

June 2015 • Volume 59, Issue 3

# JOURNAL

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*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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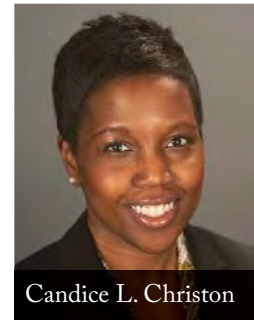
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# Ohio's CTE — not your father's Oldsmobile

*Richard Lewis, CAE, executive director*

Oldsmobile once was an icon, the quintessential American car built by General Motors. It represented American values and had a well-respected image, but it did not evolve. The people who wanted Oldsmobiles were older and made up a shrinking market. Young consumers simply did not want Oldsmobiles.

In an effort to change its image, the auto manufacturer coined a slogan: “This is not your father’s Oldsmobile.” The gambit was an epic failure. Oldsmobile’s existing market still wanted its father’s Oldsmobile and bought other models instead. Young car buyers looked at the new cars and saw that they continued to look *exactly* like their father’s Oldsmobile.

The case, however, could not be more different with Ohio career-technical education. Today’s career-tech centers — once known as vocational schools — clearly belong to the future, not the past. You’ll find many examples of that in this issue of the *Journal*.

In 2014, the College and Career Readiness and Success Center at American Institutes for Research observed, “Historically, many low-performing students were tracked into low-level vocational education courses that did not prepare them for access to or success in postsecondary education.” For some, that perception still lingers, as the Ohio Association for Career and Technical Education points out: “Today, many parents of high school age students remember that going to the vocational school meant you weren’t going to college.”

That belief cannot be further from the

truth — Ohio career-technical education now prepares students for 21st century careers and college. The career-technical association notes that, “Career-technical education students must meet the same academic requirements of all high school students as well as complete additional course work in their chosen field. In fact, most students go on to college — almost 60% to 70% according to Ohio Department of Education stats.”

*Today’s career-tech centers clearly belong to the future, not the past.*

I asked OSBA Immediate Past President **Susie Lawson, Tri-County ESC** and **Wayne County Schools Career Center**, what the world needs to know about career-technical education. She shared with pride that Ohio’s 49 career centers instill a strong work ethic while teaching high-level technical skills through hands-on education. They also provide the problem-solving, critical-thinking and academic skills students need to be successful, now and in the future. These centers work collaboratively with students’ home school districts, business, industry, community agencies, higher education and parents to achieve this success.

Career centers offer programs such as engineering and science technologies; agricultural and environmental systems; manufacturing; law and public safety; health sciences; construction technologies; business administration; and many more. A testament to the success of these programs is the fact that

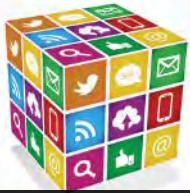
Ohio’s career-tech students consistently outperform those from other states in national skill and leadership contests.

A cornerstone of the career-tech mission is the commitment to be responsive to local employers’ needs for high-quality, skilled workers by helping high school, middle school and adult students connect with those employers. By providing an educated, skilled workforce, Ohio career centers strengthen the economies in the communities they serve, since many of their students begin careers within a 50-mile radius of the centers.

Gov. **John R. Kasich** plainly sees the value of career-tech education. In a video message recognizing Career and Technical Education Month last year, he said, “In Ohio we have more than 120,000 teenagers in our high school career-tech programs. These schools get it right and their students are finding their passion. They are studying a field that motivates them.

“They learn math, science and English, but they do something more. They apply it to the real world. They take this opportunity and earn a high school diploma, college credit or industry credentials. I applaud our state’s partners: the students, parents, educators and employers in Ohio career-technical education. These folks get it.”

Education advocates must continue trumpeting the success of Ohio’s career centers to ensure students, parents, policymakers and the public understand their vital role in the success of Ohio’s future. They must understand these are not your father’s Oldsmobiles and, as the governor said, “These folks get it.” ■



*The social media puzzle*

# Social media, schools and the law

*Candice L. Christon, staff attorney*

School districts, students, teachers and board members are using social media in different capacities. The *Merriam-Webster Dictionary* defines social media as an “electronic communication that allows users to create online communities to share information, ideas, personal messages and other content.”

Social media is forever changing and adding new websites. I am sure that as you are reading this article a new social media website is being created. Examples of social media include: Facebook, Instagram, Twitter, LinkedIn, YouTube and blogs, just to name a few. Let’s look at a few of the legal implications that arise from school districts and individual board members having social media pages.

## Social media and public records

Ohio Revised Code Section (RC) 149.43 (A)(1) and 149.011(G)(1) define a public record as a record kept by a public office that contains information stored on a fixed medium, regardless of its physical form. The

record must be created, received, stored or sent under the jurisdiction of a public office. It must document the organization, functions, policies, decisions, procedures, operations or other activities of the public office. A record that satisfies these things will be considered a “public record” under the law, unless the record is determined to be exempt.

So how does a public record come into play when we are dealing with social media? To answer that, let’s take a look at how social media is being used by school districts and individual board members. A school district’s social media page is created for the district and represents it. It is used to communicate with the district’s community, staff, students and parents. Alternatively, an individual board member’s personal social media page is generally created only for personal use. It is a way for the board member to communicate with family and friends. In addition, a personal social media page contains personal information and represents that individual.

Both the district’s social media page and an individual board member’s social media page may be considered a public record if they meet the definition of a “public record.” For example, a school district’s announcement on its Facebook page that several schools are closed due to a gas leak likely meets the definition of a public record. This is because it contains information that was created by the district, and it is documenting a decision of the district. There are no exemptions that would apply in this case.

