch up on school work or learn new life skills. We believe this is a testament to Butler Tech's commitment to student choice and the benefit of that commitment. An examples of student feedback from a student with an IEP plan is below:

- ○ *What did you do?* "Personal Growth Day"
- ○ *Description:* "Did 3 hours of in car driving"
- ○ *Influence:* "Parents and teacher"
- ○ *How do you feel?:* "Awesome"

- **Connections:** In Survey 2, Butler Tech asked students if they would need help gaining an external connection for a job or internship; overall, 40% of students reported needing support from Butler Tech. However, proportionally speaking, Black students requested more support than white students (52% of students reporting a need for support vs. 35%, respectively). Similarly, a larger percentage of Hispanic students reported a need as well (50% of total Hispanic students). Finally, 47% of students on free and reduced lunch reported needing help, versus 38% of students *not* on free and reduced lunch.

  Because of this, we wanted to look closer at what students who met the following two criteria ended up doing during February: students who reported being *most excited* about an external experience and also reported needing help from Butler Tech. Overall, it seems the students participated in a wide range of experiences – many of them working and several job shadowing. Students who did not work reported personal growth days, helping out family, and attending on-campus experiences. Students who provided feedback overall reported being happy with their experiences; however, there is not enough data from students to fully determine if all students truly received the help they needed. We believe this is critical to note, especially as Butler Tech moves forward with their goals for equitable education for all, specifically bearing in mind the higher proportions of students of color and lower economic status requesting help in making community connections.

It is important to note that the influence of demographics and diversity on the Fifth Day Experience is a complex topic that warrants future study. FDE 1.0 seemed to by and large meet the majority of student needs and truly remove barriers such as lack of connection, transportation, and limitations in experience options. With this in mind, we recommend close attention to the diversity of the student population as FDE 2.0 and 3.0 unfold.

Student Experiences

This section reports on student experiences with FDE 1.0. Findings drawn from three main sources are presented in this section, in this order: Selected 30 Students' Experiences; Students' Personal Growth Day Experiences (from Feedback Surveys and Focus Group 2); and Focus Group Data. Supplemental information drawn from other sources (e.g., observation notes, meeting notes) are embedded in these sections as well. This section concludes with summary points regarding student experiences.

Analysis of Selected 30 Students' Experiences with FDE

Among this group, just one of 30 students indicated on Survey 1 that they would stay at home every Friday. Likewise, just one of 30 indicated they would never take the external option. By contrast, 11 indicated they would never take the campus option. From the comments portion of this survey, it was clear that the vast majority of these students had particular goals and visions about what they could do/accomplish during FDE. As an example, one student

envisioned using this time as follows: "Volunteering, working and getting caught up on schoolwork or homework. I would also like to intern at some vet clinics."

Some insights could also be gleaned from an "Interests Survey" these students completed prior to the launch of FDE. For example, nearly half (13) of these students suggested they would need support from Butler Tech to be able to access external experiences. As one student elaborated, "I really would like to visit colleges or volunteer but would like support from BT." Given that equity is a key focus for Butler Tech, this strikes us as a very important area. Such opportunities have potential to support students substantially on their college/career pathways, enhance their social capital, further their future plans, etc. Likewise, several students indicated interest in College Credit Plus (CCP) programming, another mechanism for making college more accessible/affordable. It was also noteworthy that 22 of 30 were interested in volunteering. From the comments offered, too, it was clear that student interests would serve a variety of underlying goals. Some comments reflected interests that were clearly related to college/career preparation (e.g., college or industry tours, etc.), whereas others appeared to reflect desire to pursue/cultivate intrinsic interests (e.g., drawing because "I love art and I think it is calming;" going to a goat farm because it "seemed really fun").

