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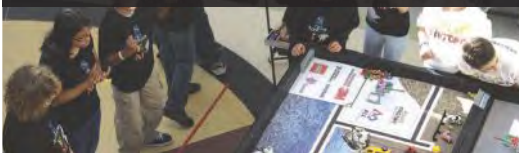
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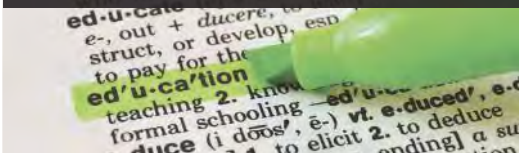
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Mission Statement

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service, unwavering advocacy and creative solutions.

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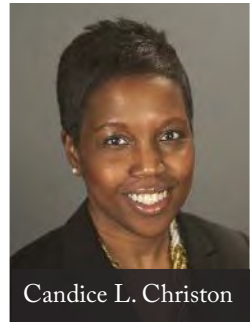
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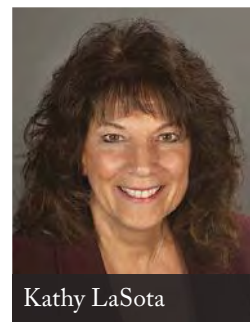
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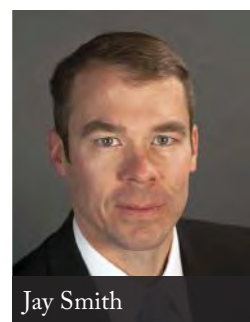
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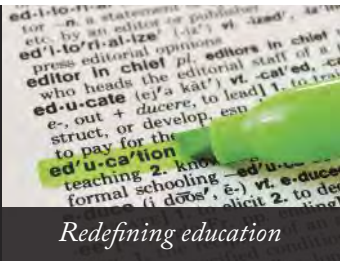
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Common Core for the common good

Richard Lewis, CAE, executive director

From the earliest days of public education, the goal for our schools has been to promote knowledge. While this overriding purpose has not changed, the expectations for schools have grown ever more complex. The connection between that mission and our future, in terms of economics and personal development, is clearer today than ever before.

Like many states across the country, Ohio has adopted the Common Core State Standards to better provide students the rigorous education and skills needed for the 21st century. Ohio plans to implement the Common Core in school year 2014-15, and residents must vigorously resist the efforts by those trying to repeal the standards. We must not let the loud voices of a few endanger the future of our children and our state.

Recently, there has been a flurry of

activity and statements aimed at undermining the Common Core standards. Opponents contend these new standards are a federal mandate. The new, more rigorous standards have been criticized as an attempt by “Big Brother” to take over our schools. These claims could not be further from the truth.

The new standards are in response to the needs of students who want to succeed and excel in today’s world.

Fortunately, two of Ohio’s top education leaders, Ohio House

Education Committee Chairman **Gerald L. Stebelton** (R-Lancaster) and Ohio Senate Education Committee Chairwoman **Peggy Lehner** (R-Kettering), have expressed support for these high standards.

Ohio has a long history of excellence in education and striving for strong schools. We can be proud of our progress in making sure students have educational opportunities aimed at preparing them for successful careers and quality higher education options.

Our students have traditionally performed well when judged with peers in other states. However, we must increase our standards because our students now compete in a global marketplace. What may have seemed like high standards in the past are no longer sufficient. Our children’s future career paths depend on a better education.



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That is why Ohio has participated with other states over the past several years to explore a more rigorous set of education standards that will prepare students for these new expectations. The stakes have changed, and so should the rigor of the standards for students.

OSBA supports the Common Core standards developed by leaders from several states and adopted in Ohio by the State Board of Education in June 2010. We are not alone in this support. We believe the process for developing these standards in reading and math was necessary and appropriate. The new standards respond to the needs of the marketplace and the needs of students who want to succeed and excel in today's world.

School districts have been preparing for the adoption of these standards for several years and, while some school representatives may see these new standards as challenging, the vast

majority of educators in Ohio are embracing them. They understand the need for keeping up with the ever-increasing demand for students who can

function with 21st century knowledge and skills.

The Common Core standards are not a substitute for a local school board's responsibility for adopting curriculum and providing resources to ensure student achievement. Yet, they will allow districts to know what their students must be capable of achieving to be prepared for the future. School districts will continue to have the freedom to determine how the standards will be met inside their classrooms.

Ohio must meet parent expectations for a high-quality education for every child. Parents must be confident that when their children enter a public school, the standards for learning will match their needs to ensure future success. Without the implementation of the Common Core standards, Ohio will put those students at risk, and we will have shirked our responsibility as a state. ■

Editor's note: Dr. **R. Kirk Hamilton**, executive director of the Buckeye Association of School Administrators, and **David Varda**, executive director of the Ohio Association of School Business Officials, contributed to this article.

Ohio groups supporting the Common Core

Education

- Buckeye Association of School Administrators
- Coalition of Rural and Appalachian Schools
- Ohio Association of Elementary School Administrators
- Ohio Association of School Business Officials
- Ohio Association of Secondary School Administrators
- Ohio Association of Supervision and Curriculum Development
- Ohio Department of Education
- Ohio Education Association
- Ohio Federation of Teachers
- Ohio PTA

- Ohio School Boards Association
- Ohio STEM Learning Network
- REACHhigher (Lorain P-16 Council)

Higher education

- Inter-University Council of Ohio
- Ohio Association of Community Colleges
- Ohio Board of Regents

Business, community and philanthropy

- Cincinnati Business Committee
- Cleveland Foundation
- Columbus Partnership
- Columbus Urban League
- GAR Foundation
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Rick Lewis, Executive Director, Ohio School Boards Association

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A change is coming

Taking a look at JVSD governance changes

Candice L. Christon, staff attorney

There have been several changes in education law as a result of House Bill (HB) 59, the state biennial budget bill passed earlier this year. One of the major revisions deals with the governance of JVSD boards of education under Ohio Revised Code (RC) 3311.19.

The statutory changes include the qualification requirements to serve on a JVSD board and the terms of office. All JVSD board appointments made on or after Sept. 29 must align with the new statutory requirements.

Appointments and qualifications

JVSD board members now must possess certain qualifications before serving on the board. The appointed board members must:

- have experience as chief financial officers, chief executive officers, human resources managers or other business, industry or career counseling professionals;
- be qualified to discuss the labor needs of the region with respect to the regional economy;
- represent employers in the region served by the JVSD who are qualified to consider the state's workforce needs with an understanding of the skills, training and education needed for current and future employment opportunities in the state (RC 3311.19 (C)(2)).

The method for appointing board members and the total number appointed must conform to the most recent plan the JVSD has on file with the Ohio Department of Education (ODE) (RC 3311.19 (C)). The plan

determines how the JVSD board is constituted. Individuals appointed to a JVSD board on or after Sept. 29 still must possess the qualifications of an elector by being a U.S. citizen, Ohio resident and registered voter (Article XV Section 4 Ohio Constitution, RC 3503.01).

All JVSD board appointments made on or after Sept. 29 must align with the new statutory requirements.

JVSD board members serving on the board prior to Sept. 29 may continue to serve on the board until their current term expires. Once their term expires, they may be reappointed to the board only if they meet the qualifications outlined in RC 3311.19 (C)(2). It is recommended that when the appointing board passes a resolution for an appointment, it should note how the appointed individuals meet the qualifications listed in the statute.

The law does not identify an oversight authority responsible for ensuring appointed board members meet the statutorily required qualifications. The appointing board may wish to conduct interviews, send out questionnaires or review the resumes of potential board members to see if they meet the qualifications set forth in RC 3311.19 (C)(2) before the appointment occurs.

The time frame between the vacancy and appointment is tight. The vacancy doesn't occur until Jan. 1 and the appointing board must appoint by Jan. 15, but it may not vote on an appointment until a vacancy occurs. Although the outgoing board can gather information and conduct interviews for the incoming board, only the new board can make the appointment.

In addition, board members must be chosen based on the diversity of employers in the geographical region of the state in which the territory of the JVSD is located. At least three-fifths of the board must reside in or be employed within the territory of the JVSD board in which the individual is a member.

It is important the JVSD board communicates with the districts making the appointments. The districts and JVSD board should discuss how the vacancies will be filled. For example, the boards may consider a memorandum of understanding on collaboration efforts among the districts and JVSD board explaining the strategies that may be used to ensure appointees meet the required qualifications. If the board is considering a memorandum of understanding, it should consult its legal counsel.

The budget bill allows JVSD appointing boards to give preference to individuals who were members of a JVSD business advisory committee as long as they possess the required qualifications listed in RC 3311.19 (C)(2). An individual is prohibited from being a member of the appointing board unless he or she also meets the required qualifications.

Terms of office

Board members who were appointed to a JVSD board on or after Sept. 29 will serve on the board for three-year terms. A board member may not serve on the board for more than two consecutive terms of office.



The new JVSD board requirements include business or industry experience and the ability to represent regional businesses.

Once an individual has served two consecutive three-year terms, three or more years must pass before the individual may be appointed again. Board members may not be appointed to serve less than the required three-year term. However, if a board member resigns in the middle of a term, it may require the board to appoint someone to serve for the remainder of the term, which may be less than the original three-year term.

The board should review its most recent plan on file with ODE to determine its process for filling a board vacancy.

Plan revisions

HB 59 contains uncodified language in Section 263.510 that states JVSDs are not required to change the plan on file with ODE, but they may attempt to change it if desired. Ohio Administrative Code 3301-61-07 states that any changes to a JVSD plan must be submitted to the State Board of Education for approval. The proposed changes must be submitted by the 20th of the month prior to the month in which the State Board is to consider them.

If a JVSD board finds any of the language within its plan inconsistent with the newly enacted language of HB 59, it should consult its legal counsel. It is unlikely a JVSD will be able to rely on a plan or policy that is directly in conflict with the new statutory language.

Compensation

HB 59 did not amend the compensation for JVSD board members. As a result, JVSD boards still may compensate appointed board members. Currently, board members may be paid no more than \$125 per meeting for their service (RC 3311.19 (F)). JVSD board members also may receive compensation for the mileage they incur to and from board meetings at a rate determined by the board.

There is no statutory minimum or maximum number of meetings for which a board member may be paid, but the board may impose such limitations

through board policy. Remember, board members must be physically present at a meeting to receive compensation.

Additionally, JVSD board members still may be compensated for attending approved training programs. Upon board authorization, board members may not receive more than \$60 per day for attending an approved training program that is three hours or less, and may not receive more than \$125 per day for attending a training program that is more than three hours.

Individuals are prohibited from being compensated for attending the same training program under RC 3311.19 and 3313.12 as a board member from a local school district and as a JVSD board member. In addition, each board may determine the amount of compensation to be paid for attending an approved training program as long as it does not exceed the statutory maximum.



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Ethics and removal from office

Appointed JVSD members are still subject to certain Ohio ethics laws because they are public officials. As defined in RC 2921.01 (A), a public official is “any elected or appointed officer, or employee, or agent of the state or any political subdivision, whether in a temporary or permanent capacity.”

Because of their status as public officials, appointed JVSD board members should not have a definite and direct financial or fiduciary interest in a contract entered into by the board.

This is something the appointing board should consider when making appointments, because there is a possibility that a conflict of interest may arise. For example, if the district has a contract with a local food service company for food supplies, the owner of the food service company would be prohibited from being appointed to the board as long as there is a contract between the two parties.

One important aspect to remember is that an individual’s appointment to the board may not be rescinded (*State ex rel. Norman v. Viebranz*, 19 Ohio St.3d 146, (1985)). However, an appointed board member may be removed from office for certain actions outlined in Ohio Revised Code.

RC 3.07 provides the possibility that a public official may be removed from office for gross neglect of duty, gross immorality, drunkenness or other misconduct in office. Therefore, an appointed JVSD board member may be removed from office if the criteria in RC 3.07 is met.

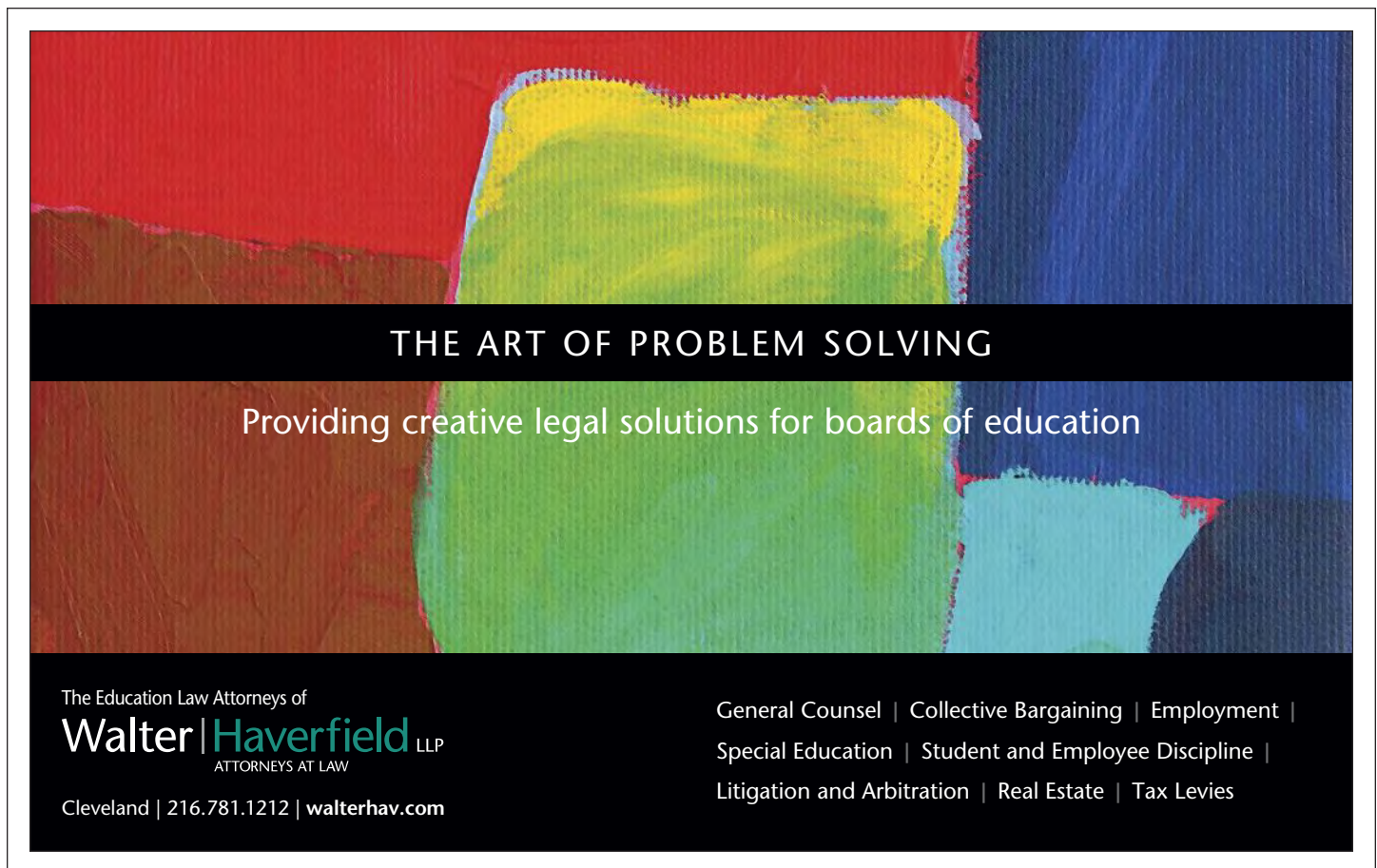
OSBA can help smooth the transition

OSBA’s policy BBBA, Board Member Qualifications, has been updated to reflect the governance changes for JVSD boards. In addition, a copy of OSBA’s “HB 59 JVSD Governance FAQ” may be found at <http://links.ohioschoolboards.org/93813>.

[boards.org/93813](http://links.ohioschoolboards.org/93813).

There is a significant amount of information contained in HB 59 that is beyond the scope of this article. It also is likely the practical aspects of implementing the new law’s requirements will produce additional questions, and we will continue to update the “HB 59 JVSD Governance FAQ” as we sort through those requirements. You may wish to work with your board counsel on matters specific to your district’s participation in the JVSD. Remember, OSBA’s legal services division is here to help you. Contact us with your general questions and we will try to make this transition as smooth as possible. ■

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Safely transporting students

Keeping a perspective on school transportation

Pete Japikse, senior transportation consultant

In the last seven school years, school transportation has consistently represented just 5% of the total educational expenditures reported by Ohio's public schools. Transportation is clearly a support service, with the sole intent of supporting the real mission of Ohio schools: educating our children.

How is it, then, that a support service representing only 5% of expenditures regularly takes center stage in the news and in discussions by parents, state legislators and school board members?

This attention on transportation can be better understood by looking at the mission of school transportation. As adopted by the National Association of State Directors of Transportation, the purpose of school transportation is to provide safe, economical and dependable transportation for our children to school and school activities. Each of these

elements is key to our students, families and school districts.

Reducing transportation services and subsequent costs enables districts to use the savings to educate students.

The safety record of school transportation is by far the best of any mode of passenger transportation. This record has been well documented by the National Highway Safety and Traffic Administration and National Transportation Safety Board, and is celebrated by the U.S. Department of

Education. Indeed, school bus passengers are many times safer than passengers riding in other types of vehicles.