Let’s consider a board member receiving a question on her personal Facebook page from a neighbor who has a student attending the district high school. The parent’s post asks what the qualifications and requirements are for students to be accepted into the Advanced Placement math program. The board member responds to the parent and answers all of her questions about how the program functions, how students are selected and how the program operates. This post also likely would meet the definition of a public record because it is documenting the procedures and operations of the district’s math program.

When a district receives a public records request for something posted on social media, it must analyze the content to determine if it is a public record. The district must look beyond the format of the post, because what matters is what is being discussed and whether it meets the definition of a public record. If it does, the comments must be maintained in accordance with the district’s record retention schedule.

Other questions to ask are whether

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the comment is the district's official copy or secondary copy. That also will help a district determine if the social media comment needs to be maintained. Preserving comments on social media pages may be problematic, but many tools and platforms have been established to capture the content. For more information on managing social media records, please refer to the Ohio Electronic Records Committee's guidelines on "Social Media: The Records Management Challenge" at <http://links.ohioschoolboards.org/80899>.



*Conversations, comments and posts on social media pages can be problematic for school board members.*

### Comments on a district's social media page

Most social media websites allow those viewing and following the page to post comments. However, some websites allow the owner of the page to turn off the comments section. If a district decides to allow comments on its social media page, it has created a limited public forum, which limits the district's ability to regulate social media comments based on the content.

Under the First Amendment, the board may not restrict access to a public forum once it has been created, except for reasonable regulations related to the time, place and manner. The regulations must be content-neutral, which means the district cannot delete a comment because it dislikes an individual or his or her views.

Districts should consider adding a disclaimer so the public is aware of the purpose of the page and which comments will be deleted. For example, comments that are promoting illegal activity or using vulgar language may be removed in accordance with the disclaimer. The district should ensure that it informs viewers that the comments, which may include unsolicited advertisements and hyperlinks, do not represent the thoughts and opinions of the district or its employees. Comments, removed or not, may still be considered a public record.

### Open meetings and social media

Another area of law that may be affected by a school district's social media page is Ohio's Open Meetings Law. Under RC 121.22, school boards are required to conduct business and take official action in meetings that are open to the public, unless a topic is permitted to be discussed in executive session. This also applies to board committees and subcommittees. Under the Open Meetings Law, a meeting is "any prearranged discussion by a majority of the board members about public business." If a board member makes a comment about board business on the district's social media page — or even on his or her individual page — and a majority of the board's members comment, a court may find a violation of the Open Meetings Law.

In addition, board members must be present in person to be considered part of a quorum and to vote. Board members should not use the district's social media page or an individual page as a way to have board discussions or make board decisions. Social media is a great way for boards to make announcements or post questions to the public to receive public opinion on certain matters, but no decisions or collaborative discussions between and among board members should be made there.

### Individual social media pages

It is important to remember that

lines may become blurred between a district's social media page and a board member's social media page, because the public may not be able to perceive the difference. When it comes to individual social media pages, board members should set their privacy settings so their page is not public and they know who is able to view their information. Without setting the page to private, the information on a board member's page is not secure.

Additionally, board members should be aware of those they are "friending." Board members should analyze their image on their personal pages and think about what their social media profile is saying about them. How a board member conducts himself or herself on a personal social media page may impact his or her school district, regardless of intent or if the district is expressly identified.

### A valuable tool if used properly

Having a district social media page is a great way to interact with members of the public and keep them informed on district activities and news. However, it is important to remember that with social media there is a possibility that legal implications may arise.

If the district decides to have any type of social media page, it should have a social media policy in place. Always review any legal terms and conditions that are associated with the specific social media website that is being used. Train your staff and board members on how to effectively use social media. Have an individual monitor the district's social media page so it is aware of what is being posted.

And finally, always use good judgment, whether on the district's page or an individual's page. ■

*"According to Law" is designed to provide authoritative general information, sometimes with commentary. It should not be relied upon as legal advice. If legal advice is required, the services of an attorney should be obtained.*



# Career-tech changes will impact board policy

Megan Greulich, policy consultant

Career-technical education plays a big role in preparing students for the future. Last year, several bills were passed in Ohio dealing both directly and indirectly with career-technical education. These legislative changes were intended to prepare students for their next steps after high school.

One constant among the legislative changes is the Ohio Means Jobs website, found at [www.ohiomeansjobs.com](http://www.ohiomeansjobs.com). The focus of the website and legislative changes are to help students think about the ways in which what they're learning now is connected to careers they might pursue. Let's look at some of the changes and how they impact board policy and district practices.

**Career-technical education extension**  
House Bill (HB) 487 made several changes to career-technical education and other related topics. The career-technical changes appear in Ohio Revised Code (RC) 3313.90. Although most people have used the term career-technical education for years, there was an official terminology change in statute from vocational education to career-technical education. It's a good idea to check board policies to ensure you're not using outdated language.

Another notable change appears in RC 3313.09(A). This change extends provisions for career-technical education to students enrolled in grades seven through 12, where the requirement previously only covered students in grades nine through 12. The goal is to get students involved early and encourage them to think about how their current interests can translate into future careers. According to Ohio

Department of Education (ODE) guidance, determining how to provide career-technical education to middle school students is a local decision.

The new provisions also allow districts to opt out of the extension to seventh- and eighth-grade students. Boards may adopt resolutions specifying their intent not to provide career-technical education to students enrolled in grades seven and eight by Sept. 30 each school year. If a waiver request is made, the provision states that ODE shall waive the requirement for district participation in the year for which it has been applied.

The extension of career-technical education is effective for the 2015-16 school year, so districts not already planning to provide the extended program should prepare the necessary waiver by the Sept. 30 deadline for this coming school year. ODE has created a guidance document outlining an eight-step process for developing a middle school career-technical education program. This guidance is available at [education.ohio.gov](http://education.ohio.gov) by searching "CTE middle grade programming."