Next, when looking at student enrollment and experiences, some insights were apparent. First, students are indeed making personal and idiosyncratic choices during FDE (as intended), and generally upon reflection they are feeling good about their choices. As one student noted, "I am happy we are able to have these Fridays to [be our]selves." These choices appeared to connect to particular goals students had in mind. For example:

- (a student who volunteered) – "I wanted to experience helping the youth and trying to make a positive influence."
- (a student who worked) – "I took a morning shift to earn more money…I am trying to save up for a new car."
- (a student who took a college tour) – "I wanted to use the fifth day experience to help me choose what I want to do after high school."
- (a student who slept in and then did work around the house) – "I have been feeling very worn out because of how stressed I am."
- (a student who did ACT Prep [campus experience]) – "I did ACT Prep: Math/Science and it was very helpful because those were the two subjects I was worrying about."

Clearly, then, the "personalized learning" (and, closely related, "student choice") values/goals of FDE are routinely being achieved. These experiences, in turn, are invariably experienced in a positive way. To us, this makes sense: We believe people tend to enjoy and appreciate the things we choose to do more than the things we feel compelled to do, etc.

Some students' choices and reflections are also illuminating given Butler Tech's emphasis on equity. For instance, some of the offerings clearly have equity implications; a campus experience (College 101) provided a student with information that they otherwise lacked:

I thought, since I have no idea what to look for or what to do, that it would be useful to take it and know the process of applying to college… I felt great about it, it was very useful. I may not know everything, but I know more than I did beforehand.

Without such information and support, one can imagine a student having less ability to navigate the college process (and, potentially, going on a different career trajectory). Offerings like these, then, appear to have clear equity implications.

A majority (16 of 30) of the students also selected more than one different option (14 of 30 selected the same option each time). As an example, one student who had chosen the stay at home option in previous weeks signed up for two on-campus options, and reported that he "LOVED" one of the classes he'd experienced (intro to martial arts class; it was "absolutely great"). Thus, there is evidence that some students are "trying new things," and perhaps word was beginning to spread about certain options as time went on.

In-Depth Look at Students' Personal Growth Day Experiences (From Feedback Surveys and Focus Group 2)

Given our sense that Personal Growth Days are, for some, the most "controversial" and least understood of the three broad options students could select, I (Joe) took a closer look at student experiences here. First, in Survey 1, students who indicated they would sometimes or always choose the "Stay at Home" FDE option shared a variety of reasons why they anticipated doing this. Having reviewed 200 such comments, the following were the most common reasons for staying home (in descending order): working more (employment); having time to study or complete school work; take the day off/rest/recuperate; take part in campus visits/tours; engage in job shadowing or employment visits [endnote 2]; spend time with family or perform some family function. Then, I reviewed students' weekly survey reflections, again focusing on those who chose the Personal Growth Day option. Consistent with the above, it was clear that students used these days for a variety of purposes and a variety of reasons. It was also clear that the vast majority reported feeling good about the choice they made. In just two instances, the students reported making this choice because of (in their view) a lack of strong alternatives.

Some focus group information also served to clarify the function/meaning of these personal growth days. Several students reflected on the value they obtained from these days, which were variously described as "fun," "enjoyable," "refreshing," "impactful," and "special." When asked why it was special, the student emphasized the ability to choose to take "a day off" and noted that this is something only offered/permitted at Butler Tech. Again, students chose a wide array of activities during these days – everything from "working on starting my own small business" to just getting more sleep and being able to "feel more in control" by tending to important personal matters. Likewise, a teacher focus group respondent relayed several stories about students' varied experiences during personal growth days; for example, one student helped their dad on the construction of his house. Presumably, these are the types of deeper learning experiences that are hoped-for, and of course there are major side-benefits (e.g., priceless family time) occurring in the process.

Analysis of Student Focus Group Data

Student focus groups (particularly the second one, held on 5/29/20) provided another nice window into student experiences, relative to: their initial reactions; how FDE affected their personal wellness; influence on FDE options; most impactful choices; and suggestions for improvement. Students' initial reactions were largely positive (i.e., excited, looked like fun, options looked good). Likewise, most students reported that their personal wellness has improved because of the 4-day school weeks (e.g., because it provided a refreshing break, allowed catch up time). One student suggested this arrangement "benefited everyone in some way." Another student noted, "I got something new, a sense of a greater community. I made friends from all the campuses." As well, students generally reported that they had voice/influence regarding what was offered, that they had "lots of say" and opportunities to share ideas and provide feedback through the process. This is worthy of special emphasis given

that Butler Tech leaders clearly hold student voice and choice as a key element for this programming.