That safety record notwithstanding, bus accidents do occur and sometimes children are injured. The news media focus on these events, which often garner national coverage. Since school bus passengers are children, parents pay close attention to these reports. It also is not uncommon for parents to share with school officials their own concerns and observations about the safety of their children while on a bus.

In an economic climate where every dollar counts, schools have to be very careful with the financial management of transportation. The average cost in Ohio to transport a student last year was \$813, while the average cost to operate a bus was more than \$50,000. While this

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may only add up to 5% of the district's total budget, it is not an insignificant expense for the treasurer and school board trying to balance a budget. The state provides some funding to assist districts with this expenditure, but the average state reimbursement for a district is only 50% of actual expenses.

With transportation costs mounting and the state only reimbursing half of those costs, it is easy to understand why district administrative teams consider reducing transportation services to the minimum permitted by law. Reducing transportation services and subsequent costs — even if it lowers state funding — enables districts to use the savings to educate students.

Unfortunately, an unintended consequence of saving money is that we jeopardize the safety of students who lose a bus ride, and we get the attention of parents who are voters. In many cases, they are more concerned

Transporting students: buses versus cars

	Buses	Cars
Number vehicles required	12,972	556,400
Gallons of fuel required	18,430,031	96,300,000
Fuel cost per child	\$82.81	\$438.46
Hydrocarbons emitted (pounds per year)	225,321	4,751,705

with the service they are losing than the fiscal accountability of the district. This concern can easily translate into a less than favorable vote at the polls.

School transportation impacts the majority of our state's families. More than 65% of Ohio's schoolchildren ride a school bus between home and school. This includes traditional public school students, as well as students attending nonpublic schools, private schools and charter schools. An American School Bus Council survey found that parents appreciate school bus service for its safety and reliability, but most of all for the convenience it provides —

eliminating the need for them to take their children to school.

In many homes there is no parent available to transport children, sometimes because of work schedules and other times due to the need to supervise other children at home. There also are parents concerned about the safety of their children when they must walk in areas without streetlights, along busy roads with fast-moving traffic, across railroad tracks or through places with significant crime rates. With all of these issues, school transportation that used to be considered a luxury has become a



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- in-service presentations for drivers and administrators;
- bus purchasing and specification development;
- evaluation of specific transportation services, including payment in lieu of transportation;
- driver qualifications compliance review;
- transportation emergency plan development;
- development of local student transportation handbooks.

To learn more, contact **Pete Japikse** (pjapikse@ohioschoolboards.org) or **Mike Miller** (mmiller@ohioschoolboards.org) at (614) 540-4000; (800) 589-OSBA; or schoolbus@ohioschoolboards.org.

necessity for families who depend on the yellow bus to take their children safely to school.

In addition to regular route service, buses also provide transportation to breakfast programs for students who may not have access to regular meals at home. They also provide rides to and

from sporting events and educational field trips. And, buses can help students stay out of trouble by keeping them off the streets and bringing them directly from home to school, and back again.

Another issue to consider is that school transportation has a sizable impact

on our communities. It affects all families and residents — those with children in school and those without. If we eliminated school buses in Ohio tomorrow to “save money,” they would have to be replaced by cars to transport the students that used to ride buses. Using a common average of 1.5 students per car as compared to 64 students per bus, Ohio’s 12,972 buses would turn into 556,400 cars. That would have a dramatic impact on traffic volume and congestion, especially at 3:30 p.m. on Fridays at elementary schools. More traffic volume would lead to increased roadway wear, vehicle accident rates and air pollution.

Another consideration is fuel consumption. Ohio’s buses annually consume more than 18 million gallons of fuel to transport our children. The cars that would replace buses would use more than 96 million gallons. That translates into an annual fuel cost of \$82.81 for a student to take a bus, as compared to \$438.46 for a child to ride in a car. The same comparison holds true if we consider air pollution. The cars that would be required to transport Ohio’s children would contribute more than 21 times the amount of hydrocarbons per year than our school bus fleet.

The iconic yellow school bus is much more than just 5% of school districts’ budgets. It touches nearly every family with children in school and has a major impact on the lives of all of us who share the roadways with it. Our advertising professionals and news producers have recognized this; rarely do you see an article about education that does not include both a photograph of an apple and a big yellow school bus.

While the primary focus of our education system is to provide well-rounded instruction for children, it is no surprise that the big yellow school bus has become the very visible and public symbol of schools — one that most everyone has a stake in and wants to discuss. ■

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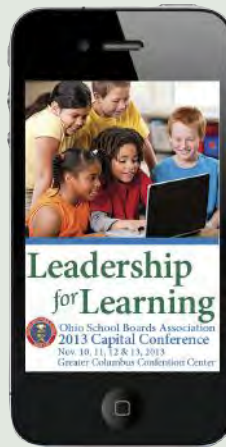
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The app features:

- education session listings, including topic descriptions and presenters;
- breakout sessions and spotlight session handouts, available for download;
- districts presenting in the OSBA Student Achievement Fair on Tuesday, Nov. 12;
- general conference information;
- a listing of exhibitors, with booth locations on a map of the Trade Show Hall;
- a personalized schedule — choose the sessions you want to attend and build your conference schedule;
- session and conference evaluations;
- social media updates.

The app is available for Apple and Android mobile devices, as well as desktop/laptop users. It provides easy-to-use interactive resources for attendees, speakers and exhibitors, and downloading it is easy!

To download the mobile app or view the conference schedule on your browser, go to www.ohioschoolboards.org/2013-capital-conference. The app also can be downloaded from the Apple iTunes Store or Google Play Store.



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Building winning teams

'Championship character' is built one step at a time

Kathy LaSota, director of school board services

Award-winning children's author **Alan Armstrong** wrote, "Champions do not become champions when they win the event, but in the hours, weeks, months and years they spend preparing for it. The victorious performance itself is merely the demonstration of their championship character."

When I think of championship character, my mind goes right to the Pittsburgh Steelers. It is no secret that I am the biggest fan in the Steeler Nation. In good seasons and bad, visitors to the

OSBA Capital Conference and Trade Show have seen me enthusiastically waving my colorful Terrible Towel.

This year, key veteran players are gone and there are new names on the team roster. It's happened before. Players and coaches have come and gone. Six Super Bowls were still won.

But what has always kept me engaged and supportive hasn't been the scoreboard. It has been the organization's championship character — the family ownership, the

expectation for unquestionable loyalty, the dedication to communicate and perform in the spirit of the Steeler unity of purpose, the unified goal to be the best on the field and give back to the community off the field.


This year, even though it is too soon to tell, I am beginning to fear there are really bad times ahead and doubt my unquestionable support. I find myself losing confidence in the organization. The team seems disorganized and somewhat disoriented. Players and coaches are disconnected. The playbook seems frayed.

Are the right people in the right positions? Did they not prepare and plan for these changes? Were expectations unclear? Did they practice too little together? Were they not oriented properly to the Steeler way? Are there players and coaches whose loyalties remain with their former colleagues?

I simply don't feel the leadership. I am becoming disengaged. So, "What's your point?" say all the Browns and Bengals fans out there.

Let's think about potential team changes in your district. For many districts, the board of education lineup may change significantly in January. Some districts will see that change through without a hiccup, maintaining employee and community confidence by creating a transition that ensures stability and continued progress. Others, though unintentionally, will see their progress abruptly halted and watch even strong supporters become disengaged.

Finding the recipe for reconstituting



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your governance team should be high on your to-do list this fall. You can find tips for seamless transitions in any good educational leadership book. But, when I ask Ohio board members for their secrets to maintaining support and success through changes in the team lineup, I hear the following repeated time and again:

- Create a deliberate orientation plan for new board members, including the who, what and where of the district and important general information as provided at the OSBA New Board Member Academy.
- Establish a healthy respect for school board protocol.
- Create a professional culture that embraces diversity and explores all possibilities.
- Practice consensus decision-making.

Maintain your championship team's success by planning ahead and preparing for change now.

- Maintain updated policies and encourage policy refreshers and debriefings.
- Take time with the old and new board to teach, listen, share and learn.
- Create and use an effective decision-making framework.
- Let go of past hurts and negative history. Focus on students and your vision.
- Demonstrate high energy and even higher integrity.
- Communicate the importance of a strong partnership between the board and superintendent.

“Harvard Management Update” wrote in 2008 that what distinguishes great teams from the others is that “... they achieve superior levels of participation, cooperation and collaboration because

their members trust one another, share a strong sense of group identity and have confidence in their effectiveness as a team.”

Maintain your championship team's success by planning ahead and preparing

for change now. Remember valuable lessons learned from the past and apply them to the future. This forward thinking will help ensure your “championship character” endures through the many transitions to come. ■

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Rising standards

Graduation requirement changes on the horizon?

Jay Smith, lobbyist

The dust has begun to settle following the passage of House Bill (HB) 59, the state biennial budget, with the legislature returning to the Statehouse following an extended summer recess.

With so much new policy being incorporated into law, one would think the legislature could probably stay away for a few more months, but that's not the case. Several major policy issues, including Medicaid reform, are still on the table with both supporters and opponents lobbying for their respective positions.

There also are plenty of upcoming public education policy proposals legislators will be paying close attention to when they return to the Statehouse. One of these will include discussion about new requirements for high school graduation and continued debate over the implementation of the Common Core.

During the summer, the State Board of Education put together a committee

to review and revise Ohio's high school graduation requirements in anticipation of implementing the Common Core State Standards and phasing out the Ohio Graduation Test. This includes a series of end-of-course examinations as well as revising high school diploma requirements to show that graduates are fully prepared for higher education or the workforce.

At the same time, the Ohio House of Representatives introduced HB 193, a placeholder bill sponsored by Rep. **Andrew Brenner** (R-Powell), to incorporate any changes that need to be put in state law to make students aware of what is required prior to implementation of the graduation requirements in school year 2014-15.

During an Aug. 28 meeting, the Ohio Department of Education Graduation Committee heard details of the proposed plan, following several other meetings and opportunities for stakeholder input. The proposal includes several components, including course

completion requirements; a series of end-of-course (EOC) exams; measurement of assessment achievement; relationship of the General Education Development (GED) test to the overall system; waiver opportunities; diploma endorsements, along with the creation of a Diploma Endorsement Board (DEB); and a transition process.

Most of the discussion on this plan has centered on the 10 EOC exams, assessment requirement options and the proposed DEB. The 10 EOC exams are proposed to be implemented over three years and include three English language arts units, three math units, two science units and two social studies units.

However, the committee suggested that districts could have the flexibility to offer eight EOC exams, thus eliminating the first exams in English and math. Districts choosing to administer eight EOC exams would see an increased weighting of 50% on the two remaining English and math exams. Students and



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districts would have additional options, including alternative EOC assessments and opportunities to retake exams. Students also would be able to use ACT or SAT scores to replace failing scores on the EOC exams as a way to prove proficiency.

As proposed by the committee, students taking EOC exams would be scored on a five-point scale with a minimum proficiency score of two. A minimum total score of 25 would then be applied for all 10 EOC exams once fully implemented. This means that students would have to score higher than two in some areas in order to reach the minimum proficient score of 25 and be eligible for graduation.

The Diploma Endorsement Board proposed by the committee would tentatively consist of the secretary of commerce, a labor market economist, two business appointees with experience in multiple industries, two school superintendents and a school board member. The board would approve endorsements on future high school diplomas.

The plan contains five possible endorsements, including:

- Remediation Free, to be based on SAT or ACT scores that the Ohio Board of Regents determines would clear the student from needing to take remedial classes in college. This endorsement would be available in school year 2014-15.
- Elite Academic Honors, to be based on exit exams and other DEB standards. Honors would include cum laude, magna cum laude and summa cum laude, and granted to 4%, 2% and 0.5% of students each year, respectively. This endorsement would be available in 2017.
- Honors Diploma, with criteria revised by DEB and available in 2015.
- Language Fluency, based on a performance assessment adopted for world languages. This endorsement would be available in 2015.

- Career Ready, based on particular skill training standards adopted by DEB. Students must have a bona fide career-related credential that qualifies them for a full-time position. The skill obtained can serve as a career, a foundation for more education or additional senior credentials. This endorsement would be available in 2016.

Legislators, including Rep. **Gerald L. Stebelton** (R-Lancaster) and Sen. **Peggy Lehner** (R-Kettering), have participated in the work of the graduation committee and offered varying insights from their respective chambers. Legislative language for HB 193 is expected to be introduced and discussed by the House Education Committee this fall.

Rep. **Andy Thompson** (R-Marietta) has introduced HB 237 in an attempt to block Ohio's plan to implement the Common Core State Standards and the

new EOC exams, which are based on the standards.

OSBA, the Buckeye Association of School Administrators (BASA) and the Ohio Association of School Business Officials (OASBO) support the Common Core State Standards that Ohio has adopted and plans to implement in school year 2014-15. Legislation like HB 237 is a direct attempt to undermine the Common Core by calling the standards a federal mandate. Ohio's top education leaders in the Ohio House and Senate strongly support the high standards of the Common Core.

As we proceed through the 130th General Assembly, OSBA encourages you to stay abreast on these developing issues by following Facts in a Flash and using the BillTracker link on OSBA's website. If you have any questions, the OSBA Division of Legislative Services is ready to help. ■

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Finding the right direction

Strategic planning service points the way forward

Amanda Finney, senior marketing coordinator

Just as any winning sports team needs a plan for victory, school districts also need to map out a road to success. OSBA's strategic planning service does just that — and more.

The process begins with the end in mind and engages the entire organization to understand and commit to a strategic path to an ideal future. The plan zeros in on the district's past and present successes with an eye for the future, looking at the big picture and the principles of macro-management.

OSBA relies heavily on the board of education and administration to help lay the groundwork for a successful plan.

"It is essential that we work with district leadership to assess the district's readiness for strategic planning," said **Kathy LaSota**, OSBA director of school board services, who works with school districts to develop their plans. "The successful implementation of any good strategic plan relies on the leadership's ability to champion it and keep it alive through the decision-making process.

"Most districts also include ways to involve their greater communities in the development of the strategic plan. This is one of the very best ways districts can increase community investment."

A northwest Ohio school district OSBA worked with on its strategic plan had this to say about the service: "**Swanton Local (Fulton) Schools** truly valued OSBA's facilitation of our group," a member of the district's planning team said. "It is nice to know there are people who are committed to advancing our community and helping our district

provide the best education possible to our students."

OSBA strategic planning combines a proven step-by-step process with experienced facilitators.

LaSota said school districts must address the following questions before launching a strategic planning project:

- Does district data show the need for a common focus and districtwide alignment?
- Do leaders base their decisions on an agreed-upon vision, long-term district objectives and common values?
- Is everyone involved in the planning process ready to commit the time it takes to do it right, and is the district culturally ready and willing to accept the resulting changes?
- Are stakeholders ready to let go of "sacred cow" traditions that might not be producing results?

Once a district is deemed ready for strategic planning, OSBA's consultants work hand-in-hand with it to customize the process to fit its specific needs. Any district, regardless of enrollment size, location or academic history, can create a strategic plan that will transform the organization and serve as a road map for future decisions.

No two districts are exactly alike. Allowing the design team to determine the time line is one way to benefit from a customized process.

"The process is most successful when we use an approach that works for a district's unique culture," LaSota said. "The OSBA strategic planning process can be facilitated over three to six months or more, or the design team could choose to have a very broad plan drafted during a one-day retreat. The strategic planning team can vary in size and role. The process is very adaptable."

OSBA strategic planning is tailored specifically for educators and combines a proven step-by-step process with experienced facilitators who are well-versed on the latest education issues affecting Ohio's schools. OSBA has been assisting school districts with strategic planning since 2005.

"Our district appreciates the superior leadership OSBA provided in our meetings," said **Gale T. Mabry**, former **Beavercreek City** superintendent.

Nick Verhoff, former **Beavercreek City** associate superintendent, agreed.

"On the final day of planning, our team members left with feelings of pride and a sense of accomplishment for the development of our district's strategic plan."

Districts interested in pursuing a strategic plan or in need of further information should contact the OSBA Division of School Board Services at (614) 540-4000 or (800) 589-OSBA. ■

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Lawson is president-elect nominee; Feltner to lead OSBA in 2014

Angela Penquite, assistant editor

If elected by the OSBA Delegate Assembly on Nov. 11, **Susie Lawson, Tri-County ESC and Wayne County Schools Career Center**, will become OSBA's president-elect in 2014. The election will take place during the Annual Business Meeting of the Delegate Assembly at the OSBA Capital Conference in Columbus. If elected, she will become OSBA's president in 2015, following her term as president-elect.



Lawson



Feltner

The president-elect's duties include serving on OSBA's Board of Trustees and Executive Committee, and chairing the Legislative Platform Committee and Federal Relations Network.

Lawson's board service began 26 years ago when she was elected to the **Chippewa Local (Wayne) Board of Education**. She served on

Current President-elect **Jo Ann W. Feltner, Franklin City**, will become the new OSBA president on Jan. 1, 2014.

In August, the OSBA Nominating Committee selected Lawson as the association's 2014 president-elect nominee.

the board for 18 years before being elected to the Tri-County ESC board in 2005. She also has represented her boards on the Wayne County Schools Career Center board for 10 years. She was named to OSBA's All-Ohio School Board in 2002, earned Master Board Member status — a lifetime distinction — in 2006 and earned eight OSBA Awards of Achievement over the years.