According to ODE's guidance, the first step in creating a middle school program is to contact your career-technical planning district lead. Next, districts should discuss program ownership options with their lead.

In step three, discuss possible program options by reviewing the CTE26 (the designation for the career-technical education program application) processes and program approval criteria on ODE's website. In step four, districts should discuss grade-level options.

Step five is when districts determine whether to provide middle school career-technical programming. Boards *choosing not* to provide the programming should adopt a local board-approved resolution and provide it to ODE by Sept. 30. Keep in mind, this resolution must be adopted annually, and only applies to the year for which it has been adopted. Alternatively, boards *choosing to* provide middle school career-technical education should use this step to develop a career pathway and program of study that reflects the pathway.

Districts participating in the extension for the 2015-16 school year have already worked through the remainder of the process. Districts waiving the requirements for the upcoming school year must re-evaluate that choice annually, and may choose to implement the extended program in the future. Districts choosing to provide this programming in the future should then move on to the next step.

In step six, districts develop and submit CTE26, per established time lines, to their assigned career-technical planning district lead for review and approval. In step seven, the application is reviewed for approval, disapproval or determination of no action, per established time lines.

Finally, in step eight, the career-technical planning district lead notifies the applicant of its decision by March 1. If a denial or determination to take no action occurs, the member district has the option to appeal the decision to ODE by March 15. ODE must approve or disapprove all applications by May 15. See ODE's website for more



information on the recommended eight-step process or for other questions.

There is no board policy requirement for career-technical education, but many districts have a statement on the topic. If your board has career-technical policy language in place, be sure it is updated to include the extension to seventh- and eighth-grade students. It's also a good time to review any relevant language to ensure you're using the correct terminology, and that no other revisions are required.

### Career advising

HB 487 also added RC 3313.6020, which requires board policy on the topic of career advising. This policy must be in place by the 2015-16 school year, and updated biennially. Career advising policies also must be posted in a prominent location on district websites and made available to students, parents, local postsecondary institutions and district residents. ODE has released guidance on this topic, but emphasizes that implementation of the new requirements is a local decision.

Districts have several responsibilities under the new career advising requirements, many of which link directly to career-technical education. ODE recommends using the Ohio Means Jobs website, specifically the backpack feature, to implement some of

the new requirements.

Part of the new career advising language requires districts to develop student success plans for students identified as at risk of dropping out. ODE provides online guidance for their development, including sample plans.

The plans must address the student's academic pathway to successful graduation and the role of career-technical education, competency-based education and experiential learning in that pathway. The board also must consider how it will identify and publicize courses in which students can earn both traditional academic and career-technical credit.

The goal of these new requirements is to illustrate how the information students are learning in school connects with future career opportunities. The career advising program also emphasizes the role that career-technical education might play in students' career choices.

Contact your policy services provider for recommended sample language on the topic. OSBA released sample career advising language in the February 2015 issue of *Policy Development Quarterly*, which is available for download to subscribers. For more information on the requirements, as well as tools for customizing policy language, go to

ODE's website: <http://education.ohio.gov> and search "career advising."

### ODE career planning tool

HB 393 requires ODE to post and maintain an online education and career planning tool to benefit students. ODE must distribute information on the planning tool to all public high schools by Sept. 30 each year. In turn, high schools are required to annually share this information with parents and students by April 1.

The tool will link to ODE's Ohio Means Jobs website, and is intended to serve as a resource for students to begin thinking about their futures. There are no board policy requirements associated with ODE's career planning tool.

Whether focusing on the specific changes to career-technical education requirements, or the new provisions that tie back to them, it is clear that career-technical education plays an important role in preparing students for their futures. Districts have quite a bit of leeway in making local decisions on how to implement career-technical programs to provide students the greatest benefits.

And don't forget that ODE has issued guidance and created tools to help districts along the way. Is your district doing enough to promote career-technical education as a tool for student success? ■

## Administrative salary analysis

Need help determining how to compensate your administrators? It's more complicated than most people think, and OSBA has considerable experience in this area. We are able to assist school districts with a variety of important initiatives, including:

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For more information, contact **Van D. Keating**, director of management services, at (614) 540-4000, (800) 589-OSBA, or [vkeating@ohioschoolboards.org](mailto:vkeating@ohioschoolboards.org).



# Five ways to derail the superintendent search

*Steve Horton, school board services consultant*

With the tenure of a superintendent in Ohio averaging fewer than five years, it's likely that every school board member in the state will face the daunting task of replacing a district superintendent. In doing so, the board enters a critical decision-making process and should "own" the process from start to finish. No one else has responsibility for making this decision, and making the right one is crucial.

OSBA's professional search consultants have seen it all. Most searches go from beginning to end with



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few or any negative issues to address. Others seem to falter a bit and, on occasion, one will collapse under its own weight. How can board members prevent this? Here are five issues that, if unmitigated, can derail an otherwise productive search.

### **Too many cooks in the kitchen**

Remember, the Ohio Revised Code clearly states that the board of education is solely responsible for the hiring and evaluation of the superintendent. This means that the board must decide and vote on that person in public session. But what about the staff members who will work with and be supervised by the new superintendent? What about community members whose tax dollars pay his or her salary and will feel the impact of some of the decisions the new hire makes? Shouldn't they have a say in who's hired?

These are fair questions. Seeking staff and community input can almost always add value to the final decision. But beware! There's a fine line between providing input and attempting to seize control. The board should be strong in its commitment to the process. It is never a good thing when the momentum of the search is hindered or stopped midstream by strong opinions from outside sources.

### **Letting go is sometimes the most difficult thing to do**

Most superintendents are passionate about their work. They are professionals who have spent their lives in education and truly believe in what they do. The outgoing superintendent often carries tremendous influence and the weight of this key voice can be a difficult

distraction for the board. He or she is invested in the district and may have strong opinions about who is selected for the job.