When asked to describe impactful choices they had made, students described an array of selections, and these spanned each of the three main categories (at home; internal (on campus); external (off campus)). This again seems worthy of underscoring, as it shows how meaning and value are personal and idiosyncratic, speaking to the value of choice and options (i.e., what is uninteresting to one person may be life-changing to another). One student, for example, described taking a money management class and being able to apply the knowledge right away (relative to a family business). Another described taking an ASL class so that they could communicate with their neighbor: "It helped me push back a barrier between us."

Last, when asked to describe ideas for improvement, students shared a number of ideas. These are particularly useful when considering how to adjust FDE going forward. As an example, a couple of students described confusion regarding the choices and the sign-up process. Likewise, one student described transportation issues with buses, and another suggested college tours should be more diverse (e.g., with people of color in mind); these two issues appear to have equity/access implications, so should be given special attention.

Student Experiences: Summary

Taking this all together, it is clear to us that (from a student experience and learning perspective) FDE is off to a great start. Clearly, the "personalized learning" goal is being achieved, as choice and personalization are intrinsic to this initiative. Students are going in a variety of different directions and attempting to serve a variety of goals with these freedoms they are being given, and that is by design and impressive to see. Moreover, as Butler Tech moves toward FDE 2.0, it is our understanding that they will aim toward providing even more student-led experiences. We applaud and encourage this plan, and suggest that doing so will help Butler Tech to move further in terms of its other key themes/focus areas (innovation and equity). In that vein, we are encouraged and impressed by students' ideas for FDE – e.g., a teacher shared students' ideas regarding competitions (e.g., nerf wars), social justice, TikTok challenges, building one's own fundraisers, etc. As a teacher noted, "Now that the students know what [FDE] is about, it is a great time to solicit their ideas." In this vein, the FDE leadership team's expression of interest in student-developed and led activities seems quite promising and innovative if carried out, and it is also encouraging to learn that students are expressing substantial interest in social justice work (with ties to an equity focus). We predict that the program will continue to naturally and positively evolve given more time, given key leaders' clear commitment to the program, their interest in being data-informed in their (re)design, and their strong and clear vision about what this program is and can be. Along with this, we suggest that deeper learning is being attained (and is relatively widespread), but that the deepest learning is yet to come.

Teacher/Leader Experiences

Butler Tech teachers/leaders were asked to respond at the end of February 2020 to a 4-item survey, with questions as follows:

1. Through 5 weeks of FDE, what are 3 things you've noticed?
2. Give a quick 3-5 sentence story about a major success;
3. What is one area of improvement you believe we can make as we move forward with FDE? and;

4. Do you believe that The Fifth Day experience can actually transform how public education is designed and structured?

Eight people responded to the survey and provided a variety of illuminating responses. First, relative to "successes," respondents shared a variety of positive observations. One teacher emphasized the "joy" that students can get "when they experience different pathways." Others described the benefits of exposing students to opportunities/experiences that they otherwise might not have. Two described how FDE was fostering a stronger sense of community, including across Butler Tech campuses, enabling more/better relationships to form and strengthen.

As one example, a respondent shared the following story: "I met a student who had her manuscript published so she could provide resources to relieve stress and to help children of deployed soldiers." The respondent then offered an observation: "There are so many untapped stories when we have a relaxed setting to talk with students." Another educator focused on students' personal growth day experiences, and noted several highlights, including some that appeared to evidence the deeper learning goal (e.g., visiting an "amazing horse trainer in KY" and volunteering at an Animal Adoption Foundation).