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Lawson has held numerous OSBA leadership positions. The veteran board member serves on the OSBA Northeast Region Executive Committee and was the region's president in 2007 and 2011. She currently serves on the Credentials and Audit committees, and has been an active member of the Federal Relations Network for nine years. Lawson also is a member of the Student Achievement Leadership Team and a Board Member Mentor and OSBA Ambassador for Education. She previously served on the OSBA Board of Trustees, Executive Committee and Capital Conference Planning Task Force.

Nationally, Lawson has served on the National School Boards Association's (NSBA) Central Region Nominating Committee and Pre-K Legislative Committee. She has represented Ohio as an NSBA delegate and served as the timekeeper and sergeant at arms at the NSBA Delegate Assembly.

Within her districts, Lawson is involved in student and staff recognition programs and the career center's curriculum, finance, levy, negotiation, and diversity and gender equity committees. She also was a founding member of the Tri-County Grass Roots Advocacy Group and has served as a judge at the National Skills USA contest.

Current President-elect Feltner has served on the OSBA Board of Trustees for five years, and chairs the Legislative Platform Committee and Federal Relations Network. She is a member of OSBA's Executive and Nominating committees, as well as the Capital Conference Planning Task Force. Additional statewide assignments include service with OSBA's Board Member Cabinet and Student Achievement Leadership Team.

She is a past president of the Southwest Region and serves on the region's Executive Committee. She has earned Master Board Member status and 10 Awards of Achievement, and is a member of the All-Ohio School Board.

In her 16th year on the Franklin City board, Feltner serves as co-chair of the district's Curriculum Council and is on the regional High Schools That Work Board of Directors. She retired from Franklin City after serving for 35 years as a teacher and administrator.

Feltner holds a bachelor's degree in elementary education from Miami University and a master's degree in supervision and administration from Xavier University. She is a member of the Franklin Area Historical Society, the Franklin Area Chamber of Commerce and several education-related organizations. ■



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Euclid Police Department Patrolman Joshua Schultz speaks to students at the Cuyahoga County Regional Summer Academy. Schultz was one of a number of guest speakers who visited the academy over the summer to share career information with students.

Summer academy targets the 'forgotten middle'

Research finds that the transition from eighth to ninth grade is one of the most perilous points in a student's education. It's a crucial fork in the road, where the path taken often determines a student's success in high school, college and beyond.

The challenge is even greater for black, Hispanic and low-income students. Studies have shown these children are less

likely to take college-track courses and enroll in college.

A 2008 ACT report, "The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness before High School," found that more than 80% of eighth-graders are *not* on track to be ready for college-level work by the time they graduate from high school. The report also said, "The process of preparing students to make successful

the future

Gary Motz,
managing editor

transitions from middle school to high school is just as important as the process of preparing them to make successful transitions from high school to postsecondary education.”

To steer these at-risk students in the right direction, the Cuyahoga County Regional Summer Academy was launched in 2011. The six-week program is designed for students in schools with high minority and economically disadvantaged populations; low enrollment in college preparatory courses; and a high percentage of students who would be the first in their families to attend college. The program also targets what educators call “middle C” students, those whose academic performance could improve with timely intervention or go the other way.

The academy was created after Cleveland Mayor **Frank G. Jackson** called for a more regional approach to meet the needs of at-risk students, said Dr. **Jennifer Dodd**, ESC of **Cuyahoga County** director of operations and development. ESC Superintendent Dr. **Robert Mengerink** and fellow ESC colleagues worked with Jackson, State Sen. **Nina Turner** (D-Cleveland) and **Cleveland Municipal Schools** to develop the academy.

“They wanted to create a ‘jump school’ to get kids prepared for high school and make sure that they were ready to meet the challenges,” said **Rick Gurski**, Cuyahoga County Regional Summer Academy principal. Gurski also serves as Freshman Experience principal at **Euclid City’s** Euclid High School. “The transition between middle school and high school is critical. If you’re not successful in the ninth grade, you’re not likely to be successful later. Making that transition is an integral part of a student’s education and we want to make sure they’re prepared and coming into high school without any gaps, and knowing what’s expected of them.”

The tuition-free academy, based at Cuyahoga Community College’s Metro Campus in Cleveland, is funded through a mix of grants and in-kind support from community partners. It draws students from a diverse range of Cuyahoga County school districts, with approximately half of them coming from Cleveland Municipal Schools. About 70 students were enrolled for the summer 2013 session.

The program has expanded in recent years to include students entering 10th and 11th grade, with hopes of adding incoming seniors in the future. The curriculum focuses on mathematics, science and language arts, and incorporates Ohio’s New Learning Standards. It also is filled with innovative ways to engage students, including weekly themes such as sports and recreation, arts and music, pop culture and travel.

“We’re targeting the middle-of-the road student that might get overlooked during the school year,” Gurski said. “A lot of high school programs are geared toward high-achieving or low-achieving students. This program provides students with interactive, project-based activities to help them improve their skills and find more success in the future.”



The summer academy works closely with “middle C” students to get them on track toward college and careers.

Focusing on college readiness

In addition to Gurski, the 2013 academy was staffed by an assistant principal and 12 teachers. All teach and work at school districts in the region and are hired as ESC of Cuyahoga County employees for the summer session. Also on staff are two College Now of Greater Cleveland counselors who teach and advise students. The organization works with Cleveland-area students to help them prepare for and graduate from college.

“College Now was formerly the Cleveland Scholarship



Cuyahoga County Regional Summer Academy Principal Rick Gurski spends much of his time engaging students one-on-one and encouraging them.

Programs, which provided first-generation college students scholarships and other assistance to help them attend college,” Gurski said. “College Now has expanded upon that concept by providing counseling and mentoring, in addition to scholarships.”

Dodd said College Now counselors develop college and career programming for the academy, such as introducing students to the Ohio Career Information System and conducting the ACT Engage assessment that looks at college readiness behaviors. The assessment helps educators determine which students are at risk of having academic difficulties or dropping out; analyze strengths and weaknesses; identify interventions and support resources; and track progress.

“One of College Now’s projects at the academy is having students create a collage illustrating things they are interested in,” Gurski said. “The counselors then talk to them about what they should focus on and what they need to do now to pursue those interests. For example, if you’re putting pictures of Ferraris on your collage, you probably want to make sure you’re at the top of your class.”

The counselors also talk to students about the importance of maintaining a good GPA, preparing for college entrance exams, building résumés and the nuts and bolts of getting into college.

“Speaking from my own experience as a first-generation college kid, there are a lot of questions,” Gurski said. “How do I pay for this? How do I apply? Providing kids that set of skills gives them a step up on their peers and opens some doors. Some students here haven’t had the opportunity to even think of going to college.”

Intervention specialist and teacher **Ken Davenport** said he is impressed with the academy’s emphasis on getting students to look ahead and determine what steps are needed to reach their goals.

“They do a huge amount of work here with career inventory exploration,” Davenport said. “The academy starts from scratch with the career interest survey and shows kids the careers linked to their interests. They keep digging until a kid says, ‘Hey, that’s something I want to get into.’”

“I think the most important thing they’re going to get out of this academy is the career inventory, which helps them narrow down their fields toward what they want to do after high school.”

Guest speakers enable students to get an up-close look at different careers. Each summer session features 15 to 20 speakers from different career fields, ranging from law enforcement, health care and the military to architecture, culinary management and education. These professionals discuss what they do, share how they built their careers and answer scores of questions from students.

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“I really enjoy it when the speakers come and tell us about their careers, what they did to get there and what mistakes they made,” said **Marcus Snorton**, a sophomore at **Cleveland Heights-University Heights City**. “That helps me learn what I need to do and what *not* to do to get into the college of my choice.”

The program has helped scores of students navigate that crucial transition from eighth to ninth grade.

“Listening to the speakers has helped me figure out what I want to do, which is become a pharmacist,” said Cleveland Municipal freshman **Laud Ashong**, who moved to the U.S. from Ghana earlier this year. “They tell us about opportunities, salaries, scholarships and the colleges you need to go to.”

Keeping kids engaged

The academy must compete with many other summer activities for students, such as sports clinics, vacations, youth athletic leagues, day camps, jobs and other academic opportunities. Since attendance is voluntary, there are no academic or disciplinary sanctions for absences. That means teachers and administrators must create an environment that makes students *want* to be there.

The academy provides breakfast, lunch and city bus passes, and encourages family involvement. The curriculum is designed to engage students by incorporating project-based learning into the weekly themes.

“There are all sorts of fun activities where the kids get to go outside, in addition to classroom projects,” Gurski said. “For math, we’ve had Barbie bungee jumping and calculated the running speed of dinosaurs based on fossil records. Students designed a dream basketball team with an owner, general manager and central office personnel. They had to determine who they were going to hire, why they were hiring them and how to set salaries based on the team budget.

“These projects teach them 21st century skills in technology and collaboration. They work with Google Docs and other presentation-type software. They’re learning to work collaboratively with students they don’t know, kids from about 14 or 15 Cuyahoga County districts. And some of them are building lasting friendships and working relationships.”

Other projects have included the history behind the lyrics of **Billy Joel’s** “We Didn’t Start the Fire,” which span four decades of U.S. history; dividing a town into pizza delivery

regions using algebra and geometry; exploring the economics of a road trip from Cleveland to Cincinnati by using different methods to calculate fuel efficiency and the shortest route; and taking photos around the community college campus and writing poems and essays about them.

Gurski said students also build strong relationships with teachers, thanks to a 10:1 student-teacher ratio made possible by having multiple instructors in each classroom. That allows plenty of time to interact in class, as well as at breakfast, lunch and other times throughout the day.

“The kids here come ready to learn; there’s not a lot of pulling teeth to get them to work,” said language arts teacher **Katrina Spencer**. “And with the project-based learning, the student-teacher ratio is exceptional. That allows us to do one-on-one intervention with students and focus on different skill sets. Without the pressure of having to cover a long list of requirements, you have the flexibility to go more in-depth into topics that are more interesting to students.”

In addition to the project-based learning, the academy supplements the instruction with an online program called Kids College, Dodd said. The program — which incorporates games into the curriculum — leads students through reading and math exercises.



A summer academy student and teacher discuss the student’s work on Kids College, an online curriculum program.

“We start out the first week by getting a baseline on a student’s abilities,” Dodd said. “Kids College collects real-time data as they work, which helps us assess their strengths and weaknesses. That enables us to use that information to conduct some targeted intervention on basic skills a student may be missing. We also share that data with their home districts.

“Since students have to log into the program, we can track their progress. They are really getting engaged with it; we’ve even seen some students work on it at home. That’s pretty awesome to see.”



An academy student delivers a presentation on a collage he created to illustrate his interests and possible career paths.

As an additional incentive, Gurski has conducted weekly raffles for gift cards donated by local businesses for students with perfect attendance that week, Dodd said. This year, students who missed no more than three days of the academy were entered in a raffle to win an iPad.

Students also get a taste of university life by spending their days attending sessions in different buildings on the Cuyahoga Community College campus, just like college students.

“I like it when we split up into small groups and walk around the campus and see what the actual college kids get to do,” said **Mauriyai Harris**, a Cleveland Municipal freshman. “This is my first time on a college campus.”

Looking to the future

What started just two years ago as a program solely for freshmen has expanded to include sophomores and juniors, with hopes of soon adding seniors. It has seen students and teachers return each summer and earned the support of

community partners and families. And, it has helped scores of students navigate that crucial transition from eighth to ninth grade.

“The academy taught me the basics of what was going to happen in high school and the problems I might face, so when I got there it wasn’t a big surprise,” said Euclid City junior **Jasmine Duncan**, who has attended the academy since it opened. “By the 10th grade, I had noticed a change in my academics and my social skills and I knew the academy had helped.”

Lakewood City sophomore **Amon Hanshaw** said the program also has improved his academic performance and outlook.

“When I went into ninth grade after my first summer here, I had studying techniques I didn’t have before and that helped me do better in school,” Hanshaw said. “I can attribute a lot of my success to this program. It’s helped me to realize my strengths and focus on a career.”

The last day of each summer session features an all-morning college and career fair that wraps up with a luncheon, Dodd said. Higher education, business and industry representatives visit the campus to meet with students and their families. Mayor Jackson and Sen. Turner also have attended to meet with students and families and pose for photographs.

“The mayor’s reaction to the academy has been very positive,” Dodd said. “It has provided a good opportunity to demonstrate how the ESC can support a regional framework for education initiatives. People who are not familiar with ESCs don’t know that much of their work aligns with the mayor’s regional philosophy.

“What he wants — and what we want — is for this to become institutionalized and happen every summer so people get to know it, expect it and start to connect it to some of the other regional initiatives.”

And, while the mayor might be pleased with the academy, he would be hard pressed to be more pleased than Ashong, the young immigrant student from Ghana.

When asked if he planned to return next summer Ashong said, “I’m coming back for the rest of my life. I love it here!” ■

Editor’s notes:

- For more information about the Cuyahoga County Regional Summer Academy, contact Dr. Jennifer Dodd, ESC of Cuyahoga County director of operations and development, at (216) 901-4240 or jennifer.dodd@esc-cc.org.
- A video from OSBA’s visit to the Cuyahoga County Regional Summer Academy is posted at <http://links.ohioschoolboards.org/73774>.

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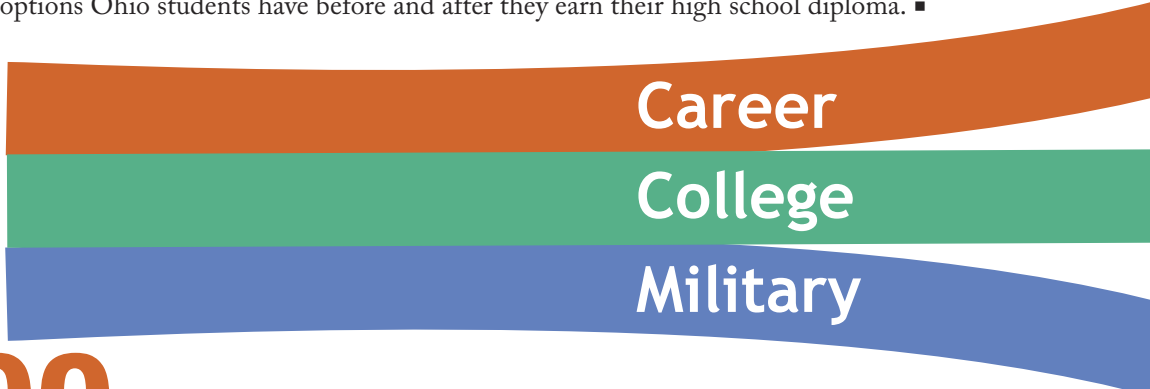
A look at options for Ohio high school graduates

Bryan Bullock, assistant editor

Graduating from high school is a major milestone in a young adult's life — the beginning of a new journey with limitless possibilities. What graduates choose to do after high school is up to them, but their diploma is their ticket to a wide range of possibilities. Students who graduate high school not only are more likely to make more money over the course of their lives, but they also have many more career options.

Teenagers can get a jump-start on their future and check out different career paths while they're still in high school. Postsecondary Enrollment Options Programs, career-technical classes and Junior Reserve Officers' Training Corps (JROTC) programs can help prepare high-schoolers for college, careers or the military after graduation.

Here are some statistics about the options Ohio students have before and after they earn their high school diploma. ■



123,000

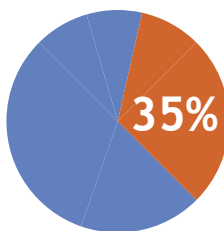
students graduated from Ohio public high schools in school year 2009-10.

Ohio's high school graduation rate was 81% in school year 2009-10, higher than the nation's rate of 78%.

Nearly 8,000

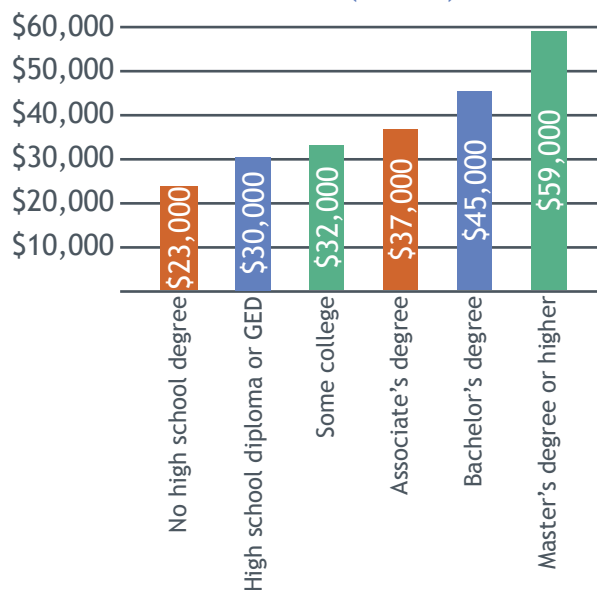
students who graduated from an Ohio public high school from 2004 to 2006 earned early college credit.

Those students were 35% more likely to go on to obtain a college degree than high school graduates who did not earn early college credit.



Nearly 50% of students who earned at least 30 early college credits earned a bachelor's degree in three years or fewer.

Median annual earnings for young adults ages 25-34 based on education (2011)



Sources: Ohio Board of Regents; Ohio Department of Education; U.S. Bureau of Labor Statistics; *Forbes* magazine; Dr. **Bob Haas**, associate dean of Business and IT at Marion Technical College; U.S. Army, Air Force, Navy and Army Reserve.