However, comments about candidates or the process itself to colleagues, journalists, staff and community members can quickly get out of control. Second-guessing the board's decision on the merits of a candidate or the search process will make life difficult for the incoming superintendent. Staff (including the current superintendent) and the community should want the board to do the best job possible. Interference can halt the decision-making process entirely. Mr. or Ms. Outgoing Superintendent, step back and let the board do its work.

### **Do we have any internal candidates?**

A consultant will always ask these questions: Are you, as a board, truly interested in this person as the new superintendent? Are you going to offer a courtesy interview, or does the candidate need to come in on his or her own merits? Is there significant staff and community support for the internal candidate? Do some want the internal candidate while others do not?

All of these questions must be answered upfront and the board must be committed to the decisions it makes. Turning down a popular internal candidate can be particularly painful, but here is where the board must remain strong. Waffling is not an option. If you are united in your decision, the community ultimately will be the same. Remember, no one but the board members know all the "must-haves" the position requires.



### Who's doing the talking?

The consultant or search facilitator must keep communicating with the entire board throughout the search. This key factor is universal, and comes from years of OSBA search experience.

Every consultant can remember a search in which a single board member insisted on being the sole point of contact. The board president, or another selected board member, may indeed be the main touch point for the consultant. But conversations and ideas shared between these two must always be shared with the full board and the full board must be informed and agree on key decisions.

There are many moving parts to a search and, as much as possible, all board members need to be in on all communications throughout the process. The search facilitator will make this clear to the board during the planning stage of the search.

### What's that schedule again?

Board members are busy people.

Because the search involves several occasions where the full board must be present, schedules and time lines can become some of the toughest pieces of the search. Dates set in stone should be discussed and agreed to in the planning meeting.

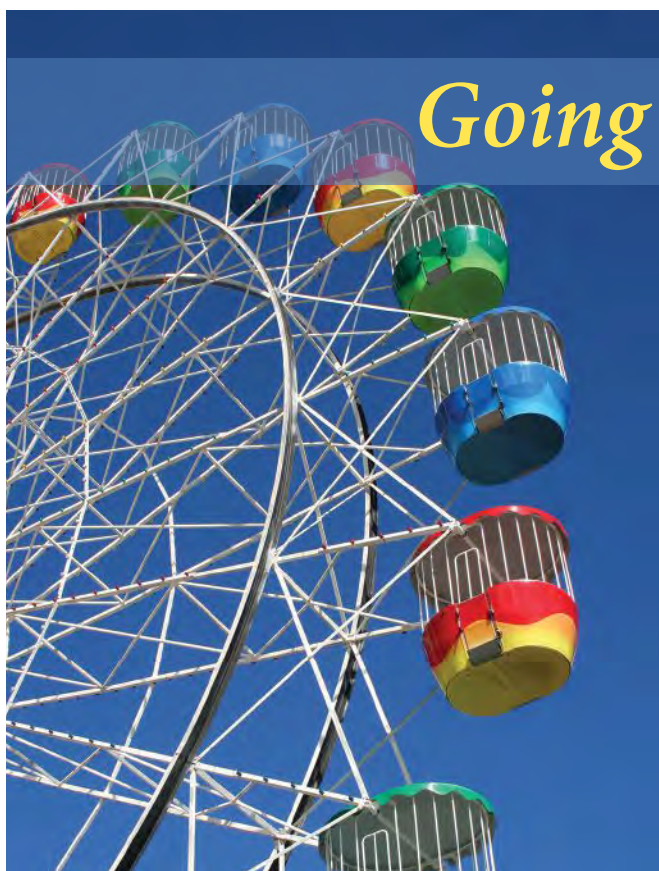
*The best advice for any board is to work together to share information, discuss, debate and come to consensus on this high-impact decision.*

The application deadline, screening report, first-round interviews, second-round interviews and the vote to appoint the chosen candidate are all events requiring full board commitment. The best searches are ones in which each

board member made the process a personal and professional priority. It's all about momentum — the search must move forward with all board members remaining on the ride until it comes to a complete and successful stop.

In the end, the best advice for any board is to work together to share information, discuss, debate and eventually come to consensus on this high-impact decision. Understand that you, as board members, have gained information through discussions, application review, interviews and reference checking that no one else in the district has seen. Trust that information and make your decision.

It really does take all board members to make the best possible choice, and it's the rare board that will make a decision that pleases everyone. However, it can happen, and the chances for such an outcome will rise exponentially when the board commits to and is willing to own a healthy and functional search process. ■



## Going nowhere fast?

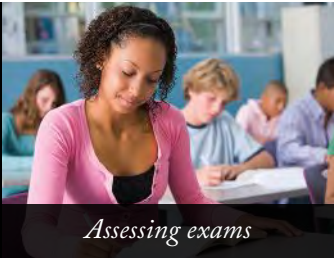
When you are ready to help your district move forward, the OSBA Division of School Board Services can help. Choose the planning option that meets your district's specific needs:

- District strategic planning
- District goal setting
- Superintendent performance goals

For more information about planning options OSBA offers, go to [www.ohioschoolboards.org/school-board-services](http://www.ohioschoolboards.org/school-board-services). To schedule a planning session, contact **Kathy LaSota** ([kLasota@ohioschoolboards.org](mailto:kLasota@ohioschoolboards.org)), **Cheryl W. Ryan** ([cryan@ohioschoolboards.org](mailto:cryan@ohioschoolboards.org)) or **Steve Horton** ([shorton@ohioschoolboards.org](mailto:shorton@ohioschoolboards.org)) at (614) 540-4000 or (800) 589-OSBA.