Given these and other positives, several teachers did note that they saw transformative potential in FDE (item #4), but sometimes highlighted different aspects or opinions on how/why it could be transformative. Noted one, "I believe FDE can transform education. FDE will provide students with an extension of their education that will better prepare them for their career and adult life." Several teachers noted the benefits of exposing students to experiences they might not otherwise be exposed to; one noted how this might pique an interest or develop hobbies, and others seemed more focused on how these experiences would leave the students better prepared for college or careers. Indeed, there may be some tension between these two things. For instance, one teacher expressed, "We need to present FDE as a program to students that will help them attain their career path and be prepared for employment or further education upon graduation," whereas others seemed to be oriented somewhat differently. For instance, in the eyes of one teacher, "Students want to participate, but want to do kid things, not adult things." An interesting consideration, and perhaps an internal debate to be had, is whether "success" in some cases might relate to the cultivation of interests and desires (e.g., helping students to live well-rounded lives, and experience childhood joys while they can, on their paths toward flourishing), and in other cases might be more instrumentally related to future career aspirations, etc. Our take at present is that *both* "types" of experiences are extremely valuable, and so a broad definition of success and openness to measuring and learning from both might be helpful (e.g., see Brighouse, Ladd, Loeb, & Swift, 2018 for a detailed discussion of the various "goods" that education can provide).

One teacher highlighted the following features of FDE as follows:

I believe the FDE offers the alternative options that the traditional high school education is lacking. It gives students the freedom to schedule things as they choose. It makes them responsible for making it to the classes to which they've committed. It offers them the opportunity to explore other career avenues or maybe just hobbies and passions. It provides them critical information to be successful in life.

Still another teacher opined that student voice and choice helps "students [to] know that we care" suggesting it will allow them to be "the most competitive graduates as compared to others" and that "they will not get this…experience anywhere else in the world."

Another stated,

> I think anytime you have 200-250 students coming to school on days they do not necessarily have to be there you have something impactful going on. The experiences that students were exposed to, when you consider that not all of our students are afforded those types of experiences is a really great outcome. I also believe that it sends a powerful message to our communities and our students of what we are willing to do for student learning and just in a general sense of what we provide for our students.

Nevertheless, teacher respondents also noted a few concerns and challenges. One of these concerns related to attendance – e.g., a situation in which students sign up for classes but do not attend, and/or a problem around how to "get the AM butts in the seats." In fact, some teachers even suggested that – as a solution – attendance might need to be mandatory (if a student registered for a session, or more generally). It was also suggested that attendance for teachers should in some way or to some level become mandatory. Mandatory attendance for students or for teachers, however, does not seem to us to be a realistic solution because it is contrary to the "choice" tenet of FDE. Still, some ideas related to how to incentivize or nudge participation are worthy of discussion and consideration; these were good faith suggestions designed to solve perceived problems with FDE 1.0.

Others noted logistical or technological challenges such as: Quickbase not being particularly user-friendly; lunches not always being ready on time. For the most part, though, it seemed to us that concerns and challenges were minor, expected, and resolvable, given that the program is new and the team is so open to learning and modifying as time goes on.

One teacher, however, noted a concern/challenge that we see as being worthy of deeper exploration, especially because it might have considerable equity implications. The teacher noted that it is "vital to participation and success of events" that "teachers sponsor/support" these events. For example, teachers seem to be needed to help students to link up with businesses for shadowing; "Businesses and community members," according to this respondent, "have been VERY WILLING to offer sessions and host visits" but these have not been happening with as much frequency as other opportunities. This respondent even went one step further, suggesting students need adult support to understand what they might need (e.g., guidance in terms of what choices are available and what might be best to choose given their situations and desires). We believe this is correct, and our hunch after reviewing student data is that many students indeed need active faculty support to engage in some of these opportunities (and that support at present is not fully adequate to the task). If certain students are missing out on opportunities they desire because of a disconnect or lack of support, this might create an equity issue. A recommendation may be to look more closely at all students who indicated they would be interested in job shadowing, and check on their subsequent experiences and feedback. We draw out these points and recommendations, again, given our confidence that Butler Tech is earnestly aiming for greatness and transformation in its programming.