More than
126,000

Ohio high school students earned credit in at least one career-tech course in school year 2010-11.

18% Of Ohio career-tech high school students obtained a state or industry-recognized certificate or license in school year 2010-11.



85,000 degrees and 8,000 certificates were awarded at Ohio public colleges and universities in 2012.

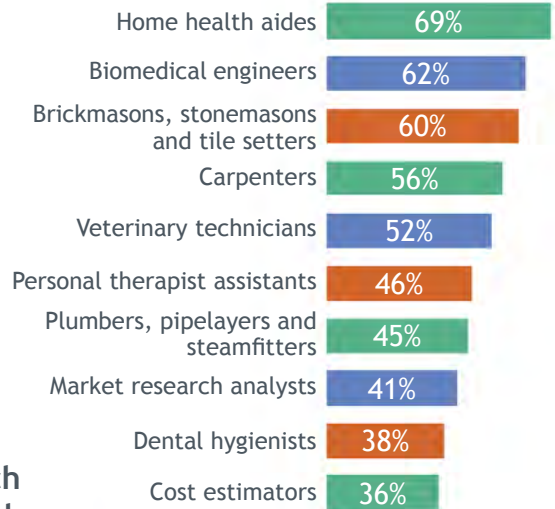
More than
281,000

students are enrolled in Junior Reserve Officers' Training Corps (JROTC) programs in public high schools across the U.S., including many in Ohio.

Depending on how long you enlist with the military and the job you choose, you can receive more than **\$50,000** to help pay for college.

Fastest-growing jobs in the U.S.

(percentages reflect projected growth from 2010 to 2020)



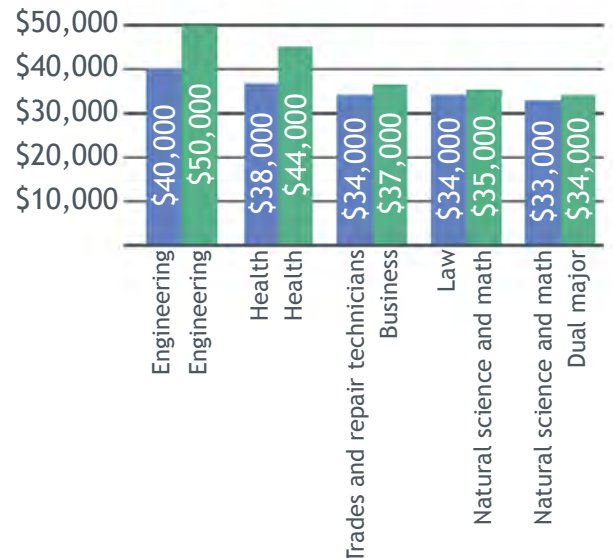
23%

increase in bachelor's degrees in health, making it the fastest-growing degree type in Ohio.

16%

decrease in bachelor's degrees in law, more than any other degree type in the state.

Top first-year earnings in Ohio by **associate's** or **bachelor's** degree type (2011)



Career-tech schools embrace the 21st century



Biotechnology students at Great Oaks Career Campuses conduct experiments, perform instrument analyses and learn how to operate state-of-the-art equipment.

Jon Weidlich, community relations director, Great Oaks Career Campuses

“If you don’t shape up,” the mythological schoolmaster’s voice intones, “you’re going to go to ...” Right. The vocational school. The place for dead-enders. — Smithsonian magazine, May 1988

That 25-year-old quote is followed by pages of examples, pictures and success stories illustrating the “revolution” in Ohio career-technical education.

Two-and-a-half decades later, in the 13th year of the 21st century, career-technical schools are still battling that misperception. Some parents, students and even teachers cling to the idea that career-technical education (CTE) is for someone else.

It’s a misperception that affects not just individuals, but Ohio’s economy.

“We talk about the skills gap in Ohio,” said **Great Oaks Career Campuses** Superintendent Dr. **Roberta White**. “We need to talk more about the perception gap — the chasm between the reality of 21st century careers and the mistaken idea that this is a lesser path for anyone.”

“Traditional school districts were very different 30 years ago,” said one career-technical educator. “New technologies, high-powered teaching methods and innovative approaches to education have made a dramatic difference for students. The

same is true of CTE.”

Project-based learning? Digital arts students in Cincinnati worked with a local advertising agency to develop, design and display billboards with anti-bullying messages. They gained design experience as well as the chance to work side by side with professionals in the field.

Hands-on education? Whether it's digging with heavy equipment, sterilizing surgical instruments, checking vital signs on a golden retriever or preparing seafood bisque, CTE students put their knowledge to work every day.

Technology? Two **Oregon City Schools** students worked on a bone tissue engineering project at the advanced University of Toledo Engineered Biosystem Laboratory this summer.

“CTE schools are not a ‘last chance’ opportunity for students who have struggled in school,” said **Tolles Career & Technical Center** engineering instructor **Brian Fowler**. “Rather, our students have a clear idea of what they want to do after high school and are immersing themselves in a rigorous training program.”

As it says on the Ohio Association for Career and Technical Education website, “It’s *not* your parents’ vocational school!”

More options in a new economy

The changing economy is driving the need for a new look at the reality of career-technical education.

“In a dynamic economy, it is impractical to stand still and wait for old opportunities to re-emerge,” according to the Brookings Institution Hamilton Project report. The report goes on to say, “In 1970, a high school diploma was not even

required for a middle class job.”

So the focus on education changes with the job market. U.S. Secretary of Education **Arne Duncan** made that point in 2011 in remarks at Harvard University.



Students in Great Oaks’ Firefighting/Emergency Medical Service program can earn college credit through the Ohio Transfer to Degree Guarantee.

“I start with the basic premise that it is the responsibility of K-12 educators to prepare all students for both college and a career,” Duncan said. “This must be ‘both/and,’ not ‘either/or.’ ... (E)very American (must) earn a minimum of two pieces of paper — a high school diploma and a degree or industry-recognized certification.”

Career-technical education in Ohio has long used that standard. Articulation agreements with colleges and universities provide college credit and advanced standing for students who complete specific career-technical programs and continue their education. Dual credit and postsecondary enrollment options classes help high school students meet college general education requirements. Even the Ohio Board of Regents has gotten on the bandwagon; the Ohio Transfer to Degree Guarantee offers

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pathways that career-technical students can follow to be awarded college credit for their work.

And many CTE students leave high school with college credit. At Great Oaks Career Campuses, for instance, more than 86% of seniors last year qualified for college credit.



Early Childhood Education students can earn college credit and associate credentials.

“The days of entering the workforce with a high school diploma or GED and then securing a family-sustaining job are long gone,” said **Miami Valley Career Technology Center (MVCTC)** Superintendent Dr. **Nick Weldy**. “Students must leave high school with as many credentials as possible if they are to be competitive and, hence, ultimately successful in the global economy.”

Another new economic reality that suggests a second look at career-technical education is the rising cost of college tuition. Although the state has slowed the increase in cost by capping annual tuition increases at 3.5%, tuition jumped at schools by more than 31% between 2002 and 2006. That can eliminate college as an option for some, and puts pressure on those who do begin higher education. According to a **nerdwallet.com** study, Ohio is seventh-worst among all states in student debt — the average student has \$28,683 in loans. CTE students

can earn professional certifications as part of their free public education, which others have to pay for after high school, and college credit earned in high school reduces the ultimate cost of a postsecondary degree.

“Career-technical education provides rigorous academic coursework reinforced with relevant technical skill development activities for students,” said Oregon City Schools Director of Career and Technology Education **Steve Bialorucki**. “For parents, the opportunities mean free college credit and scholarships to area colleges.”

Education as a partnership

A large part of career-technical education’s success in preparing students for the future lies in its partnerships with business and industry.

Each career-technical program at each campus has a business advisory committee — professionals in the field who provide a real-world perspective.

“MVCTC has business advisory committees that total more than 550 members and provide relevant information on equipment, training, curriculum, credentials, hiring conditions and employer expectations,” Weldy said.

Advisory committee members help keep the school up-to-date on changes in the industry, new equipment and processes being used and labor market projections. They often become involved in career labs, judge skill competitions and even provide internships and employment opportunities. Field trips and impromptu visits to local businesses give students the chance to better understand working conditions.

Some businesses even provide financial support.

“We’ve had equipment donated, scholarships established, tool kits provided to students who needed them,” Great Oaks’ White said.

And it’s a two-way street.

“About four years ago we were approached by the utility industry with a need for qualified workers in the power generation field,” said **Peg Allen, Warren County Career Center** public relations specialist. The result is the Electrical Power Line Mechanic program, which has since expanded to three satellite locations.

Most of all, though, that close relationship with employers helps career-technical educators be sure they are teaching the skills that will be in demand when students graduate.

“This relationship attracts more business to Ohio, resulting in more opportunities for the next generation of Ohioans,” reads a handout from **Eastland-Fairfield Career & Technical Schools**.

Or, as Tolles Career & Technical Center Superintendent **Kim Wilson** said, “When industry has needs, they look to career-technical education for solutions.”

New programs

Business partners also help identify emerging career fields — as well as those that are fading. The 1988 *Smithsonian* article featured a photo of Great Oaks meat-processing students butchering a cow raised by farm-management students — two programs that are long gone in that southwestern Ohio district.

In their place, though, are programs that would never have been considered in the 1980s. Programs like biotechnology, engineering and robotics, and digital arts now prepare students for 21st century jobs in demand.

Green technology and alternative energy programs have begun or are being considered in many parts of the state — further evidence career-technical education continues to evolve to meet the community’s needs.

Other examples of innovation in CTE include:

- Partnering with a local sports facility, **Apollo Career Center** added Sports Fitness and Exercise Science programs, which include college prep academics and the opportunity to train in the field.
- **Four County Career Center** completed the first year of a new Bridge Program that allows students the chance to work for an employer beginning in the summer between their junior and senior years, and continuing through their senior year.
- **Mid-East Career and Technology Centers’** Pathways to Engineering program is housed at Zane State College, giving high school students the opportunity to earn an

associate of technical studies degree by the time they complete high school.

CTE vital to state’s economic health

Ever adapting, innovating and growing, Ohio’s career-technical schools have set the standard for the workforce of the 21st century, a workforce that itself will continue to innovate and adapt to future challenges. By embracing 21st century skills, these schools and their graduates have become an essential component of the state’s economic engine.

“Career-technical education is so important to the future of Ohio’s economy, because economic stability and growth depend on having a talented and skilled workforce,” said **Christine Gardner**, Ohio Association for Career and Technical Education executive director. “Innovation is a wonderful advancement in our society, but without someone who understands how to run and use the latest highly technical equipment, that innovation is going to go nowhere.

“Advancements are being made every day in manufacturing, health care, agriculture ... all important to Ohio’s economy and the future prosperity of our students.”

Today’s career-technical education isn’t for everyone — but not for the same reasons people assumed 25 years ago. It is an excellent option for students who want to learn more about a career path, earn industry credentials as they prepare for postsecondary education and are willing to shrug off the misperceptions of the past in order to secure their future.

Loveland High School Principal **Chris Kloesz** sums it up: “CTE makes a difference for students, for secondary and postsecondary schools, for industry and corporations — for our society.” ■

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Early college program offers outstanding opportunities

Dr. Bob Haas, school board member, River Valley Local (Marion) and Tri-Rivers Career Center

Most board members are aware that students can earn college credits in high school by taking advantage of Ohio's Postsecondary Enrollment Options Program (PSEO).

School board members wanting to help their students succeed in college should learn as much as they can about the program, including the various opportunities it offers students.

Students pay nothing, or in some cases a minimal fee, to take the college courses; the college tuition is deducted from the public school state foundation payment based on the percentage of time the student is enrolled in college courses. Students can travel to the college to take the

courses, college faculty can teach courses at the high school or qualified high school faculty members can teach college courses at the high school.

How well do students who earn college credits perform when they enroll in college?

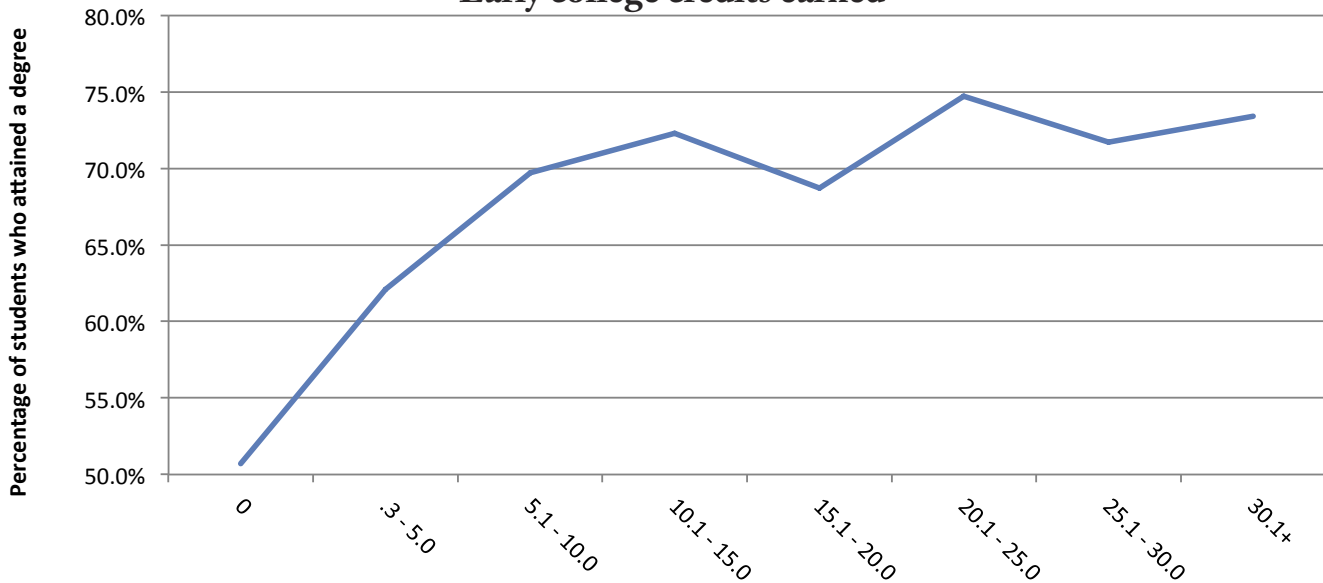
To explore this question, I analyzed enrollment records for students who enrolled in one of Ohio's public two- or four-year colleges between 2004 and 2011. The Ohio Board of Regents provided the basic data for this analysis, which included public college enrollment and degree attainment information from the fall term of 2004 through the spring term of 2011. There were 128,246 students who graduated from high school in the spring and enrolled in college

Postsecondary degree attainment rates for recent high school graduates

	All students		Did not earn early college credits		Earned early college credits		% point difference
	Students	% earned degree	Students	% earned degree	Students	% earned degree	
All students	128,246	51.8%	120,292	50.7%	7,954	68.6%	17.9%
Not Pell eligible	95,486	57.4%	89,304	56.3%	6,182	73.1%	16.8%
Pell eligible	32,760	35.5%	30,988	34.5%	1,772	52.8%	18.3%
First term full time	123,078	53.4%	115,293	52.3%	7,785	69.2%	16.9%
First term part time	5,168	13.4%	4,999	12.5%	169	40.8%	28.3%
Income quintile 1	21,214	37.1%	19,803	35.6%	1,411	58.3%	22.7%
Income quintile 5	41,818	59.6%	39,592	58.8%	2,226	74.5%	15.7%

Note: Data represent students who graduated from an Ohio public high school in the spring of 2004, 2005 or 2006 and enrolled in an Ohio public college the fall term following graduation. Income quintile 1 is the lowest school district median income quintile; 5 is the highest quintile. Degree attainment is tracked through spring 2011.

Early college credits earned



Note: Degree attainment by number of early college credits earned. The data are limited to students who started in fall 2004, 2005 or 2006. Degree attainment is tracked through spring 2011.

in the fall term between 2004 and 2006; 7,954 of those students (more than 6%) had earned some type of early college credits in high school.

The results are clear, as shown in the chart on page 34. Students who earned early college credits attained a college degree at a higher rate than students who did not earn early credits. Overall, 50.7% of students who did not earn early college credits attained a degree compared to 68.6% of students who earned early credits. This difference is greater for low-income students, as determined by Pell Grant eligibility status or school district median income rank.

Research conducted by **Melinda Karp** from the Community College Research Center suggests one possible explanation for the difference in degree attainment for students who have earned college credits during high school: students learn how to navigate college during high school, so they do not spend their first postsecondary year learning to navigate college challenges like registration and more rigorous academic expectations. The research I conducted supports this possibility; the degree attainment difference for students who earned college credits in high school begins to level off after a student has earned 10 college credits, as seen in the chart above.

Students who earned college credits in high school took less time and needed fewer credits after graduating from high school to earn a degree than students who did not earn college credits. Students who earned college credits during high school graduated on time (two years for an associate degree and four years for a bachelor's degree) at

a substantially higher rate than students who did not earn early credits.

Nearly 50% of students who earned at least 30 early college credits obtained a bachelor's degree in three years or fewer, compared to 1.7% of students who earned no early college credits. More than 70% of students who earned more than 30 college credits in high school attained an associate degree in two years or fewer, compared to 16.8% of students who did not earn early college credits in high school.