Division of School Board Services  
**Ohio School Boards Association**



Assessing exams

# Standardized testing: Where are we headed?

*Damon Asbury, director of legislative services*

Standardized testing has consumed a significant amount of time in the governor's office, the Ohio Department of Education (ODE) and the Ohio General Assembly. Two realms of testing have dominated those conversations: the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in English and math and the American Institutes for Research (AIR) exams in science and social studies.

At the beginning of the year, state Superintendent of Public Instruction Dr. **Richard A. Ross** released the results and recommendations of an

ODE study on the amount of state-required testing. Shortly thereafter, the governor's biennial budget bill, House Bill (HB) 64, outlined several testing and assessment provisions. Those provisions largely mirrored Ross' recommendations.

In short order, several bills relating to assessment were introduced in both the Ohio House and Senate. They included Senate Bill 3, sponsored by Senate President **Keith Faber** (R-Celina) and Sen. **Cliff Hite** (R-Findlay); HB 7, introduced by Rep. **Jim Buchy** (R-Greenville); and HB 74, sponsored by Rep. **Andrew Brenner** (R-Powell).

The House passed HB 74 on May 13 by a 92-1 vote. The legislation calls for eliminating the PARCC assessments and limiting state achievement tests to three hours per school year.

As of this writing, HB 74 was still before the Senate and may result in additional language based on recommendations from the Senate Advisory Committee on Testing. The committee, convened by Faber and Sen. **Peggy Lehner** (R-Kettering) to review testing practices in Ohio, made the following recommendations:

- The number of test administrations should be reduced from twice to once per year.
- The tests should be shortened and scheduled closer to the end of the school year.
- Online testing is necessary and districts should plan to move in that direction; however, local schools should retain the option to administer paper-and-pencil tests over the next two years.

- Test results must be returned in a timely manner in order to benefit instruction.
- If the vendors for the PARCC and AIR exams do not make sufficient changes to accommodate these issues, ODE must find an alternative vendor.

The recommendations also were included in the Senate version of the budget bill, HB 64. Actions on these are pending before a conference committee, which is expected to finalize the legislation by June 30.

Why the sudden frenzy of interest? After all, standardized testing and other forms of student assessment have been part of educational practice since the early 1900s. Why the recent concern and flurry of recommendations? The issue is not so much about whether testing is appropriate or necessary, but more about *how much* testing is appropriate, and *which tests* are of value to students, teachers and parents. After all, testing consumes valuable time and effort that might more appropriately be invested in instructional activities.

Standardized testing has always had critics and supporters. But this year, it seems that the critics have taken center stage. While tests may have always been a concern for students, they have now been joined by parents, teachers, administrators and school board members. All of these groups have emphatically expressed their concerns to legislators. In addition, groups opposed to the Common Core standards and their associated tests, including the PARCC and AIR assessments, have joined the fray.

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Students are currently subjected to a wide array of tests. The list includes the Ohio Achievement Assessments; end-of-course exams; the PARCC and AIR tests; Advanced Placement exams; the PSAT, ACT and SAT measures of college readiness; the third-grade reading assessment; kindergarten readiness tests; diagnostic tests chosen by school districts; and exams that classroom teachers develop and administer. During the course of the school year, and depending on the grade level, students may be exposed to anywhere from several hours to several days of testing — time that is taken away from instruction.

A recent Ohio survey conducted by Fallon Research & Communications Inc. asked respondents if there is too much testing, about the right amount or too little. The results show the majority — 47% — believe there is too much testing. Twenty-five percent think the amount is about right, 14% think there is not enough and 14% are unsure.

Diagnostic and instructional uses are believed to be the most important objectives of testing, with 45% saying the most important objective of state tests should be to “identify the strengths and weaknesses of students,” 15% saying they should be used to determine whether students have suitable reading skills and 9% saying the results should be used to guide instruction. Less than 10% believe the results should be used to rate the performance of teachers, only 3% believe they should be used to determine school and district report card

grades and 18% are unsure.

One of the more interesting developments has been the phenomenon of parents withholding permission for their children to be tested. This is largely a grassroots movement that has numerous antecedents, including issues related to opposition to the Common Core, concerns about the sheer amount of standardized testing, worries about the inappropriate use of test results and fears about the security of test data.

Such “parent opt outs,” if allowed to grow unchecked, could place some states and districts at risk of losing federal funds. The reason is that the federal No Child Left Behind Act (NCLB) regulations require annual testing in English and language arts, math and science to determine whether schools are making annual yearly progress. NCLB requires a 95% participation rate on state assessments. In principle, funds could be withheld from those districts that fail to meet this standard.

To be fair, effective instruction requires some objective means to determine what the student knows and is able to do. Teacher-developed, classroom-based assessments provide the most immediate measurement, providing nearly instant feedback to teachers and students.

However, such measures do not provide any objective comparison of students’ knowledge and abilities with those from other classrooms and schools, let alone with students in other areas of

the country and even the world. After all, these are the groups with whom the student will one day have to compete. Furthermore, there are valid uses for school and student performance data and a need to monitor them. The state superintendent points out that “testing is intended to monitor and improve both student learning and teacher, school and district effectiveness.”

School board members are caught in the crossfire of state and federal demands and the increasing concerns of teachers, parents and students. When considering district policy, board members must understand the purposes of testing, their potential uses and the relationship between the tests and the curriculum.

Important questions to ask are:

- Do the tests measure what matters?
- Do the tests provide meaningful information to assist instructional decisions?
- Do the tests assess what is being taught?

It is very important that school boards take steps to ensure that the purpose and procedures associated with the district assessment plan are clearly communicated to students, teachers and the public. Safeguards must be put in place to protect student and teacher privacy.

The next few months will see further legislative activity addressing testing. It is vital for every student that a fair and balanced assessment program be put in place — one that yields useful information for all. ■

## You really can make a difference

Children are our future and there is no greater investment than a child’s education. By joining OSBA’s political action committee, *Kids PAC*, you are helping to ensure all children in Ohio receive the quality education they deserve!

