



# EARLY COLLEGE ACADEMY

## ANNUAL REPORT

**2025-2026**



**THE OHIO STATE UNIVERSITY**

COMMUNITY AND YOUTH COLLABORATIVE INSTITUTE

Partnership with The Community and Youth Collaborative  
Institute at The Ohio State University

# Early College Academy

## Partnership Summary Report

Academic Year 2025–2026

Community and Youth Collaborative Institute (CAYCI)  
The Ohio State University College of Social Work  
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## 1. Partnership Overview

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The partnership between Early College Academy (ECA) and the Community and Youth Collaborative Institute (CAYCI) at The Ohio State University focuses on providing additional interventions and support for students at ECA. This work is critical for addressing non-academic barriers to learning, promoting student engagement and attendance, and supporting positive youth development.

During the 2025–2026 academic year, two social work interns—in collaboration with the OSU-CAYCI team—carried out a wide range of initiatives to assist students, staff, and administrators in creating an environment where students can thrive academically and personally as they work toward their high school diplomas.

*This report summarizes the school-wide needs assessment, services delivered by CAYCI interns, attendance outcomes for students served, and a preview of programming highlights from the year.*

## 2. School-Wide Needs Assessment

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During the fall and spring semesters of 2025–2026, a school-wide needs assessment was distributed to all ECA students. A total of 55 students completed this online survey. CAYCI's social work interns used the results to identify individual needs, prioritize outreach, and inform case management for at-risk students.

## Respondent Demographics

Gender	Race/Ethnicity
<ul style="list-style-type: none"> <li>60% Female (32 students)</li> <li>40% Male (21 students)</li> </ul>	<ul style="list-style-type: none"> <li>African American: 76%</li> <li>Hispanic: 14%</li> <li>White Caucasian: 12%</li> <li>Multiracial: 4%</li> <li>American Indian/Alaska Native: 4%</li> <li>Asian: 4%</li> <li>Native Hawaiian/Pacific Islander: 2%</li> <li>Other: 12%</li> </ul>

## Student Risks and Needs

The following needs were identified through the survey and used to target individual interventions:

Student Risks and Needs	
<b>77%</b>	Reported needing support looking for a job or internship (16% are currently employed full or part-time)
<b>45%</b>	Expressed interest in strategizing post-graduation goals with a social worker
<b>30%</b>	Reported navigating some degree of legal challenge
<b>20%</b>	Reported difficulty sleeping at night or lack of motivation
<b>20%</b>	Were pregnant or have a child; of those, 38% lacked access to reliable childcare
<b>20%</b>	Reported needing help accessing a driver’s license or transportation
<b>16%</b>	Were responsible for caregiving younger siblings or family members
<b>13%</b>	Reported challenges meeting basic needs such as food and clothing
<b>7%</b>	Reported significant behavioral/mental health issues that could affect ECA attendance
<b>4%</b>	Reported not having anywhere stable to live

## Mental Health and Social Concerns

Mental Health and Social Concerns	
<b>27%</b>	Reported needing help with friendships, dating, or stress management
<b>20%</b>	Reported feeling a lack of motivation
<b>20%</b>	Reported having difficulty sleeping at night

Mental Health and Social Concerns	
13%	Reported challenges obtaining basic needs (food, clothes, etc.)
9%	Reported spending time on social media to a degree that negatively influenced daily life
9%	Reported difficulty making friends
7%	Reported significant behavioral or mental health issues that could prevent attendance

### Resource Linkage and Referral Interests

Resource Linkage and Referral	
58%	Wanted help applying for or accessing benefits
45%	Wanted to meet with a social worker for a check-in (top priorities: mental health/stress management 29%, food/housing resources 26%)
34%	Currently receive SNAP benefits
26%	Currently receive Medicaid
11%	Wanted information about finding and applying for scholarships
7%	Wanted more information about managing finances

## 3. Services Provided

The primary role of ECA’s CAYCI interns focused on preventing and intervening around absenteeism and supporting students’ overall health and well-being. Below is an overview of activities carried out during the 2025–2026 academic year.

### Program-Wide Activity Highlights

<b>105</b> Attendance Intervention Calls	<b>29</b> Students Receiving Individual Mental Health/Counseling	<b>27</b> Total Supervision & Support Sessions
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Individual student counseling sessions addressed mental health and crisis support (including safety planning), resume and job readiness, problem-solving, attendance barriers, mentorship, health concerns including substance use, life skills, future planning, and student empowerment. Clinical supervision was provided weekly by LISW-S Sean Delaney, with students also engaged in learning activities aligned with OSU College of Social Work practicum requirements.

## Intern Service Profiles

### Jayaira Grhim-Harvey

<b>81</b> Total Students Served	<b>46</b> Total Meetings Conducted	<b>50%</b> Top Service: Case Management
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Service Type	% of Services
Case Management	50%
Counseling / Mental Health Check-ins	13%
Individual Truancy Meetings	13%
Workshops	7%
Family Meetings (Truancy)	4%
Home Visits	4%
Small Group Sessions	2%
School Store / PBIS Support	2%
Community Partner Meetings	2%
Other (Resource Linkage & Academic Support)	2%

### Anab Miraad

<b>70</b> Total Students Served	<b>47</b> Total Meetings Conducted	<b>26%</b> Top Service: Other (Resource Linkage)
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Service Type	% of Services
Other (Resource Linkage & Academic Support)	26%
Counseling / Mental Health Check-ins	23%
Truancy Meetings	17%
Case Management	13%
School Store / PBIS Support	13%
Workshops	7%
Small Group Sessions	4%

## 4. Attendance Outcomes

Social work interns tracked attendance data for students on their caseloads across three quarters of the 2025–2026 school year. Service entries surged from near-zero in fall to 96 entries in December and 93 entries in April, reflecting a strong program ramp-up and sustained engagement throughout the year.