Although students who earned college credits in high school needed fewer credits to earn a degree after graduating high school, these students actually required more credits to earn a degree if the college credits earned during high school were included in the total credits needed for a degree. On average, students with no college credits in high school who earned a bachelor's degree required 134.4 semester credits to earn the degree. Students who earned college credits in high school needed 126.2 semester credits counting only the credits earned after full-time college enrollment. That number rose to 138.8 credits if the college credits earned during high school were included.

This is an important cost consideration, because the state of Ohio pays a tuition subsidy to colleges based on the number of credits a student earns. However, the higher rate of degree attainment for high school students who earned college credits more than offsets the higher number of credit hours the state funded through tuition subsidies, as shown in the chart above.

The results of my research are unambiguous: students who



Subsidized credits that resulted in degree attainment

Term entered (Fall)	Students who did not earn early college credits		Students who earned early college credits		% points difference
	Subsidized credits	Resulted in degree	Subsidized credits	Resulted in degree	
2004	3,769,702	77%	282,953	87%	10%
2005	3,581,619	75%	307,160	85%	10%
2006	3,440,412	65%	297,582	77%	12%
2004-2006	10,791,733	72%	887,696	83%	11%

Note: Data represent students who graduated from an Ohio public high school in the spring of 2004, 2005 or 2006 and enrolled in an Ohio public college the fall term following graduation. Degree attainment is through spring 2011.

earned college credits during high school attained a college degree at a significantly higher rate than students who did not earn college credits in high school. A program enabling high school students to earn college credits is already in place and is cost-effective and easy to manage.

So, what can school board members do to help their students take advantage of PSEO opportunities?

First, they should encourage school administrators to create a “PSEO-friendly” schedule and work with local colleges to provide college experiences for all qualified students. School board members also should communicate with state legislators to develop state-level policies and funding mechanisms that facilitate early college experiences for students without penalizing school districts or colleges.

Gov. **John Kasich** has recognized that increasing the number of Ohio citizens who earn a college degree is an important component of our state’s economic vitality. Boosting the number of high school students who earn college credits is a cost-effective way to improve Ohio’s future. ■

About the author: Dr. Bob Haas has been a member of the River Valley Local Board of Education in Marion County for 22 years, and a member of the Tri-Rivers Career Center Board of Education for two years. He earned a Ph.D in higher education from the University of Toledo in December 2012. He is an associate dean of business and IT at Marion Technical College, serves as a regional manager for the Ohio Board of Regents Career-Technical Credit Transfer (CT2) initiative and is a member of the Peer Review Corps for the Higher Learning Commission.

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The STEM of college readiness

Kurtz K. Miller, curriculum coach, Dayton City Schools

In 2007, Ohio Gov. **Ted Strickland** and the Ohio General Assembly formulated the 30-Mile Promise to empower state colleges, community colleges and universities to reach out to all Ohioans and encourage them to pursue higher education degrees. This 30-Mile Promise set a new benchmark for how adults, college students and high school students should be able to access the physical and virtual facilities of state institutions of higher education.

Since then, institutions have expanded the number of satellite locations offering college courses. In return, this expansion has allowed greater access and flexibility for high school Postsecondary Enrollment Option students.

One of the factors to consider when expanding access to higher education is whether students are prepared for the rigors of entry-level science, technology, engineering and mathematics (STEM) coursework. Unfortunately, many students arrive at college unprepared for the difficulty of studying these subjects — whether it is introductory STEM course work, pursuing a STEM major or taking a premedical school route. The net result of unpreparedness is that many college students must take developmental courses before entering an intended major program. Particularly prevalent are developmental mathematics courses that students must pass before they can take required mathematics classes.

Early college STEM experiences in

primary and secondary schools have the potential to prepare students for the rigors of college study. The Ohio STEM Learning Network, Battelle, regional STEM hubs and nearly 20 STEM schools comprise a powerful framework of support that provides STEM learning experiences for Ohio youth.

According to the National Research Council, a STEM school is a specialized school identified by local administrators or a state that may fit the mold of four basic types:

- selective STEM schools (with admission standards);
- inclusive STEM schools (no strict admission standards);
- career-technical STEM schools;

- STEM academies within comprehensive schools, whose curricula may concentrate on STEM disciplines.

Ohio has examples of these types of STEM schools.

The Dayton Regional STEM School (DRSS), founded by former Wright State University Dean **Gregory Bernhardt** and Wright State Associate Professor of Mathematics Education **Brian Boyd**, is an example of an inclusive STEM school. The Kettering-based school's curricula are centered on core science, technology, engineering, arts and mathematics (STEAM) themes within a liberal arts context. The first



Dayton Regional STEM School students excitedly watch a computer-programmed LEGO robot navigate a course. The school is based in Kettering.

group of DRSS graduates started at colleges and universities this fall.

According to DRSS Principal Dr. **Jeffrey Lewis**, the school has a mission of preparing students to be “calculus ready” before graduating. The school’s curricula are aligned to empower students to develop an awareness of the importance of engineering design and mathematics in the real world. The school also boasts a wide array of portfolio-based assessments, project-based learning and extracurricular activities, including a robotics team. A DRSS partnership with Wright State University enables students to take courses and become acclimated with college life through field trips and campus activities.

Since state law (Ohio Revised Code (RC) 3326) stipulates Ohio’s public STEM schools must recruit and retain minority students and underrepresented groups, there are no public, selective STEM schools in Ohio. However, there are public STEM schools that have



A group of students works on a project at the Dayton Regional STEM School.

worked wonders in preparing students for college life.

An outstanding example is Metro Early College High School in Columbus, an inclusive STEM school. Metro was founded in 2006, one year before RC 3326 was signed into law, thus making it the first STEM school in Ohio and a model for the state’s other STEM schools. Metro uses a lottery-based system to enroll students and approximately 50% of its students come from **Columbus City Schools**. The school’s partners include The Ohio State University (OSU) and Battelle, and its building is on the west side of the OSU campus.

The school’s curricula are aligned to a design/systems thinking approach, which enables students to become problem-solvers and critical thinkers. Students have reported Metro successfully prepared them not only for academic coursework like calculus and chemistry, but also for mastery learning and life in higher education.

Metro Principal **Aimee Kennedy** said the school is an early college academy, meaning students can obtain multiple years of college credit during high school.

“If students master the content at Metro, then we will pay for them to attend classes at Ohio State,” Kennedy said. Not surprisingly, it is common for half of Metro’s graduating classes to attend OSU.

Springfield City Schools, under the leadership of Superintendent Dr. **David C. Estrop**, has developed multiple academies within its high school system, including a STEM academy. Estrop said the education system must develop new and improved ways of connecting learning with college readiness and the workforce system.

Clark County and the city of Springfield are both losing population due to the lack of industries and jobs. Estrop and his administrators believe the education community must draw people to the area by providing new opportunities, jobs and industries. One way the district helped bring this new reality to life was by becoming a central sponsor of Ohio’s 11th STEM school, the Global Impact STEM Academy (GISA), in Clark County. The academy opened its doors in August to begin preparing students for the high-tech field of agricultural bioscience.



RESEARCH SPOTLIGHT

An in-depth look at what works in public education

OSBA is proud to introduce a new initiative aimed at sharing the latest education-related research with school board members and administrators. The association is working with Ohio colleges, universities and education organizations to disseminate studies about what works in K-12 public education. In addition to the “Research Spotlight” section appearing in the *Journal*, OSBA has launched a new page on its website (www.ohioschoolboards.org/education-research) to serve as a research repository for members. For more information about this initiative, contact **Bryan Bullock**, OSBA communication coordinator, at (614) 540-4000 or bbullock@ohioschoolboards.org.

Another GISA sponsor is OSU, which has a highly acclaimed food science undergraduate and graduate program. Estrop said one out of seven jobs in Ohio is related to the agricultural bioscience sector, and there currently is a shortage of workers for Ohio's high-tech food science industries. GISA is a groundbreaking school because, to date, there is only one other agricultural bioscience STEM school in the country, which is located in North Carolina.

Springfield City Schools and its students will profit from their partnership with GISA because curricular innovations from the STEM school will make their way back to the district, which will help foster student learning. Further, Springfield students under the academy system are now able to study areas of personal interest much earlier than students at other districts. This will help prepare them for postsecondary education options, college coursework, internships and connections to people in private industry.

The public often does not associate career-technical schools with STEM. However, according to **Joseph Dannemiller**, president-elect of the Ohio Association for Career and Technical Education and executive director of the **Cuyahoga Valley Career Center**, career-technical schools were the originators of integrated STEM curricula. Academic and career-technical teachers at trade schools have been integrating academic competencies and standards and workforce skills for decades.

An old paradigm of education was that students were either heading to college or entering the workforce after graduating from high school or a JVS. This paradigm has changed in recent years, because career-technical schools offer 21st century STEM programs such as biotechnology, engineering technology, geographic information systems and robotics. Unfortunately, not everybody in the public knows or sees the increase in career offerings or the

growth in available technologies at local career-technical schools across the state.

Although students can pursue STEM career pathways at career-technical schools, they also can earn college credit through dual credit or advanced placement (AP) courses. In fact, a number of career-technical schools in Ohio have articulation agreements with local community colleges via the Ohio Board of Regents so that high school or adult students can earn college credit for previous coursework. In one instance, the **Miami Valley Career Technology Center** in Clayton was recently honored to have a high school computer academy student earn an associate's degree from Sinclair Community College while she was still in high school.

STEM education, whether it is delivered through a traditional STEM school, a comprehensive school with a STEM academy or at a career-technical school, is a powerful means

of preparing students for college life — both academically and organizationally. College readiness is a central theme for all Ohio administrators, school board members and teachers to rally behind.

School board members across the state should ask building and district-level administrators what they are doing to support integrative STEM curricular frameworks to prepare students for college and university life. Board members also should inquire about what opportunities students have for pursuing flex credit, dual credit, AP coursework and internship experiences through school districts.

With greater public awareness and through public-private partnerships, STEM education will help garner the needed academic, economic and instructional support to prepare 21st century learners for college and university life for years to come. ■

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Making college a



An instructor works with a student on a science experiment at the Early College High School at Lorain County Community College. The rigorous academic program is open to high school students from Elyria City and Lorain City schools.

Elyria City prepares students for college, careers

Earning a high school diploma is a major accomplishment and milestone in a student's life, but some ambitious Ohio teenagers aren't content to stop there. They work hard to graduate high school with another valuable piece of paper: a college degree.

Early college high schools are one way for students to pursue this lofty academic achievement. They allow qualifying students to simultaneously earn a high school diploma and an associate's degree or up to two years of credit toward a

bachelor's degree. There are nearly a dozen early college high schools in Ohio, including one at Lorain County Community College in Elyria, where 216 students have earned an associate of arts degree and a high school diploma over the past five years. Collectively, students who finished the early college program have earned nearly 16,000 hours of college credits — all tuition-free.

“The purpose of the early college high school program is to provide an opportunity for students who would not normally

priority

*Bryan Bullock,
assistant editor*

have the chance or the means to go to college,” said **M. Dianne Quinn**, principal of the Early College High School at Lorain County Community College. “These students are basically getting two years of college for free, which is about \$40,000.”

Early college high school programs are open to first-generation college-bound students. They are designed to give young people underrepresented in higher education a leg up on college.

For early college high school students like **Yesenia Colon**, a senior at Elyria High School, being the first in her family to go to college holds a special significance.

“My dad is always telling me this is a great opportunity and he wishes he had it at my age,” Colon said. “It puts a lot of weight on your shoulders because you don’t want to let your family down, but you just know it is going to feel so good when you graduate high school and get your associate’s degree at the same time.”

Colon is enrolled in the Early College High School at Lorain County Community College. The program is one of many options available to **Elyria City** students to prepare them for college and careers. The northeast Ohio school district also offers students a wealth of postsecondary options, advanced placement classes, career-technical courses and career counseling opportunities in its high school building. The high-poverty urban district of 6,500 students has made strides to offer a rigorous academic program and ensure every child receives the support he or she needs to succeed in life after high school.

A jump-start on college

There are more than 240 early college high schools serving 75,000-plus students in 28 states and the District of Columbia, according to Jobs for the Future, the Boston-based group that coordinates the Early College High School Initiative.

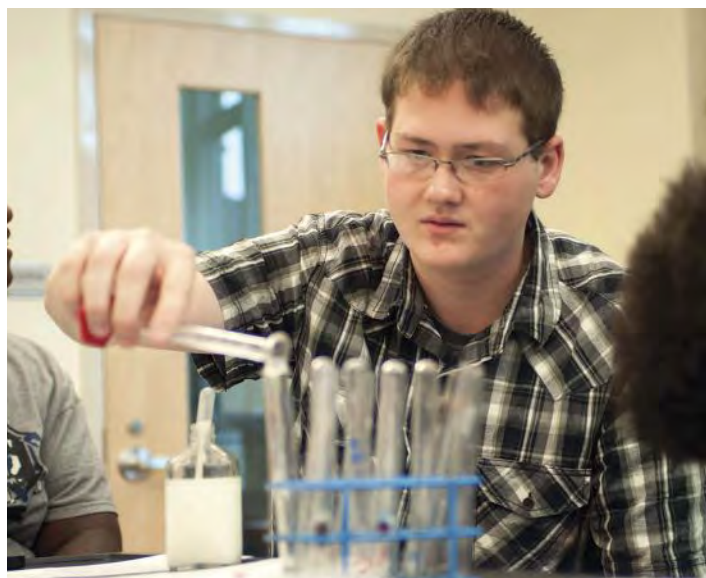
Start-up funding for the schools and partner organizations in the initiative is from the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation and Lumina Foundation for

Education. Since its formation in 2002, private funding for the initiative totals more than \$130 million.

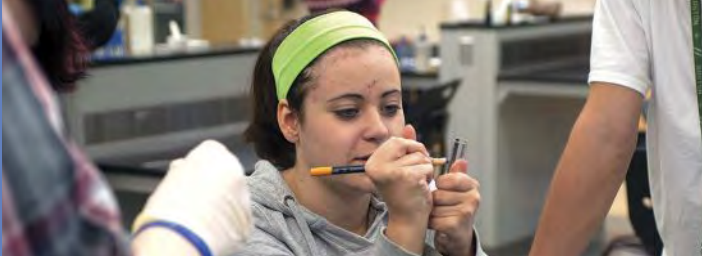
Ohio has 11 early college high schools in eight cities, including Akron, Canton, Cleveland, Columbus, Dayton, Toledo and Youngstown, in addition to Elyria. Early college high schools differ from traditional dual enrollment programs in that they are focused more specifically on students in underrepresented groups. According to the Early College High School Initiative, “its priority is to serve low-income young people, first-generation college-goers, English language learners and students of color, all of whom are statistically underrepresented in higher education.”

The Early College High School at Lorain County Community College opened in 2004 to serve students at Elyria City and **Lorain City**, the county’s two urban school districts. The program has a steady enrollment around 300. To qualify for the program, students must be:

- first-generation college-bound students;
- entering ninth grade;
- proficient on the seventh-grade reading and math Ohio Achievement Assessment (OAA).



An Early College High School student fills a test tube with liquid during an experiment. The program is open to first-generation college-bound students.



An Early College High School student marks a test tube during an experiment.

“We had 100 spots open this year in the Early College High School,” said Quinn, a former principal at Elyria High School. “We had 250 applicants. We always have a waitlist, so we determine which students are eligible then determine who gets in by lottery.”

Students, she said, are eager to attend the program because of the small class sizes, challenging academics, one-on-one support and opportunity to earn college credit. The school challenges students to complete a rigorous curriculum, supported by technology, that is aligned to student interest and state standards.

“Students feel privileged to be here and they’re glad to be here,” said Quinn. “They’re good kids, but they’re normal kids. We challenge them to high expectations and they rise to meet those expectations.”

The college uses federal Race to the Top funding to provide a comprehensive range of tutoring services to Early College High School students. Students have access to tutors after school and on weekends. They also receive homework help in Success Labs, which are essentially study halls where tutors are actively engaged with students.

Anthony Rigo, a student success coach with the Early College High School, said tutors regularly monitor students’ grades to get them help as soon as they show signs of struggling.

“College classes are tough, let alone for college students,” Rigo said. “Throw in that you’re 15 or 16 years old, you’re taking five colleges courses on a full-time basis, you work, you have family responsibilities, and that puts a strain on you.

“Tutors work with students all four years so they really get to know them and build a rapport. Even if students don’t need help with an assignment, they may need moral support. They may need someone to say, ‘Hey, you’re doing a great job.’”

Students spend the first two years of the program primarily focused on high school classes, which are taught by instructors from Elyria City and Lorain City. The second two years at the Early College High School emphasize dual credit classes, which are led by instructors from the community college. Students must earn the necessary number of credits to meet the graduation requirements of their home school. They are able to participate in sports or extracurricular activities in their school district. Early College High School students follow the rules of the college, including strict attendance standards, and are allowed to participate in activities on campus as well. Students who excel academically can take integrated classes with other college students on campus.

“I like that it (the early college program) challenges us,” said **Angelica Brewer**, a senior at Lorain High School. “It pushes you and you get to know what college courses are really like.”

Early College High School students are rising to the challenge of their coursework. In the graduating class of 2012, 64 of 66 students earned a high school diploma and an associate’s

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An Elyria High School teacher leads an advanced placement (AP) European history class. The school offers a variety of AP and college-level courses.

degree; two earned a high school diploma and 50 or more college credits; and 15 earned college honors for their outstanding academic achievement. Graduating students can easily continue their education at Lorain County Community College or transfer their college credits to another institution; many high-performing graduates can qualify for college scholarships.