You can donate online at [www.kidspac.org](http://www.kidspac.org). To learn more about *Kids PAC*, contact **Marcella Gonzalez** at [mgonzalez@ohioschoolboards.org](mailto:mgonzalez@ohioschoolboards.org), (614) 540-4000 or (800) 589-OSBA.





# OSBA announces the 2015 Business Honor Roll

*Amanda Finney, senior marketing coordinator*

The OSBA Business Honor Roll program enjoyed another successful year in 2015. In the program's fifth year, more than 51 districts participated, an increase from 2014. Those districts selected more than 100 firms statewide for providing invaluable support for schools and students.

Districts value the opportunity to recognize local businesses for their support, especially as schools face budget uncertainty and a difficult economy. This program helps districts say "thank you" for firms' vital contributions.

Businesses large and small, corporate-owned or family-owned play a key role in supporting the community and local schools. From helping schools with in-kind or financial

contributions, funding scholarship programs and supporting extracurricular programs to offering internship opportunities, volunteering in the schools and sponsoring field trips, businesses contribute to their schools in many ways.

OSBA mailed personalized recognition certificates and letters of congratulations for each firm to district superintendents in time for boards to present at their May meetings. A full list of honored businesses can be found on OSBA's website at <http://links.ohioschoolboards.org/85390>.

Although OSBA cannot list the name of every honored firm in the *Journal* due to space limitations, a sampling of comments from districts about their selections is below.

## **Berkshire Local (Geauga)**

Over the past three years, the Geauga Growth Partnership (GGP) has involved multiple businesses that provide support to area school districts, including **Berkshire Local (Geauga)**, **Newbury Local (Geauga)**, **Ledgemont Local (Geauga)** and **Cardinal Local (Geauga)**.

Through GGP's support, local businesses participate in Career Days. Students work on writing résumés and practice interviewing with area business leaders during Career Days. GGP also sponsors an extensive paid internship program for all Geauga County students.

## **Columbus City**

American Electric Power Co. Inc. partners with Georgian Heights Alternative School's Project Mentor. This initiative provides a \$5 million grant for the Credits Count STEM dual enrollment program.

Nationwide Children's Hospital partners with students at Southwood, Livingston and Ohio Avenue elementary schools, and South and Marion-Franklin high schools to volunteer with the Reach Out and Read program.

Columbus Rotary spearheads the Service Above Self program, recognizing student community service projects.



## **OSBA Contract Analysis Service**

OSBA provides a cost-effective professional analysis of both certified and classified collective bargaining agreements. These written reviews serve as a critique of current contract provisions, suggest potential pitfalls regarding legal compliance and provide specific recommendations as you go into your next round of collective bargaining.

Contact **Van D. Keating**, director of management services, at (614) 540-4000 or (800) 589-OSBA for more information.



Huntington Bank partners with West Broad Elementary School, providing tutors, school supplies, holiday help and other assistance.

For the third-grade reading guarantee, more than 800 volunteers worked with students as Reading Buddies to improve literacy skills. Additionally, OSBA also participated in the Reading Buddy program, with several staff members volunteering to help local students.

#### **Lorain City**

ARAMARK donates \$20,000 per year to the superintendent's discretionary fund to use for district students.

Second Harvest Food Bank provides additional food in its backpack program for kindergarten students to take home each weekend.

First Student Inc. has developed a busing program, at an extremely low price to parents, for transporting high school students. This is especially valuable, since the district does not provide busing for those grade levels.

#### **Preble County ESC**

The firms Henny Penny Corp., Dow Chemical Co., Parker-Hannifin Corp. and Bullen Ultrasonics Inc., along

with the ESC Business Advisory Council, collaborated with the Preble County Economic Development Partnership and the Workforce Development Committee to provide site visits and lunch for every sophomore student in Preble County. This experience gave students an up-close look at a 21st century manufacturing setting. The goal is to get students thinking about starting their career in manufacturing in Preble County.

#### **Wayne County Schools Career Center**

The businesses of LuK USA, Morrison Custom Welding, Spurgeon Chevrolet and Magni-Power Co. have been longtime supporters of the career center. Each has hired students and provided job placement, attendance incentives and apprenticeships. Most of the firms are underwriting the center's Drug Free Clubs of America program.

Business members serve on advisory committees; supply materials and equipment; donate time to work with students; judge skill contests; and host field trips. A few of the firms are owned by career center alumni. Forty percent of the workers at two of the businesses graduated from the center.

OSBA thanks Business Honor Roll participants and encourages your district to share your feedback, success and photos with us on our Facebook page at [www.facebook.com/OHschoolboards](http://www.facebook.com/OHschoolboards). ■