VII. Findings and Further Questions/Insights

It is clear to us as a consulting and evaluation team working with the school district over the course of an entire academic year that Butler Tech's First Day Experience 1.0 was a unique success. On many levels, Butler Tech delivered for students, and fulfilled aspects of its mission, while also expressing and building on cultural norms and values for action and leadership that are embedded in the organization and community. In our conclusion here, we surface and

restate several findings embedded in the data and in our previous narrative describing FDE 1.0 and offer some questions/insights based on our initial inquiry. In findings 1-6, we note certain positive outcomes that we found to be important, perhaps even striking and definitely worth building on going forward. In 7-9, we surface some questions that we hope the school considers for moving toward FDE 2.0 and 3.0.

First, we found that one of the goals of FDE 1.0, from the very beginning, was to disrupt the traditional academic schedule for the school year – in positive, learning-filled, and challenging ways – by pushing along innovative ways of thinking about and doing schooling, education, and career preparation. This is a heavy lift for almost any school body. But as a district, Butler Tech embraced two very prominent innovations that promised positive disruptions during school year 2020-2021 and it delivered them with and for students: 1) the new "Showcases," an innovative way of helping students to express their own sense of their learning journey twice a year (replacing traditional parent/teacher/student conferences); and 2) the new Fifth Day Experience, a commitment to helping students explore deeper learning opportunities that they may not have during the course of a regular school day or school year.

Second, both innovations – to the schedule and to significantly different educational practices in the school district – focused on personalized learning and student choice, hallmarks of Butler Tech's critical commitments to school programming and student experience in their career tech and academic program environments. A shared energy in the administrative staff, faculty, and student body informed the work, which is fastened to commitments to acting with and for students in innovative and student-centered ways. All along the way students were involved in the planning process, giving input in focus groups, completing comprehensive surveys of interest, marketing the program with student-created videos, talking up the program among peers, showing up and participating in myriad and comprehensive ways, and giving feedback to inform current and future programming.

Third, the entire school community is focused on equity in many different ways. The school district sees itself as a provider of opportunities to all students and especially students who come from marginalized racial, classed, gendered, and disability backgrounds. The school uncompromisingly wants to have it both ways, viewing the educational programs in the district as bridges both to higher education and to immediate careers in many vocations. And if the school program can provide opportunities to all students in ways that give them advantages, insights, even a "leg up," the school commits to it. Deep down and on the surface, Butler Tech believes that its programs and innovations give students access to opportunities and possibilities in life they wouldn't have had otherwise, helping them navigate the complex terrain of advanced learning and vocational preparation for the mid-21st century, whose prospects as we found in sharp detail this year, change literally by the minute.

Fourth, it is an amazing commitment, in our opinion, to actually say that you care educationally about students and their personal well-being along with their overall learning and development, AND actually dig in and provide for students' personal well-being with educational opportunities. Meaning, Butler Tech made an early decision to view staying home on the Fifth Day as a legitimate and meaningful option. The data bears out that many students needed this time for personal growth, for their mental health, just to keep up with their lives, and to do things they didn't have time for in a typical week what with school, family, and work commitments absorbing almost every waking minute. In some cases, students thrived at home, in ways they couldn't have if they were at school, and in a wonderful dialectic twist, made themselves better, more complete students and human beings *when in school Monday through Thursday!*

Fifth, we found from Day 1 as colleagues on this project that the entire enterprise of Butler Tech is data-informed. We purposefully don't use the term "data-driven," which we think connotes a sense that the data is in charge of driving human enterprise. Instead, Butler Tech uses data for their purposes, to find out what people want to do; to create opportunities for students and faculty and community members to give input; and to keep track of critical inside

information in very accessible and usable ways (database processes that help the district understand who is participating and who is not, what their experiences are like, etc.). The district uses state of the art platforms for data gathering, and uses the data in the planning and implementation processes. Thinking about generating and using data is nearly as much a part of the atmosphere in the district as the shared air. Often an afterthought for many school entities, data is part of the way the district thinks and acts on a continuous basis.