Academic options in Elyria

While qualifying Elyria City students can apply to attend the Early College High School, a wide range of postsecondary options and advanced placement courses are open to all students in the district.

“College and career readiness has always been the focus in Elyria City Schools,” said **Ann Schloss**, the district’s director of academic services. “When a child enters kindergarten, the end goal in our minds is graduation and the next level of education, which often means a two- or four-year degree program.”

The district offers more than a dozen college-level courses at its high school through a College Opportunity Partnership Program with Lorain County Community College. High school teachers are certified to lead the classes, which means students can earn college credit without leaving their building. Students can take additional classes, as well as evening courses, on the nearby community college campus. Elyria High School

also offers a variety of advanced placement classes, which can help prepare students for the rigor of college. The district has advanced placement classes in all core academic subjects, including some less common courses like art and European history.

“We’re an urban district, but we have many, if not more, of the advanced programs you might find at a suburban district,” Schloss said.

Elyria City students can participate in a range of career-tech programs at **Lorain County JVSD**, but they also have options at their high school. Elyria High School’s Project Lead the Way program allows students to study engineering on-site and transition to Lorain County JVSD if they wish to pursue the subject further. Elyria City offers two career pathways courses, which are designed to help students explore possible career and postsecondary education options. Students also can receive hands-on work experience in Senior Project, which allows high school seniors to go into the community and explore a career they’re interested in.

“Whenever there is a new need, we find ways to fill that need and change to fit the times,” Schloss said. “One of the things we’re looking at right now is offering a class that will allow students to create apps and video games.”

Elyria City students are able to get a head start on some high

school classes in middle school, which can allow them more flexibility to pursue advanced courses during their time in high school. The district, Schloss said, works hard to get young students thinking about college and career options.

“We want students to know that if they don’t go to college, they can work and be successful in life, but college will open new options to them,” she said. “Any type of degree beyond high school will open up different paths and opportunities for students.”



An Elyria High School student listens intently during an AP European history class. The district also offers college-level courses at the high school through a College Opportunity Partnership Program with Lorain County Community College.

In addition to normal counseling options at the high school, Elyria City works with outside groups to boost college readiness and access. College Now of Greater Cleveland provides northeast Ohio students guidance and access to funds to prepare for and graduate from college. The group brings

speakers from colleges to high schools and organizes trips to college campuses. It also provides financial aid counseling and scholarships services.

Elyria City also participates in the Ohio Foundation of Independent Colleges’ Bridges program, which connects urban students with resources and opportunities available at Ohio private colleges and universities. The group helps students to view college as a realistic and obtainable goal, and offers leadership training, internship opportunities and college scholarships.

Helping struggling students

While school district officials would love for every student to have college in their sights, they realize just graduating high school is a struggle for some. Fifty-four percent of students are considered economically disadvantaged in the urban district, and many face nonacademic barriers to learning and challenges at home.

“The principle we operate on is every kid counts,” said **Shane Newark**, associate principal of Elyria High School. “We want to give every student the support they need to succeed in school.”

To help give students one-on-one attention, the high school assigns each of its 1,800 students a specific principal, secretary and counselor all four years. The school closely monitors attendance, grades and other indicators of student performance, especially when it comes to seniors identified as at risk for not graduating.

The high school assigns these seniors to 911 Groups, which meet regularly with team principals and counselors for academic assistance. A local Rotary club brings in guest speakers once a month to motivate students in 911 Groups, and the club gives out scholarships at the end of the school year to help these students.



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“We do different activities with kids to show them what’s possible and how they can graduate,” Newark said. “We watch their grades closely and offer credit recovery programs to help kids who need it.”

Elyria High School offers summer school and a Web-based program, Pioneer Academy, to help students pick up credits. Students can take online classes during the school year and work on them in school or at home; teachers are available to support students and answer questions. Newark said efforts to assist struggling students have helped the school boost its graduation rate.

The high school has made strides to establish a culture of academic excellence, in part by offering quarterly goals for all students. Signs around the building advertise the first quarter goal for this year: students need to collectively achieve 4,317 A’s on their report cards. The signs read, “Are YOU doing what it takes to reach this goal?” If the school reaches the quarterly goal, students get to vote on a reward.

“Two years ago, a goal we picked was to have 57% of students on the honor roll,” Newark said. “When it was reached, students voted to have two of the principals sleep on the roof when it was about 95 degrees outside.”

He said students, as well as parents, have seen the way the workforce is changing and they increasingly realize the importance of excelling in high school and moving on to college.



An Elyria High School student follows along during a lesson in an AP European history class.

“I think more parents are seeing how their lack of education limits their job opportunities, especially in this economy,” Newark said. “Manufacturing in this area has dried up, so I see a lot more parents push their kids toward college.”

“It’s our goal to prepare students for college, careers or whatever is next in their life after high school. Every kid counts.” ■

Editor’s note: For more information about college and career preparatory options in Elyria City, contact Ann E. Schloss, the district’s director of academic services, at (440) 284-8271 or schlossann@elyriaschools.org.

University Square – your connection to higher education

For the third consecutive year, the 2013 OSBA Capital Conference will host University Square in its Trade Show.

University Square is one of the more visible elements of OSBA’s connection to higher education. It will feature a row of booths in the Trade Show, each highlighting a different college or university partner and staffed by representatives of those institutions. This higher education information exchange can be found in Trade Show booths 1528-1540 in Hall D.

University Square offers attendees an opportunity to visit with higher education representatives from throughout the state who are there to answer questions, engage in open discussion and provide materials of interest. Cheryl W. Ryan, OSBA deputy director of school board services, is helping coordinate University Square.

“We’ve found that colleges and universities are anxious to increase the communication between their campuses and local school districts, particularly those in their own geographic regions,” Ryan said. “University Square offers Capital Conference participants a great way to learn more about the many possibilities for their districts and students to participate with these campuses, and they can do this without ever leaving the Trade Show.”

University Square participants are listed on pages 32 and 63 in the *Conference Guide*, making it easy for attendees with particular higher education interests to know who will be on hand to meet with them.

Twelve booths have been designated as University Square space and Ryan, along with Trade Show manager Robin Charles, are anxious to have all of them filled by the time Capital Conference gets under way.

“We’ve had a great response from several universities, but I think there’s still an opportunity for one or two more,” Ryan said.

Colleges and universities interested in participating in University Square should contact Charles at (614) 540-4000 or rcharles@ohioschoolboards.org. ■



Recognizing outstanding reporting

Bryan Bullock, assistant editor

Reporters play an important role in many Ohio communities when it comes to spreading school news and information. They may cover your school board meetings, document your school events or highlight your student athletic teams.

Acknowledging the important role journalists play in school communications, OSBA created the Media Honor Roll in 2002 to recognize print and broadcast news media representatives for fair, balanced and accurate reporting on public schools. OSBA invites school districts across Ohio to name local reporters to the Media Honor Roll each year. More than 115 journalists and media outlets are among the honorees on the 2013 OSBA Media Honor Roll.

Districts select the media representatives they want to honor and submit the information to OSBA. The association then sends districts personalized certificates, sample resolutions and news releases that can be customized to honor reporters, editors and media outlets during a board meeting. OSBA also recognizes the honorees in its *Journal* magazine and on its website.

The program recognizes media representatives in print, radio and television. Winners are chosen because they:

- work to get to know the superintendent, board president and district communication director, as well as the district's mission and goals;
- report school news in a fair, accurate and balanced manner;
- give a high profile to positive news about schools;
- visit schools;
- maintain a policy of “no surprises,” by always giving school officials the opportunity to comment on information to be aired or published.

In addition to recognizing reporters for fair, balanced coverage of local schools, the OSBA Media Honor Roll helps districts develop and maintain good working relationships with their local news media. Building a

positive rapport with journalists improves communication, which can go a long way toward soliciting news coverage about the many great things that school boards, administrators, teachers and students are accomplishing.

Schools can have a positive impact on media coverage by getting to know reporters and respecting what they do.

But, as everyone knows, the news is not always going to be good. It is a reporter's job to cover what's happening — good or bad. What districts can expect, however, is that journalists will tell both sides of a story, and do so objectively and accurately. Districts that work well with their local media stand a much better chance of having negative issues that arise covered fairly. Having a good relationship with the local media can go a long way toward preventing misinformation and “gotcha” journalism.

In just about every community, the media put a strong focus on school coverage. Schools can have a positive impact on that coverage by getting to know reporters and respecting what they do. Once that relationship is established, reporters are able to better understand the challenges schools face and more likely to cover them fairly.

“Even in today's digital age, the news media continue to have a strong influence on the public's perception of schools,” said OSBA Executive Director **Richard Lewis**. “Schools can share their success stories through the media to help showcase student achievement, fiscal responsibility and how education is the backbone of the community.

“Schools that develop relationships with local media

strengthen their ability to communicate clearly and effectively with their community. The Media Honor Roll is one way OSBA can help districts build those relationships. OSBA congratulates the members of the 2013 Media Honor Roll and thanks them for their hard work in fairly and accurately reporting on public education.”

The program allows districts to select as many journalists they feel are deserving of this statewide honor. Below are members of the 2013 OSBA Media Honor Roll, followed by the school districts that selected them.

- **Eric Adams**, *The (Celina) Daily Standard*, Coldwater EV
- **Gayle Agnew**, *The (Alliance) Review*, West Branch Local (Mahoning)
- **Jaime Anton**, *The Post*, North Royalton City
- **Marie Thomas Baird**, *The (Bowling Green) Sentinel Tribune*, Bowling Green City
- **Jane Beathard**, *The Madison Press*, London City
- **John Benson**, *Gazette Newspapers*, Independence Local (Cuyahoga)
- **David Berman**, *The Chillicothe Gazette*, Chillicothe City; Zane Trace Local (Ross)
- **Evan Bevins**, *Marietta Times*, Belpre City
- **Valerie Boateng**, *Coshocton Tribune*, Coshocton County Career Center
- **Carl Boon**, *The Barberton Herald*, Barberton City
- **Charlie Boss**, *The Columbus Dispatch*, Hamilton Local (Franklin)
- **Nancy Bowman**, *Dayton Daily News*, Tipp City EV; Troy City
- **Jim Brewer**, *Loudonville Times*, Loudonville-Perrysville EV
- **Emily Canning-Dean**, *The Post*, Wadsworth City
- **Ryan Carter**, *Record Herald*, Miami Trace Local (Fayette)

- **Anne Chlovechok**, *Caldwell Journal* and *Noble County Leader*, Mid-East Career and Technology Centers
- **Barbara Christian**, *Chagrin Valley Times*, Chagrin Falls EV
- **Michael Clark**, *The Cincinnati Enquirer*, Kings Local (Warren)
- **Chrissy Clutter**, WTOV-TV, Bridgeport EV
- **David Coehrs**, *Fulton County Expositor*, Evergreen Local (Fulton)
- **Aly Cohen**, WTOV-TV, Indian Creek Local (Jefferson)
- **Clinton Corpe**, WBGU Radio, Bowling Green City
- **Jolene Craig**, *Parkersburg (W. Va.) News and Sentinel*, Belpre City
- **Jenny Derringer**, *The (Defiance) Crescent-News*, Defiance City
- **Christine Dials**, *The Ottawa County Exponent*, Benton-Carroll-Salem Local, (Ottawa)
- **Denise Dick**, *The (Youngstown) Vindicator*, Mahoning County Career and Technical Center; Mahoning County ESC
- **David Dix**, *Record-Courier*, Kent City
- **Dave Doney**, WNKO Radio, Newark City
- **Josh Echt**, *Geauga County Maple Leaf*, Berkshire Local (Geauga)
- **Ryan Eldredge**, WTOV-TV, Indian Creek Local (Jefferson); Jefferson County JVSD
- **Casey Elliot**, *Urbana Daily Citizen*, Urbana City
- **Jane Ernsberger**, *Willard Times-Junction*, Willard City
- **Brian Evans**, *The Hometown Connection*, Ohio Hi-Point Career Center
- **Mallory Evans**, *The (Alliance) Review*, Marlington Local (Stark)



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- **Amy Fahnestock**, *Chagrin Valley Times*, Chagrin Falls EV
- **Tom Fullen**, WFRO Radio, Gibsonburg EV
- **Kathy Gaivin**, *Sagamore Voice*, Nordonia Hills City
- **Amanda Gallagher**, *The (Wooster) Daily Record*, Chippewa Local (Wayne)
- **Michelle George**, *The Lancaster Eagle-Gazette*, Bloom-Carroll Local (Fairfield)
- **Dave Gossett**, *The (Steubenville) Herald-Star*, Jefferson County ESC; Steubenville City
- **Mary Ann Greir**, *The Salem News*, Salem City
- **Shelley Grieshop**, *The (Celina) Daily Standard*, Coldwater EV; St. Henry Consolidated Local (Henry)
- **Rachel Hagenbaugh**, *Nordonia Hills News-Leader*, Nordonia Hills City
- **Linda Hall**, *The (Wooster) Daily Record*, Triway Local (Wayne); Wooster City
- **Bill Hammerstrom**, *North Royalton Life Magazine*, North Royalton City
- **George Hiotis**, WHIZ-TV, Muskingum Valley ESC
- **Dave Horger**, WBGU Radio, Bowling Green City
- **Kevin Howell**, *The Salem News*, West Branch Local (Mahoning)
- **Karen Humphries**, *Hartville News*, Marlington Local (Stark)
- **Calvin Jefferson**, *Sagamore Voice*, Nordonia Hills City
- **Anna Jeffries**, *The Newark Advocate*, Newark City
- **Deanne Johnson**, (Lisbon) *Morning Journal*, Columbiana County Career & Technical Center; Crestview Local (Columbiana)
- **Gloria Kacik**, *Royalton Recorder*, North Royalton City
- **John Karlovec**, *Geauga County Maple Leaf*, Berkshire Local (Geauga); Chagrin Falls EV
- **Lisa Knodel**, Cox Ohio Media, Little Miami Local (Warren); Warren County Career Center
- **Amy Kronenberger**, *The (Celina) Daily Standard*, Parkway Local (Mercer)
- **Samantha Laros**, Northeast Ohio Media Group, Independence Local (Cuyahoga)
- **Ty Lee**, *North Neighbor News*, Plain Local (Stark)
- **Brian Lisik**, *Sun News*, Brunswick City
- **Matt Lupica**, *Sagamore Voice*, Nordonia Hills City
- **Tom Lyden**, *The (Youngstown) Vindicator*, Columbiana EV
- **Maria Magnelli**, *Royalton Recorder*, North Royalton City
- **Eric Marotta**, *Nordonia Hills News-Leader*, Nordonia Hills City
- **Lindsay McCoy**, *The (Van Wert) Times Bulletin*, Crestview Local (Van Wert); Lincolnview Local (Van Wert)
- **Joyce McFadden**, *Gazette Newspapers*, Independence Local (Cuyahoga)
- **Sali McSherry**, *Chagrin Valley Times*, Chagrin Falls EV
- **Geoff Meers**, WDPN Radio, West Branch Local (Mahoning)
- **Jim Meyer**, BUCCS Radio, Covington EV
- **Lance Mihm**, *Wapakoneta Daily News*, Waynesfield-Goshen Local (Auglaize)
- **Gina Miller**, *The Ottawa County Exponent*, Benton-Carroll-Salem Local (Ottawa)
- **Mark Miller**, *The (Steubenville) Herald-Star*, Toronto City
- **David Mosier**, *The Van Wert Independent*, Crestview Local (Van Wert); Lincolnview Local (Van Wert)
- **Jerry Mossbarger**, Jackson County Broadcasting, Wellston City

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- **Leslie Panfil**, *The Post*, North Royalton City
- **Scott Patsko**, Northeast Ohio Media Group, North Royalton City
- **Hannah Poturalski**, *Hamilton Journal News*, Hamilton City
- **Jennifer Runyon**, *Piqua Daily Call*, Covington EV
- **Joan Rusek**, *Sun Newspapers*, Chagrin Falls EV
- **Megan Sanctorum**, WTOL-TV, Liberty Center Local (Henry); Swanton Local (Fulton)
- **Kevin Sandler**, WCSM Radio, Coldwater EV; Parkway Local (Mercer)
- **Sandy Scarmack**, *The (Sharon, Pa.) Herald*, Brookfield Local (Trumbull)
- **Eric Schaadt**, *The (Findlay) Courier*, Arcadia Local (Hancock)
- **Pam Schehl**, *Mount Vernon News*, Fredericktown Local (Knox)
- **Joe Schmidt**, BUCCS Radio, Covington EV
- **Katie Schwendeman**, *Morning Journal*, Columbiana EV
- **Forrest Sellers**, *Indian Hill Journal/ The Community Press*, Indian Hill EV
- **Jeremiah Shaver**, *Jackson County Times Journal*, Wellston City
- **Brad S. Sherman**, *The Telegram*, Wellston City
- **Jeff Shields**, BUCCS Radio, Covington EV
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- **Nate Smith**, *Bellevue Examiner*, Ohio Hi-Point Career Center
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- **Sue Walton**, ScripType Publishing, Independence Local (Cuyahoga); North Royalton City

- **Liz Weingart**, *The Postmark*, Springfield Local (Mahoning)
- **Larry Weiss**, WBGU Radio, Bowling Green City
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- **Steve Wiandt**, *Cuyahoga Falls News Press*, Woodridge Local (Summit)
- **Christina Williams**, WTVG-TV, Springfield Local (Lucas)
- **Pete Wilson**, *The Telegram*, Wellston City
- **D.K. Wright**, WTRF-TV, Bridgeport EV
- **Margie Wuebker**, *The (Celina) Daily Standard*, Marion Local (Mercer)
- **Melanie Yingst**, *Troy Daily News*, Troy City
- **Robert Yosay**, *The (Youngstown) Vindicator*, Mahoning County Career and Technical Center
- **Kristy Zurbrick**, *Madison Messenger*, London City; Tolles Career & Technical Center ■

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Conference offers



Attendees at the 2012 OSBA Capital Conference and Trade Show gather in the concourse before a General Session.