## Budget Analysis and Discussion (BAD) Seminar

Monday, Aug. 10, Hilton Columbus/Polaris

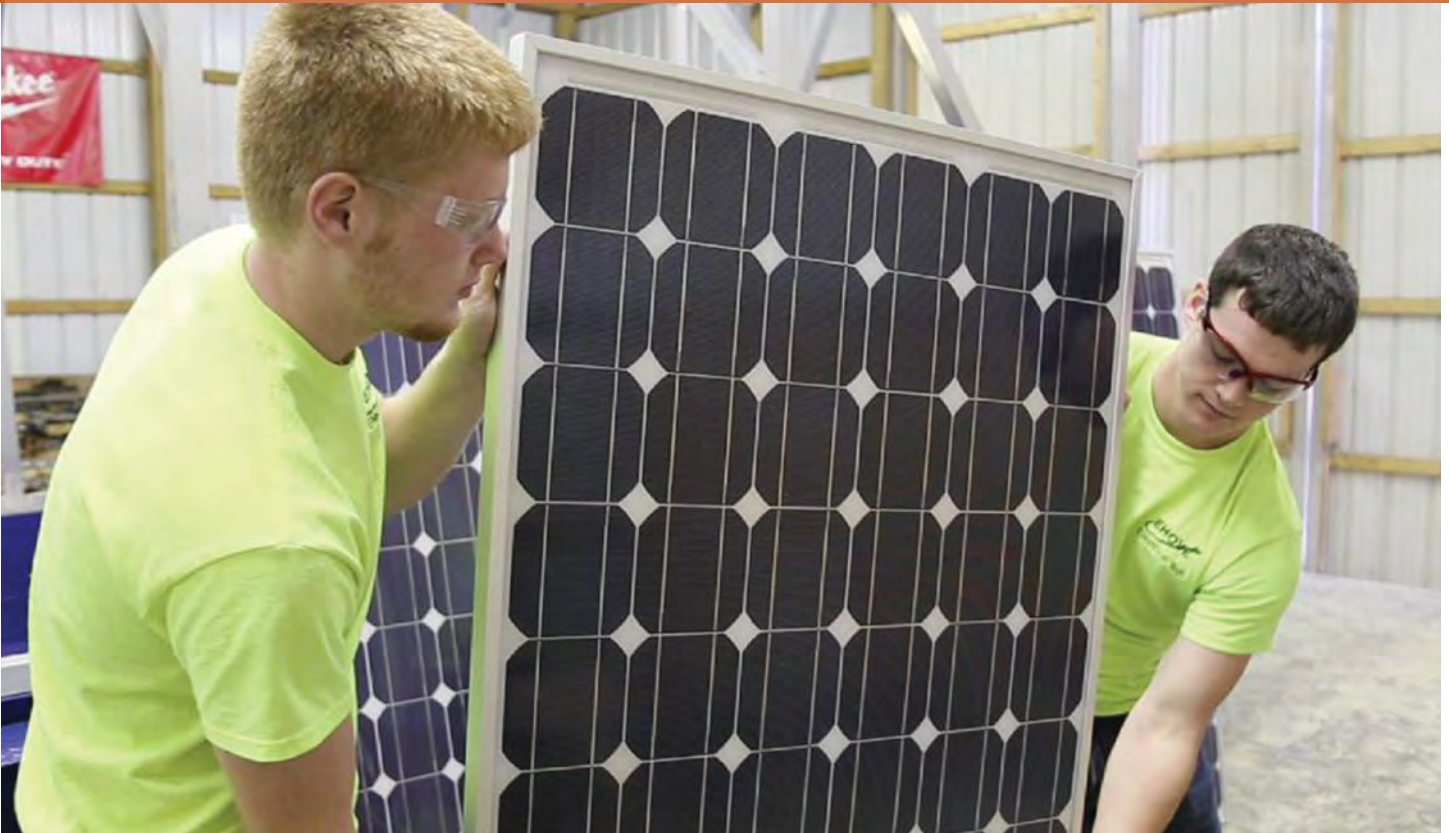
Attend the Budget Analysis and Discussion (BAD) Seminar for the most in-depth analysis on the fiscal year 2016-17 state budget, Amended Substitute House Bill (HB) 64.

This comprehensive seminar, hosted by the Ohio School Boards Association (OSBA), Ohio Association of School Business Officials (OASBO) and Buckeye Association of School Administrators (BASA), will provide insights and answers on the budget process and final version of the legislation.

Plan to attend the BAD Seminar on Aug. 10 at the Hilton Columbus/Polaris. The workshop is from 9 a.m. to 3:30 p.m., with registration beginning at 8:15 a.m. Learn from legislative experts and lawmakers on what was included and the impact this legislation will have on Ohio school districts.

This workshop is \$195 per person for OSBA, OASBO and BASA member school district representatives. The fee covers workshop registration, materials, lunch and refreshments. Visit [www.ohioschoolboards.org/bad-workshop](http://www.ohioschoolboards.org/bad-workshop) for registration information and directions.

# Students power up



*EHOVE Career Center students Austin Martin, left, and Jeremy Schafer move a solar panel in a workshop at the career center. EHOVE recently completed a project with the NASA Glenn Research Center in Cleveland to build a mobile solar power plant.*

## *EHOVE collaborates on mobile solar power plant*

**T**ime was, vocational education amounted to little more than simple projects in a sawdust-strewn shop class. But those days are long gone. Vocational training has transformed into 21st century career-technical education, encompassing myriad skills, experiences and professions.

A great example of that can be found in a project recently completed by **EHOVE Career Center** students. And although much of their work was done in a shop, it was anything but “shop class.” They were working alongside aerospace engineers from the NASA Glenn Research Center in Cleveland to build a mobile solar power plant.

Mounted on a 16-foot trailer, the plant can produce three kilowatts of power. The solar panel array is folded up while being transported, but when open, the panels span 512 square

feet. The device is made up of the same technology as space-based solar plants, and NASA plans to use it to run tests that will have actual space applications.

“Before the EHOVE program had started, we had built a similar trailer as a power system to simulate space solar power systems,” said NASA Research Engineer **Tony Colozza**. “That trailer produced one kilowatt. We used it in Arizona to simulate operations on the moon. We also took it the Johnson Space Center in Texas and used it as a power system for a deep space habitat project.”

Although NASA engineers found plenty of uses for the one-kilowatt trailer, they were interested in building a more powerful plant that could take on bigger projects. The problem was, funding was hard to come by. They were able to buy some

# NASA project

Gary Motz,  
managing editor

of the components, but didn't have the funds to assemble them.

Colozza contacted **Carol M. Tolbert**, a NASA project manager, and discovered she was seeking an organization in the Toledo area willing to collaborate on a solar power project as part of NASA's community outreach. That outreach led her to EHOVE in Erie County, which previously had worked with Glenn's Plum Brook Station in Sandusky.