Sixth, we found mutually across many unique and shared experiences in this setting that there is a ubiquitous sense of excitement and joy around learning and community life in this school district. At first, we felt somewhat wary about saying this since we know that as observers we can be fooled, of course. But we found this to be the case in every situation we encountered, with adults, with students, in mixed groups, ad hoc, just walking around. It is impossible to fake this in so many settings *over an entire year*.

This sense of joy in the work and the enterprise, along with a certain pride about being involved in it, suggests a familiar, but not often executed recipe for success in schools: the people in these programs, teachers and students and administrators alike, want to be involved, and rely on each other for support and for a depth of experiential connection while on the journey together. They agree, disagree, get along, enjoy life, respect each other, work, and keep moving. And when the chips are down, and deadlines loom, people come through. This reminds us of the assets and behaviors evident in a large, successful family focused on learning and relationships, as opposed to most multimillion-dollar corporate, even so-called educational enterprises.

Seventh, we noticed that even though students were able to access almost every learning experience or activity available or suggested by them in data gathering sessions in focus groups or on surveys, there was still a gap in student-led activities. This had been a focus of early conversations, but most of the activities available to register for, besides the stay at home options, were generated by faculty and adults, not students. In the feedback forms students mentioned hoping to have opportunities for video game tournaments, for engaging in student generated sporting events, for learning to play other games such as board games and outdoor sports, for self-led trips to different destinations, among other sorts of student led options. We think that these types of offerings, either planned for or generated more organically in real-time will enhance, enliven, deepen, and strengthen future FDE iterations and make it even more student-led. We should note that it is our understanding that Butler Tech would agree with this statement; in fact, Butler Tech impressively utilized the Covid-19 pandemic to allow for student-led virtual experiences, such as art lessons. Butler Tech voiced an intention to continue these experiences next year, not only giving the students leadership experience but also providing experience with a virtual platform. We hope to see this intention only continue to evolve.

Eighth, one particular tension existed throughout the planning and implementation of FDE 1.0: a deep commitment to student choice – including the choice of doing nothing on the fifth day (which is actually something, such as resting) – versus requiring all students to participate in something planned for or with them on Fridays at set times. Most of this concern emanated from teachers, especially those involved with supervising FDE 1.0. The feeling was that these opportunities for deeper learning – based on students' overwhelmingly positive reactions to them – shouldn't be missed, especially by students perceived to need them, or who would greatly benefit from them. So, some thought that mandatory participation would pay off more than the investment in student choice. We agree that much value accrued to students who stayed home and engaged in personal growth activities. And we also agree that students missed out on a great number of valuable learning opportunities, both ways. But at this time, the school invested a great deal in trusting students and honoring their choices, and we think that should continue, though offering interesting, deep learning-oriented activities every fifth day

should never wane as a main goal of the enterprise as well. We do feel that the school should stay engaged with this tension and address it as needed.

Ninth, and related to 8 above, we received strong input from students and teachers that some students, perhaps more than others, and perhaps even marginalized students, needed more support and guidance for arranging external learning experiences. Meaning, students identified that they needed more support from teachers and school leaders to figure out how to do something outside of Butler Tech on Fridays but may not have gotten the support they need to pull it off. On the other hand, we also have data that suggests that some students actually got the help that they needed. But we don't have definitive data either way. Ironically, making external connections is a great strength of the organization, that is making outside connections. But the FDE 1.0 had many moving parts and was very complicated, so it is not surprising that some students may have felt that they didn't get the help they needed in a timely manner to arrange for something they wanted to do, and perhaps the missing factor was the social capital needed to negotiate complex but sometimes taken for granted processes of communication and negotiation to make an event happen. We see this as a very manageable challenge for Butler Tech, and hope that more students take advantage of these types of opportunities, learning how to set them up with the support they need to get started.