How the OSBA Capital Conference saves capital for your district

If you haven't registered yet for the OSBA Capital Conference, why not? It's one of the most economical, information-packed professional development events in the country. The four-day conference costs just \$275 per person or \$1,650 to send six or more from the same district. That means your district can send six or 60, but still pay only the flat rate of \$1,650.

Another way to examine the value of the Capital Conference is to compare it to similar professional development events.

The registration fee for the National Association of Student Personnel Administrators Annual Conference with 15 educational sessions is \$410. Registration for the American

Library Association's four-day conference with 130 educational sessions is \$349. At \$275 per person, the OSBA Capital Conference with more than 120 educational sessions is by far a better bargain.

If you are already registered for the 58th annual conference, you have made a sound business decision to attend an economical, yet high-quality professional development event.

And, you are not alone. Every year, nearly 10,000 school board members, administrators, school staff and students flock to the state capital to listen, view and learn from renowned keynote speakers, breakout sessions and informational seminars, student achievement displays and the nation's

bang for buck

Crystal Davis,
editor

largest education trade exhibition (see “Tips to enhance your OSBA Trade Show experience,” page 58). Four days packed with professional development, sharing and networking is exemplified in the Capital Conference’s focus — “Leadership for Learning.”

From Nov. 10 to 13, the Greater Columbus Convention Center is filled with thousands of attendees with all sorts of different roles in and ties to the education field. You’ll find countless ways to discover the latest best practices, student achievement strategies and proven methods to maximize district resources and operations. In fact, all conference topics are carefully screened by a task force of Ohio school administrators, board members and OSBA staff whose goal is to provide the best possible content to help you bring out the best in your schools and students.

In addition to the keynote sessions (see “World-class speakers with powerful messages,” page 53), workshops and networking events, you’ll find an array of other resources to help your district excel and heighten your conference experience. Be sure to plan your schedule to take advantage of some of these additional opportunities.

Avenue for Answers

Meet one-on-one with representatives from the Ohio Department of Administrative Services, Ohio Department of Education, Ohio Facilities Construction Commission, State Teachers Retirement System of Ohio, state auditor’s office and other government agencies. Avenue for Answers is in booths 1428 through 1441 in the Trade Show.

Bookstore

Want to meet with some of the conference’s most powerful speakers? The OSBA Bookstore is the place to find some of the keynote presenters ready to sign their books immediately following their sessions.

Head to the OSBA Bookstore in room C 110 for speaker autographs or to browse the selection of publications, clothing, plaques and other items. Ten percent off all items purchased during the conference provides an added incentive to stop by.

Capital Conference app

The OSBA Capital Conference mobile app is designed to

enhance your conference experience and provide valuable information and updates before, during and after the conference. The app includes education session listings, including topic descriptions and presenters; breakout sessions and spotlight session handouts, available for download; districts presenting in the OSBA Student Achievement Fair; general conference information; a listing of Trade Show exhibitors; a personalized schedule that allows you to choose the sessions you want to attend and build your conference schedule; and session and conference evaluations. The app is available for Apple and Android devices, as well as desktop/laptop users. Go to www.ohioschoolboards.org/2013-capital-conference for download instructions.

Celebrating for a Cause

In addition to serving thousands of meals to Ohio kids every day, the Children’s Hunger Alliance provides winter clothing to children in after-school programs. OSBA will support this effort by collecting winter clothing at the Capital Conference. Boxes will be set up for donations of new hats, scarves, gloves and mittens for children ages 6 to 18. More clothing will be collected at the Tuesday Night Event — Celebrating for a Cause — which will feature live music, dancing, appetizers and refreshments. The alliance also will accept monetary donations at booth 1517 in the Trade Show.

Email stations

You can check your email at two stations, courtesy of VARtek Services Inc. One station is at the front of aisle 700 in the Trade Show. A second station is outside of room C 120 in the Main Concourse.

Information Station

The OSBA Information Station, located in the Main Concourse, is open daily to assist attendees during conference hours. Fax and copy services, compliments of MT Business Technologies Inc., will be available, as well as handouts from most conference sessions. Attendees can pick up extra handouts from sessions they participated in or from workshops they couldn’t attend.

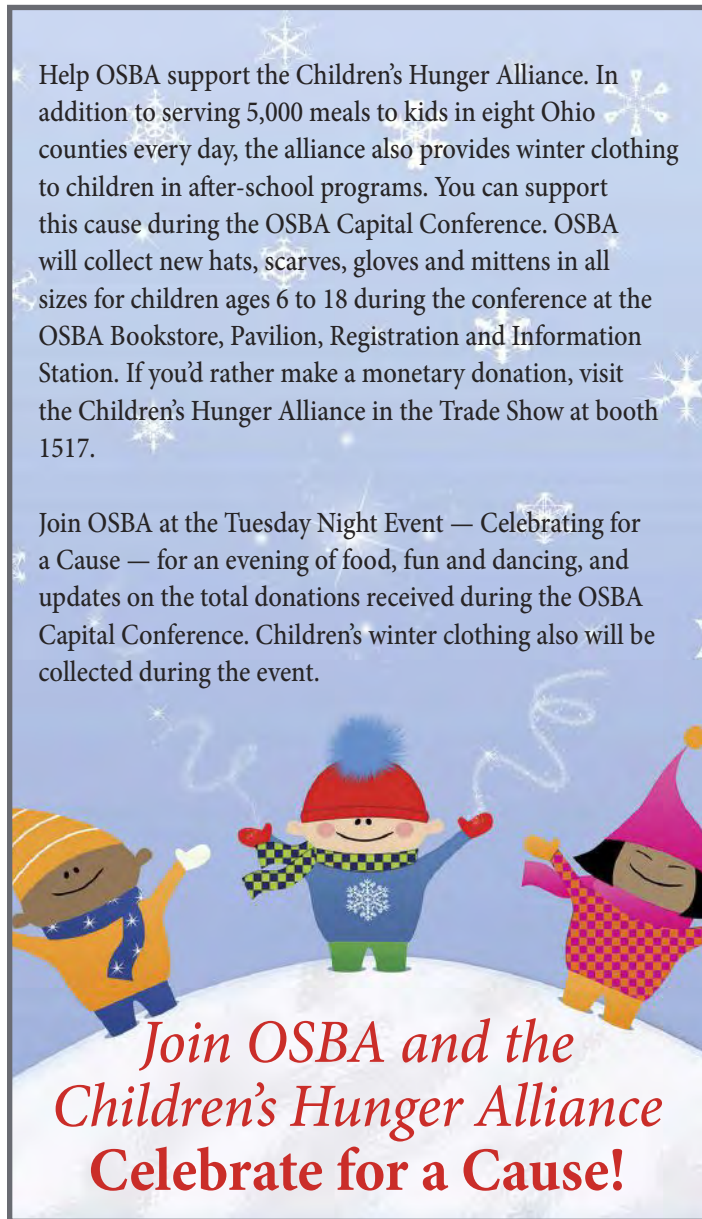
Kids PAC

Kids PAC is OSBA’s political action committee. Visit booths 122 and 124 in the Trade Show to learn more about OSBA legislative efforts and how you can help OSBA advance the

cause of public education. You also can enter a silent auction for Ohio State-Indiana football tickets. Two pairs of tickets for the Nov. 23 game at Ohio Stadium will be up for auction.

OHSPRA Idea Center

A publications exchange is sponsored each year at the conference by the Ohio School Public Relations Association (OHSPRA) and OSBA. Copies of a variety of school communications materials — including calendars, annual reports, newsletters, levy brochures and more — are displayed and may be taken back to your district. Pick up some new ideas to take home for your district’s communication program, or consult with a “PR Doctor” about your district’s most pressing public relations issue. Attendees can stop by on Nov. 11 to sign up for individual public relations counseling sessions on Nov. 12. The OHSPRA Idea Center is in the Main Concourse near room D 130.



Help OSBA support the Children’s Hunger Alliance. In addition to serving 5,000 meals to kids in eight Ohio counties every day, the alliance also provides winter clothing to children in after-school programs. You can support this cause during the OSBA Capital Conference. OSBA will collect new hats, scarves, gloves and mittens in all sizes for children ages 6 to 18 during the conference at the OSBA Bookstore, Pavilion, Registration and Information Station. If you’d rather make a monetary donation, visit the Children’s Hunger Alliance in the Trade Show at booth 1517.

Join OSBA at the Tuesday Night Event — Celebrating for a Cause — for an evening of food, fun and dancing, and updates on the total donations received during the OSBA Capital Conference. Children’s winter clothing also will be collected during the event.

**Join OSBA and the
Children’s Hunger Alliance
Celebrate for a Cause!**

Pavilion

Located at the south end of the Main Concourse, the OSBA Pavillion provides details on the wide range of programs and services OSBA offers. Take time to pick up informational materials and talk with association staff.

Region Resource Center

To find out how to be more involved in your region or learn more about OSBA’s regional services and activities, visit the Region Resource Center in the Main Concourse. Region managers, officers and committee members from the five OSBA regions will be available throughout the conference to answer questions, explain services and talk about activities and events in their respective regions. Also, don’t forget to enter the regional raffles while you’re there for a chance to win valuable prizes for your district.

Relaxation Stations

Amid the conference hustle and bustle, OSBA offers a place for you to kick back and relax. The Relaxation Stations in the Trade Show offer complimentary back massages, manicures, shoeshines, blood pressure screenings and therapeutic foot massages. Many services at the Relaxation Stations are provided by students from **Coshocton County Career Center; Eastland-Fairfield Career & Technical Schools; Mahoning County Career and Technical Center; South-Western City Career Academy; Tolles Career & Technical Center; Tri-Rivers Career Center; and Trumbull Career & Technical Center.** Relaxation Stations are sponsored by All Disaster Solutions and the OSBA Insurance Agency in partnership with Assurant Employee Benefits.

Restaurant reservations

If you need suggestions for dining or sightseeing, Experience Columbus staff can help. Review restaurant menus and make reservations at the Experience Columbus booth located in the Main Concourse.

R_U_Social

Are you following OSBA on Twitter? If so, use Twitter to share your conference experience. Include the hashtag #OSBACC in your tweets to share your observations and see what others are experiencing at the conference.

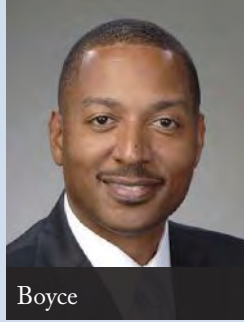
University Square

For the third year, OSBA has invited representatives from Ohio colleges and universities to take part in University Square, a higher education information exchange. This popular area offers representatives that are ready to help school districts advise students and families about postsecondary education opportunities, as well as answer questions, engage in discussions and provide informational materials. University Square can be found in booths 1528-1540 in Hall D.

For more Capital Conference information, visit www.ohio-schoolboards.org/2013-capital-conference. ■



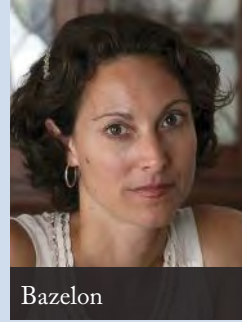
Bearden



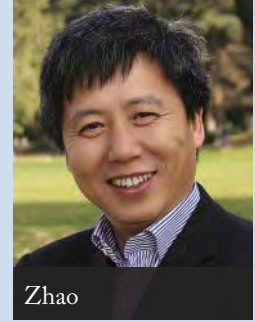
Boyce



Haygood



Bazelon



Zhao

World-class speakers with powerful messages

The 2013 OSBA Capital Conference features an outstanding lineup of keynote speakers:

Early Bird Workshop, Nov. 10

Jim Bearden – Closing the gaps between what sounds good and what gets done

Leadership expert **Jim Bearden** has learned why some people step up and others don't. Inspiring attendees to acknowledge and improve the choices they make, Bearden will awaken them to the relationship between personal accountability and success. Registration is \$90. Board members should notify their treasurer to register.

OSBA Black Caucus Dinner, Nov. 10

Ohio Rep. Kevin Boyce – The future of public education through the eyes of a legislator

Rep. **Kevin Boyce** (D-Columbus) was appointed to the Ohio House of Representatives in May 2012. A former state treasurer, Boyce also was the executive director of KnowledgeWorks, a nonprofit organization working to improve Ohio's school systems through public development and advocacy. The cost of the dinner is \$70; the reservation deadline is Nov. 1. To register for the dinner, notify your district treasurer or indicate your request on the conference registration form. Preregistration is required; limited tickets will be sold at the door for \$75. Please indicate any special accommodations needed. All conference attendees are invited.

First General Session, Nov. 11

Wil Haygood – From poverty to the big screen

A journalist with *The Washington Post* and a Pulitzer Prize finalist, **Wil Haywood** grew up in a Columbus housing project, where going to college was only a remote dream. With the help and encouragement of others, he persevered and graduated from Miami University in Oxford, Ohio. Learn about his amazing journey from poverty to acclaimed author and journalist.

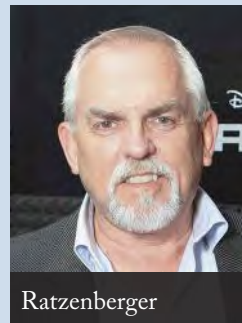
Monday Conference Luncheon, Nov. 11

Emily Bazelon – Sticks and stones – defeating the culture of bullying

Emily Bazelon is a senior editor at *Slate* and the author of *Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy*, which won widespread



Crawford



Ratzenberger

acclaim. Her groundbreaking investigative journalism and extensive legal knowledge make her a leading authority on the shifting landscape of cyberbullying. Registration for the luncheon is \$55; contact your treasurer to register.

Second General Session, Nov. 12

Dr. Yong Zhao – Two education paradigms – what defines and how to create a world-class education

Dr. Yong Zhao is the presidential chair and associate dean for global education at the University of Oregon's College of Education. An advocate for student learning supported by modern technology, he has been recognized by *Tech & Learning* magazine as one of its 2012 Most Influential in EdTech. His work focuses on the impact of globalization and technology on students. Zhao will share his ideas for schools that cultivate creativity and entrepreneurial thinking in preparing students for a global economy.

Conference Luncheon, Nov. 12

Roger Crawford – How high can you bounce?

Recognized by *Sports Illustrated* as "one of the most accomplished physically challenged athletes in the world," **Roger Crawford** has inspired others while achieving success on center court. His compelling story of becoming an NCAA Division I tennis champion demonstrates how he successfully competed despite his physical challenges. His remarkable life story is a powerful example that "Challenges are inevitable, defeat is optional." Registration for the luncheon is \$55; contact your treasurer to register.

Third General Session, Nov. 13

John Ratzenberger – Made in America – educating, motivating and empowering Americans to expand skills and entrepreneurship

An Emmy-nominated actor, entrepreneur and philanthropist, **John Ratzenberger** is best known for playing the character Cliff Clavin on the sitcom "Cheers," and his roles in numerous movies, including voice roles in every Pixar feature film, from "Toy Story" to "Brave." Ratzenberger is a champion for skilled workers in the U.S. He encourages students to consider attending a career center or apprenticing to learn an industrial trade that will increase the strength of U.S. manufacturing.

Unparalleled training



OSBA Deputy Director of School Board Services Cheryl W. Ryan leads a breakout session at the 2012 OSBA Capital Conference.

Timely, valuable professional development abounds at Capital Conference

Bryan Bullock, assistant editor

Sharpen your leadership skills and broaden your expertise at the OSBA Capital Conference and Trade Show — the ultimate destination for affordable, comprehensive professional development for your entire school district management team.

The four-day conference is packed with opportunities

to learn about the latest issues and information in K-12 public education. The event boasts more than 100 breakout sessions; four in-depth Spotlight Sessions highlighting hot topics; numerous workshops focusing on unique solutions to save districts time and money; and countless networking opportunities to learn how your colleagues are improving student achievement in districts across Ohio.

With so many options to choose from, it can be difficult to decide which breakout sessions to attend at the conference. To guide attendees, the sessions are divided into 15 learning tracks tailored to the various roles of the school district's management team. The tracks are intended as a guide to help you make the most of learning opportunities.

Breakout sessions in the Student Achievement learning track focus on school improvement and ideas you can use to help students excel. The Technology track highlights the most cutting-edge devices, tools and equipment being used in classrooms. The Finances/Facilities track offers a wealth of information on cost-savings strategies, including how to ensure your school buildings are energy efficient. The Board Development track provides valuable insights about boardmanship for new and veteran board members alike. A description of each learning track is included later in this article.