<b>347</b> Total Service Entries	<b>88</b> Students with Attendance Tracked	<b>64</b> Students Tracked All 3 Quarters	<b>93</b> Peak Monthly Entries (April)
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### Quarterly Attendance Tier Movement

Students’ attendance was categorized into four tiers: Excellent (90%+), Satisfactory (80–89%), At-Risk (70–79%), and Chronic Absence (<70%). The table below shows the percentage of students whose attendance tier improved, sustained, or declined across each quarterly transition.

Transition	Improved	Sustained	Declined	Sustained or Improved
Q1 → Q2 (n=74)	16%	50%	34%	66%
Q2 → Q3 (n=65)	6%	57%	37%	63%
Q1 → Q3 Full Year (n=66)	6%	48%	45%	55%

### Key Findings

*Across each quarterly transition, a majority of students (55–66%) sustained or improved their attendance tier — consistently suggesting that social work monitoring is helping students not fall further.*

- Among the 26 chronically absent students tracked from Q1 to Q3, none declined further — 24 held steady and 2 improved. This represents a 100% rate of not getting worse among the highest-need group.
- Students who began the year on-track showed more downward movement by Q3. This suggests SW services may be most protective for at-risk students, while on-track students may benefit from continued check-in support to maintain momentum.

## 5. Programming Highlights

### College & Career Readiness Workshops

The CAYCI team led six workshops during the 2025–2026 academic year. Interns designed activities, coordinated with school staff, and invited guest speakers and community partners. Students who participated in multiple workshops could earn engagement seals toward their College Readiness Program (CRP) credit. Average attendance ranged from 15 to 25 students per session.

1. Resume / Interview Prep / Job Readiness
2. Identity Exploration
3. CPR / AED Training
4. Self-Care and Mental Health
5. Social Media Literacy & Digital Footprint
6. Healthy Relationship Building

### Social and Life Skills Groups

CAYCI interns led small-group programming designed to promote belonging, improve relationships, and support students' overall well-being. The Women's Group operated as an informal, drop-in space to maximize engagement (average attendance: 8 students per session). Therapeutic themes addressed throughout the group included:

- Healthy relationships and identifying social support systems
- Boundary setting and effective conflict resolution
- Self-esteem and body image exploration
- Fostering healthy friendships and positive peer dynamics

### PBIS Panther Payment Intervention

The ECA School Store operated consistently over a 28-week period as part of the school's PBIS framework. Students earned Panther Payments for positive behaviors in attendance, academic effort, and conduct, which could be redeemed at the school store. Staff across the building participated in rewarding students, strengthening relationships and creating a more positive and motivating school environment.

*Anab Miraad's capstone evaluation examined the PBIS Panther Payment system's impact on attendance for 10 students identified as having frequent absences. Over two months, results indicated a modest increase in attendance — suggesting the intervention can serve as an effective, supportive strategy for improving attendance habits.*

### Community Partnerships

The CAYCI team cultivated a partnership with My Brother's Keeper (MBK) to support male students through mentorship, career exposure, and positive community representation. This partnership was built on direct student input — students expressed interest in mentorship, leadership development, career insight, and connecting with individuals from similar backgrounds. A mentorship interest form was developed to streamline coordination. MBK has expressed interest in continued and expanded collaboration in the upcoming academic year.

### Physical Activity & Student Engagement

In partnership with the Lindy Infante Foundation — which secured funding for sports programming at ECA in 2023 — students who were successfully engaging in academic activities were taken to the Milo Grogan Community Center in April for dance classes, open gym time, and other movement-based activities. Funding remains available to support future sport and physical activity programming in 2026–2027.

## 6. Summary & Next Steps

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The core objective of CAYCI is to strengthen and expand the support systems and resources available to students at ECA, with the aim of fostering a positive school climate and increasing student engagement. Throughout the 2025–2026 academic year, CAYCI interns — supported by OSU clinical supervision — delivered meaningful services across individual counseling, attendance intervention, group programming, workshop facilitation, and community partnership development. Highlights from this year include:

- 347 service entries logged across 88 students throughout the school year
- 105 attendance intervention calls made to students and families
- 29 students received individual mental health and counseling support
- 55–66% of students sustained or improved attendance across each quarter
- 100% of chronically absent students tracked from Q1 to Q3 did not decline further
- Six college and career readiness workshops delivered, with 15–25 students per session
- Successful launch of the My Brother’s Keeper mentorship pipeline

*We are excited to build on the progress made this year and remain committed to supporting ECA students in the 2026–2027 academic year. For more information, please contact Dr. Samantha Bates at [bates.485@osu.edu](mailto:bates.485@osu.edu).*