The key consideration for the future is to see who is getting quality external experiences and the extent to which those who desire these experiences and need help to do so are getting the support they need. Otherwise, we can imagine students staying home and having a good day but not necessarily the kinds of experiences that redress inequities. We believe this is an important consideration, but perhaps not a problem that can ever completely be solved. But we believe that Butler Tech, which is very aware of the equity issues involved in this tension, will address it with purposeful action during future iterations of FDE and throughout the school program.

Last, we want to thank the entire Butler Tech community for the opportunity to participate in this first FDE, and for the many things we learned from you about how to do school so well and to live by your values, and exercise those values in the curriculum. This is the educational calculus of success, so hard to figure, but part of Butler Tech's DNA. We look forward to future interactions, and deeper, even more learning filled opportunities to work together and to learn even more from your strong, bold, grounded, effective, humane, and collaborative approaches to education and leadership.

To this end – like the members of the Butler Tech community themselves – we are constantly asking questions about FDE 1.0, and education in general, and the nature of school cultures and leadership through the rhetorical question that William asked in describing what Butler Tech is and wants to be, at root, that is an inquiry-oriented, visionary institution: "We are always asking, 'Wouldn't it be cool if we could…?' and we try to make the answers to that question, those great ideas, come true" (Barczak Notes, 3.11.20).   And so, you have the beginning of a bold dream, FDE 1.0, born out of hard work and courage, with even more than promise to come.

Endnotes

[1] This sample was comprised of 30 students who had completed all interest and feedback surveys. A major advantage of constructing a sample in this way was that it allowed us to "follow" these students as they anticipated and experienced FDE. Had we focused on a "random sample" of respondents, by contrast, we would have had a lot of missing data (e.g., students who did not complete surveys etc.). A disadvantage of our approach, however, is that our sample of "super-responders" is unlikely to be fully representative of the experiences of students as a whole. To partially offset this issue, we supplemented our approach by spot-checking certain findings (e.g., the % who are availing themselves of "internal" options) against the larger population of students.

[2] Here, I (Joe) am assuming some students refer to taking part in campus visits/tours and engaging in job shadowing or employment visits as being part of the "stay at home" option because they are being arranged/completed outside of formal Butler Tech support.

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Appendix: Curriculum Offerings List, FDE 1.0

Event	Frequency
ACT Prep English/Reading	One Time
ACT Prep Full Review	One Time
ACT Prep Math/Science	One Time
Adulting: Automotive Maintenance 101	One Time
Adulting: Cooking with Chef Simpson	One Time
American Legacy Theater - Junior Board Application	One Time
Animal Friends Humane Society – Volunteer Orientation	One Time
Armed Services Tour	One Time
Art Lessons - Sketching	One Time
Beginning Dance	One Time
Beginning Drums	One Time
Bioscience Lab-Related Work*	One Time
Building Your Resiliency; Finding Your Zen	One Time
Careers in Surgery & Sterile Processing	One Time
CCP - American Sign Language	Every Friday
CCP - PSY-110: Intro to Psychology	One Time
CCP Physics	Every Friday
Chicken Wing Challenge	One Time
College 101	One Time
College Tour of Wilmington College	One Time
College Tour of Cincinnati State	One Time
College Tour of Miami University Hamilton Campus	One Time
College Tour of Miami University Middletown Campus	One Time
College Tour of Sinclair Community College	One Time
College Tour of University of Cincinnati Blue Ash	One Time
College Tour of Wright State University	One Time
College Visit - Bowling Green State University	Every Friday
Cook What You Got! 2.0	One Time
Cook What You Got! with Chef Simpson	One Time
COVID - Healthy At Home Guide	Every Friday
Driver Education	Mini-Series First 8 Weeks
DRL Lab-Related Work Day	One Time
English - Study Tables and Tutoring	One Time
English Academic Support AND/OR College Scholarship and Application Essay Assistance	One Time
Entrepreneurship Opportunity: Business Boot Camp	One Time
EOC Bootcamp - Algebra	One Time
EOC Bootcamp - Biology	One Time
EOC Bootcamp - English	One Time
EOC Bootcamp - Geometry	One Time
ESports: Cincy E-Leagues	Mini-Series April
FOCUS on Healthy Behavior and Responsible Sexual Decision Making	Mini-Series March
FREE Down Dog Yoga APP	Mini-Series April
Get Your Hot Fresh Donuts!	One Time
Girls Who Code	One Time
Give Kids a Smile*	One Time
Going to Work (ALL 15 Weeks)	Every Friday
Going to Work (Week-by-Week)	One Time
Grow as a Moviemaker	Mini-Series April
Guitar Basics	One Time
Help When You Need It	Every Friday
Hip-Hop Ed: Music, Dance, Poetry	One Time
Hot Sammies with Chef Simpson	One Time
How To Grow a YouTube Channel from Scratch	One Time
I Scream, You Scream, We all Scream for ICE CREAM	One Time
Industry Tour (on-site): American Legacy Theater (A.L.T.) Workshop: An Actors Guide to Powerful Instincts	One Time
Industry Tour - Procter & Gamble	One Time
Industry Tour Natorps	One Time
Industry Tour: Accenture	One Time
Industry Tour: Kings Island (Food Service)	One Time
Industry Tour: Mercy Hospital Fairfield	One Time
Intermediate Dance	One Time
Interview Skills	Every Friday
Introduction to Martial Arts	One Time
Introduction to Martial Arts	Mini-Series March
Introduction to Nonprofits	One Time
Introduction to Theater	One Time
Introduction to Vocals	One Time
Introduction to Welding	Mini-Series March
Job Shadowing	One Time