Spotlight Sessions offer in-depth studies of timely topics. The Columbus Divisions of Fire and Police will get things started on Monday, Nov. 11 at 8:30 a.m. with "A school bus crisis — hostage and bomb threat response." This Spotlight Session will include a realistic response to a school bus hostage situation and may include controlled explosions. The session "JVSD governance changes — what you need to know," on Monday at 9 a.m., will cover major changes to JVSD boards of education resulting from the latest state budget bill. OSBA legislative staff will update attendees on the latest Ohio General Assembly action on Tuesday, Nov. 12, at 8:30 a.m. Last, but certainly not least, **Oregon City** will present the Spotlight Session "ALICE safety training program" on Tuesday at 2 p.m.; learn how the district has become a pioneer in providing students and staff up-to-date safety training.

Be sure to take advantage of other workshops offered during the conference. The National School Boards Association will present a workshop explaining how the National Connection, a new program offered in partnership with OSBA, can benefit your district. A variety of companies endorsed by OSBA will present workshops explaining how their services can help your district and save you time and money.

If you are unable to attend a session, you can stop by the OSBA Information Station and pick up handouts from most of the workshops. This complimentary service enables attendees to benefit from the workshops they missed and allows them to take information back to their district to share with others. Handouts received before the Capital Conference will be available electronically during the event. More handouts will be available on the OSBA website by Nov. 22.

Following are the Capital Conference learning tracks and breakout session titles. For further information, including

session descriptions, dates and times, visit the Capital Conference website at www.ohioschoolboards.org/2013-capital-conference.

21st century learning

Examines a variety of issues school leaders face as they strive to provide students with the skills they need to succeed in the future.

- Against the odds — a success story
- Leadership and writing in the Common Core
- Flipped out on blended learning
- 21st century teacher evaluation
- Transformation 2.0 — OPES and OTES
- The Cybercafé and collaborative learning
- District innovation to address challenges

Administration

Recommended for superintendents and central office personnel with a solid understanding of school management.

- Parent portal — engaging families online
- Boosting teacher effectiveness
- Rural districts collaborate for success
- Creating compensation strategies
- Universal turnaround strategies
- Evaluating Ohio educators

Board development

Intended for all board members, regardless of experience. Sessions deal with improvement of the board, either individually or as a group.

- Solving 10 tough board challenges



Breakout session presenters include school board members, district administrators, parents, teachers, representatives from state education associations, OSBA staff and students.

- What am I — leader or manager?
- New assessments — what you need to know
- Essential policies for 2014
- Taking board meetings from good to great
- Making sense of finance for board members
- Getting the most out of board counsel

Community relations

Recommended for any member of the management team with a strong interest in public relations, including board members, administrators and educators.

- Communicating the Common Core standards
- Community forums and education reform
- Communication on a shoestring budget
- Promoting positive public relations
- Communicating about district finances
- Using technology to foster engagement

Critical issues

Examines timely issues affecting public education. Recommended for any member of the management team.

- Anatomy of a bond issue
- Challenges of reporting student attendance
- Preparing for and responding to threats
- Connecting local schools and industry
- Passing school levies — the right approach

- The right way to consolidate school buildings

Finance/facilities

These sessions are tailored to those with an interest in school finance and/or facilities.

- School levy law for board members
- Profiting in school food service
- Show me the money
- Making school energy savings a reality
- From fiscal crisis to balanced budget
- Voter modeling and levy campaigns
- Rethinking education and school design

The four-day conference is packed with opportunities to learn about the latest issues and information in K-12 public education.

Hot topics

Covers a variety of topics affecting public education.

- Fiscal emergency — replacing fear with facts
- Social media and the law
- Arming school staff — the way to go?

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IS HONORED TO ONCE AGAIN BE A SPONSOR OF
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- College readiness expectation
- Trauma — the missing link in school reform
- College credit transfers explained
- Teacher evaluation — created together

Human resources

Designed for practitioners involved in human resource management who have a working knowledge of personnel issues.

- Employee discipline and other thorny issues
- Proper staffing for special education
- New requirements for pension reporting
- Bargaining trends and outlook for 2014
- Wellness accountability
- Getting the board on the bus

Instruction

Recommended for any member of the management team, including board members, with a strong interest in curriculum.

- Using the Ohio Education Research Center
- Student growth — value-added and beyond
- Assessing curriculum for college success
- Testing the way students learn
- The Ohio Improvement Process and OTES

Legal

Intended for the entire management team. Attendees with or without formal legal training may attend.

- 2013 case law update
- Making booster groups work for you
- Social media issues for your staff
- Practical considerations for school safety plans
- Legalities and realities of school construction projects
- Top 10 ways to minimize district liability
- Case law update
- Best ways to work with insurance counsel
- Restraint and seclusion in Ohio schools

Organizational outlook

Intended for those who want to learn more about the presenting organizations' programs and viewpoints.

- Ohio education update
- OLAC's tools to support evaluations
- ESCs evolve to meet customer demands
- Designing 21st century school buildings
- How choice programs impact school budgets
- Report cards and the state budget in-depth
- Things learned from the school-funding debate

Safety and wellness

Recommended for any member of the management team concerned with a healthy and safe school environment and its effect on student achievement and the workplace.

- Post-Sandy Hook interagency preparedness
- Section 504 and diabetes
- Getting serious about nonacademic barriers
- Partner with your local police department

- Pistol-packing school professionals?
- School safety plans — meeting requirements

Student achievement

Designed for those who want to learn more about school improvement and accountability issues.

- Community Learning Centers
- Creating a deaf education program
- Moving schools from average to excellent
- Regional collaborative writing project
- Helping at-risk students excel at math
- Postsecondary in your high school
- Early childhood readiness — Read for 20



Conference breakout sessions cover a multitude of topics to meet the needs of board members, superintendents, treasurers and other school personnel.

Student issues

Recommended for those interested in how other districts are addressing timely student challenges.

- School attendance matters
- Pride — a student incentive program
- First and Fourth Amendment rights
- Students in Action — boosting volunteerism
- To flip or not to flip
- Academic content standards — school leaders' role
- Bullying lawsuits

Technology

Designed for those with an interest and background in using technology in education.

- Around the Horn — EdTech edition
- Twitter, blogs and everything nice
- Going Google — one district's tale
- Embracing a blended instructional model
- High heels and high tech
- Online tools for technology skills ■



Tips to enhance your OSBA Trade Show experience

Amanda Finney, senior marketing coordinator

Each year, companies fill more than 600 booths in the OSBA Capital Conference Trade Show, offering essential products and services that school districts need to succeed. This year will be no different, with school officials having access to a multitude of buying options in one convenient location.

The Trade Show offers an outstanding opportunity for board members and administrators to meet with hundreds of exhibitors displaying everything from air filtration systems, appraisal services and insurance to transportation services, curriculum packages and the latest technology.

Encompassing nearly five acres under one roof, the Trade Show is a comprehensive marketplace, providing convenient, one-stop shopping for almost everything a school district might need.

The OSBA Trade Show is the largest showcase of its kind in the nation, according to the National School Boards Association. With such a strong national reputation, the

exhibition attracts top-quality vendors offering the best in goods and services.

The 2013 Trade Show opens its doors at 11 a.m. on Monday, Nov. 11, and closes for the day at 5 p.m. On Tuesday, Nov. 12, the exhibition is open from 9:30 a.m. to 4 p.m.

Preparation is key

With so many options, it's important to make the most of your time during the two-day extravaganza. First, enter the Trade Show prepared by knowing what your district needs. For example, is your district looking for new buses, computers or roofing? The purchasing options are endless, but you can spend your time effectively by knowing what to look for.

Proper planning

Use the *Conference Guide* to make a list of exhibitor booths you want to visit so you're prepared when the Trade Show doors open. The *Conference Guide* features an alphabetical list of exhibitors with their company descriptions and booth numbers, as well as vendors listed by product category. This will help you sort out your search. Don't forget to use the notes section in the back of the *Conference Guide* to list what exhibitors you want to visit and what questions to ask them. Also, pick up a *Conference Guide Addendum* to learn of new exhibitors who have entered the Trade Show since the *Guide* was printed in August.

Take your time

Next, be sure to take your time with each exhibitor and remember to ask the questions you jotted down earlier. Rushing through the show will limit your opportunities and discourage vendors who've organized their representatives and impressive displays to speak with you about your district's needs.

Tuesday will be the busiest day at the show, so be sure to do your intensive comparison shopping on Monday when the aisles are less crowded.



School board members and district staff can discuss specific needs with vendors during the Trade Show.

Information exchange

Don't forget to bring business cards to swap with exhibitors so they can easily reach you after the show. Bring business cards for your district's department heads — food service, business, transportation, curriculum, technology and others — to give vendors the opportunity to follow up after the show.

Make notes on any important details exhibitors share with you. Before the close of the show on Tuesday, review your notes to ensure you've covered everything you've set out to find.

Finally, take time to thank exhibitors you speak with for being part of the Trade Show and sharing their information with you. Exhibitors always appreciate feedback from the customers they serve.

Passport stations, raffles and more!

The Trade Show also features raffles that give you a chance to win valuable prizes for your district. Attendees will receive a Trade Show passport with their registration materials.

To be eligible to win a raffle, your passport must be stamped at eight locations in the exhibit hall. Fully stamped

passports may then be deposited in a bin at the back of Hall C by the Trade Show office.

Drawings will take place throughout Monday and Tuesday. Winners will be listed at the Information Station, Trade Show Office, next to the raffle bin and announced in the Trade Show. Consult your *Conference Guide* for each day's passport stops.

Other Trade Show highlights include:

- Two Relaxation Stations, providing complimentary back massages, manicures, shoe shines, blood pressure screening and therapeutic foot massages. The stations are in aisles 100 and 1500.
- The OSBA *Kids* PAC station, located in booths 122 and 124, will feature a silent auction. While you're there, take time to learn more about OSBA legislative efforts and how you can support these causes.
- Food and beverages can be purchased at the Trade Show Café, located at the rear of aisle 900.

Make the Trade Show an essential part of your Capital Conference experience this year. It may turn out to be the best investment you've ever made for your district and students. ■



Counsel to Boards of Education Throughout Ohio

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the Student Achievement Fair Performance Area

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OSBA thanks sponsors for valuable conference support

Amanda Finney, senior marketing coordinator

With the support of outstanding sponsors, the OSBA Capital Conference and Trade Show has become the nation's second-largest education convention. This year's conference runs Nov. 10–13 at the Greater Columbus Convention Center (GCCC).

Each year at the conference, sponsors help support a wealth of programs and activities. OSBA would like to give a big “thanks” to those sponsors.

Britton, Smith, Peters & Kalail Co. LPA is sponsoring the Early Bird Workshop with **Jim Bearden** on Sunday, Nov. 10. This workshop will run from 2:30 p.m. to 5:30 p.m.

CompManagement Health Systems Inc. and Huffmaster Strike Services are sponsoring the Welcome Reception, starting at 5:30 p.m. in the GCCC Grand Ballroom on Nov. 10. This reception honors OSBA governance committee members, Board Leadership Institute graduates and Award of Achievement recipients.

Ohio School Plan is sponsoring the Spotlight Session on Monday, Nov. 11, at 8:30 a.m. The session, “A school bus

crisis — hostage and bomb threat response,” includes a tactical response to a school bus hostage situation.

The First General Session on Monday, Nov. 11, at 10:30 a.m. features **Wil Haygood**. The session is sponsored by Pepple & Waggoner Ltd. and Ross, Sinclair & Associates LLC.

All Disaster Solutions; CompManagement Inc.; FirstEnergy Solutions Corp.; Peck, Shaffer & Williams LLP; and PNC Financial Services Group are the sponsors of the first Conference Luncheon, featuring **Emily Bazelon**. The luncheon is on Nov. 11, at 12:15 p.m. in Battelle Grand North.

From 5 p.m. to 7 p.m. that same day, CompManagement Inc. and NaviGate Prepared are sponsoring the OSBA President's Reception in Battelle Grand North. Visit with OSBA President **Charlie Wilson, Worthington City**, and enjoy hors d'oeuvres and refreshments.

The law firms Peck Shaffer & Williams LLP; Scott, Scriven & Wahoff LLP; and Squire, Sanders (US) LLP are sponsoring the Second General Session speaker, Dr. **Yong Zhao**, on Tuesday, Nov. 12, at 10:30 a.m.

The second Conference Luncheon, featuring **Roger Crawford**, is sponsored by Bricker & Eckler LLP; CompManagement Inc.; NaviGate Prepared; and the OSBA Insurance Agency LLC in partnership with Assurant Employee Benefits. This luncheon is on Nov. 12 at 12:15 p.m.

CompManagement Health Systems Inc. and Ennis, Roberts & Fischer & Co. LPA are sponsoring OSBA's Tuesday Night Event — Celebrating for a Cause — on Nov. 12, from 7 p.m. to 10 p.m., in Battelle Grand North.

The third and final General Session, with **John Ratzenberger**, on Wednesday, Nov. 13, at 10:30 a.m. is sponsored by CompManagement Inc.



Sponsors support the event in many ways, including sponsoring keynote speakers and providing bags and lanyards.

MT Business Technologies is sponsoring the Information Station, located in the Main Concourse next to the north Trade Show entrance. The company also will provide fax services and handouts for conference sessions.

Other contributions and sponsors are:

- Conference attendee bags, provided by CompManagement Health Systems Inc., will be distributed to all paid attendees in the Main Concourse.
- Conference lanyards, provided by NaviGate Prepared, will be distributed to all attendees in the Main Concourse.
- The Student Achievement Art Show is sponsored by Pepple & Waggoner Ltd.
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- The email stations near aisle 700 in the Trade Show and in the Main Concourse, along with Internet services, are sponsored by VARtek Services Inc.
- Relaxation Stations in the Trade Show are sponsored by All Disaster Solutions and the OSBA Insurance Agency in partnership with Assurant Employee Benefits.
- Passport Stamping Stations are sponsored by Richard L. Bowen + Associates; FirstEnergy Solutions Corp.; Huffmaster Strike Services; Juice Technologies dba Plug Smart; Kids PAC; Ohio School Plan; OSBA Insurance Agency LLC in partnership with Assurant Employee Benefits; PNC Financial Services Group; SchoolDude.com; and Weidenhammer/Bassco Inc.

Conference participants also will have an opportunity to win prizes for their districts at the Trade Show Passport

Raffle. To be eligible for the raffle drawings, attendees must have their Trade Show Passport validated at each of the eight indicated locations inside the exhibit hall. Passports are included with the conference name badge. OSBA mailed registration materials at the end of September.

Monday's Trade Show Passport stops include Richard L. Bowen + Associates, booth 1125; FirstEnergy Solutions Corp., booth 1501; Juice Technologies dba Plug Smart, booth 101; Kids PAC, booths 122 and 124; Ohio School Plan, booth 500; OSBA Insurance Agency LLC in partnership with Assurant Employee Benefits, booths 300 and 302; SchoolDude.com, booth 1413; and Weidenhammer/Basso Inc., booth 711.

Tuesday's Trade Show Passport stops include FirstEnergy Solutions Corp., booth 1501; Huffmaster Strike Services, booth 1211; Juice Technologies dba Plug Smart, booth 101; Kids PAC, booths 122 and 124; Ohio School Plan, booth 500; OSBA Insurance Agency in partnership with Assurant Employee Benefits, booths 300 and 302; PNC Financial Services Group, booth 804; and SchoolDude.com, booth 1413.

Passport sponsors will stamp your passport when you visit their booth. Fully stamped passports can be deposited in a bin at the back of Trade Show Hall C. Drawings for the Trade Show raffle will take place throughout the day on Nov. 11 and Nov. 12.

While you're at the conference, please take a moment from your busy schedule to stop and say "thanks" to all our event sponsors. Their contributions go a long way to making the OSBA Capital Conference and Trade Show a huge success. ■

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Kids PAC is *your* political action committee. Your contributions help OSBA in its pledge to be a successful advocate for Ohio public education and give schools and students the tools they need to succeed.

When you donate to *Kids* PAC, the committee uses those contributions to support a bipartisan selection of political candidates who support public education.

Giving to *Kids* PAC increases the impact of your political contributions. The PAC pools smaller, individual donations into a more sizeable *Kids* PAC contribution that often draws more attention to important public education issues.

Kids PAC provides an easy and effective way to support

legislators who believe in public education. It also gives you another opportunity to convey your message and show support for policymakers who support Ohio public schools.

Please take the time to contribute today.

For more information, contact **Marcella Gonzalez**, OSBA senior administrative assistant of legislative services, at (614) 540-4000, ext. 230; (800) 589-OSBA; or mgonzalez@ohioschoolboards.org.

Following are those who have pledged to make the voice of public education heard. OSBA says a big “thank you” to these *Kids* PAC members for their donations for the 2013 membership year.



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Stop by Kids PAC booth for a chance at OSU-Indiana football tickets

Learn more about OSBA's Kids PAC at the 2013 OSBA Capital Conference and get a chance to win valuable prizes.

Visit Kids PAC, in booths 122 and 124 in the Trade Show, to learn about OSBA's legislative advocacy to support public education and how you can help make a difference. Enter the silent auction for a chance to take home a pair of tickets to the Nov. 23 Ohio State-Indiana football game in Columbus.

The Kids PAC display also is one of the Trade Show passport stops. You received a passport with your registration materials. Don't lose it – it's your ticket to win valuable raffle prizes for your district.

For more details on the passport raffles, see the general information section of the OSBA *Conference Guide*. The Capital Conference is Nov. 10-13 at the Greater Columbus Convention Center.

- Jeannie Henkel
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Kids PAC provides an easy and effective way to support legislators who believe in public education.

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Editor's note: This list is current as of Sept. 9.

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