Learn How to Type Faster	Mini-Series April
Make to Give - Learn to Make Protective Masks	Mini-Series April
Martial Arts	One Time
Math - Study Tables and Tutoring	One Time
Math Assistance at Bioscience	One Time
Miami University Virtual Visits	Every Friday
Northern Kentucky University Virtual Visit	Every Friday
NSC Lab-Related Work*	One Time
Ohio Hunter Safety Course (ONLINE)	One Time
Ohio State University Virtual Visit	Every Friday
Ohio University Virtual Visits	Every Friday
Patents	One Time
Personal Finance	One Time
Personal Finance - Establishing Credit	One Time
Personal Finance - Investing	One Time
Personal Growth Day	One Time
Personal Wellness	One Time
Resume Writing	Every Friday
Science - Study Tables and Tutoring	One Time
Self Defense Class	One Time
Self Defense Class	Mini-Series March
Sketching Series - Video 2, Giving Your Sketch Color	Every Friday
SOA Lab-Related Work*	One Time
Social Studies - Study Tables and Tutoring	One Time
Special Event: CPR & First Aid Certification	One Time
State Tested Nurse Aide CREDENTIAL	Every Friday
Stop the Bleed	One Time
The Art of the Sandwich	One Time
Tour 80-Acres Farm	One Time
University of Cincinnati	Every Friday
University of Dayton Virtual Visit	Every Friday
Upgraded Hot Appetizers with Chef Simpson	One Time
Virtual College Fair - Northeast US	One Time
Virtual College Fair - Southern US	One Time
Virtual College Visits	Every Friday
Virtual Party with DJ Guy Wes!	One Time
Volunteer at Booker T. Washington	One Time
Volunteer at Butler County Educational Services Center	One Time
Volunteer at MetroParks of Butler County	One Time
Volunteer at Oxford Senior Center	One Time
Volunteer at Power Source	One Time
Volunteer at Primary Health Solutions and Project Beloved	One Time
Volunteer at Shared Harvest	One Time
Volunteer at Women Helping Women	One Time
Wellness - Experiencing Loss	One Time
Wellness - Sleep Hygiene	One Time
Wellness: Handling Stress	One Time
Wellness: Internet Addiction	One Time
Wellness: Just As You Are	One Time
Wellness: Reflections	One Time
Working with Electricity - 5 -Week Course	One Time
Yoga for the Mind & Body	One Time

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