EHOVE initially connected with Plum Brook via a process called Innovation Camp, based on the concept of human-centered design, said EHOVE Assistant Director **Matt Ehrhardt**.

"What we've done over the years is train students and faculty in the human-centered design process," Ehrhardt said. "They learn interviewing techniques, problem-solving skills and how to listen to and engage stakeholders. It uses real-world applications that enable our students and staff to work with businesses or nonprofits to help support or grow their companies.

"Students and instructors started the innovation process with NASA when they first met with **Brian Willis**, lead for mentoring, diversity and inclusion at Plum Brook Station. This meeting provided the opportunity for our students and instructors to interview Plum Brook Station Director Gen. **David Stringer** and his team.

"This process identified three areas of collaboration: safety awareness for public visitors to Plum Brook Station; bio-sustainability of native Ohio prairie ecosystems; and the NASA 3kVA photovoltaic (solar) power plant project. EHOVE entered into a Space Act Agreement with NASA, just like a commercial firm doing business with the space agency would do. The agreement laid out the roles, responsibilities and goals of the projects."

Involving EHOVE in the solar power plant project was just what NASA needed to move ahead with its plans. The collaboration provided the space agency with what it had been missing — a means of building the solar trailer.

"We saw that it would be a good fit if we could produce the design, supply the hardware and have EHOVE put it together and get it working," Colozza said. "Then we could bring it

back here and use it. That would help us out and give them a chance to work on technology they don't ordinarily see."

Students in EHOVE's electrical tech, industrial tech and collision & refinishing classes, advised by NASA staff, worked on the project, both at the career center and the Glenn facility. Electrical students installed wiring and related equipment, industrial students were responsible for the welding and collision & refinishing students painted the trailer. Their goal was to get the trailer ready for the installation of the solar panels, which NASA purchased. In all, about 200 juniors and seniors participated in the three-year project.



*Above is a drawing of NASA's 3kVA photovoltaic power plant. Mounted on a 16-foot trailer, the solar panels span 512 square feet when open and produce three kilowatts of electricity. NASA will use it to test different ways the technology might be used in space.*

"The big thing in education is trying to find, No. 1, real-world projects, and No. 2, trying to work with local businesses and community partners," said **Chuck Oeder**, EHOVE electrical tech instructor. "This project ties all of that together and also is cross-curricular with the electrical, the mechanical and the welding. The kids also learned a lot of soft skills like communications, skills they don't always get to touch on in the classroom."

For the students, the experience was memorable on many levels. They learned new skills, worked side by side with NASA engineers and technicians, and grew more confident in their abilities. And, they now can add "collaborated on a NASA photovoltaic project" to their résumés.

"This project has given me a lot of real-life experience, especially





*NASA Glenn Research Center is one of 10 major NASA field facilities. Its primary mission is to develop science and technology for use in aeronautics and space.*

with reading prints (drawings),” said EHOVE senior **Charlie Collas**, a welder who has already landed a job with a Sandusky firm. “It was pretty difficult at first, but I’m OK with it now. It got me out of my comfort zone, which is something I’m going to need when I’m out in the real world working.”

“The drawings were on a level that I don’t ordinarily provide the kids in the classroom,” said **Dan Langdon**, EHOVE industrial tech instructor. “They were on a level of what they would see in industry and maybe even a little above some shops they might go to. So they’re going to come out leaps and bounds ahead of some of the students from other programs.”

Senior **Tyler Tomblin** also found reading the complex prints difficult at first. In addition, he, Collas and two other students had to earn a NASA certification in aluminum welding before starting work on the project. NASA Manufacturing Engineer **Tim Reed** said the certification test is the same that professional welders at the Glenn center must pass.

“I wanted to work with aluminum, so this gave me an amazing opportunity to advance in that,” Tomblin said. “I also had a limited knowledge of prints when I first started, but Tim helped me out a lot and I think I progressed immensely with it.”

The electrical piece of the project also posed challenges. But



*EHOVE Career Center student Charlie Collas welds a part for the NASA mobile solar power plant. EHOVE students worked on the project at the career center and NASA’s Glenn Research Center.*

those challenges only served to expand students’ knowledge and skills.

“We do some solar in our curriculum, but not to the scale of this project,” Oeder said. “The two students I brought here today worked quite a bit on the trailer. They came into the project with a very limited knowledge of solar power systems and, at this point, both of them have a pretty good understanding of how this thing should go together.”

Those two students, seniors **Jeremy Schafer** and **Bryan Hickey**, were part of a team that installed most of the electrical system to get it ready to connect to the solar panels. Electrical equipment included a conversion system, extensive wiring, a battery charge controller, fuse boxes and an insulated cabinet to house the components and protect them from the elements. One problem they had to solve was how to put everything together without any design plans.

“One of the biggest challenges was that we didn’t have any drawings for our trailer,” said Schafer, who will attend Terra Community College in the fall. “We just went by looking at the one-kilowatt trailer and what the NASA staff told us. We had to use a kind of reverse engineering.”

Hickey, who plans to study electrical engineering at the University of Toledo, has been working as an intern at Plum Brook Station since December.

“I’m working with one of their engineers on some smaller projects,” Hickey said. “One of those was to design and build a small model rocket launch control system.”

Colozza described the trailer as a “test bed system,” which means it can be modified for different purposes. One use he anticipates for it is to power a spacecraft system design project at the Johnson Space Center. And now that the Glenn facility has two mobile solar plants, the one-kilowatt and three-kilowatt systems can be used in tandem.

“There’s a NASA grid project that’s probably going to want to take a look at this since we have two trailers now,” Colozza said. “We could try to build our own little AC (alternating current) network between them and start simulating what you would do on the lunar surface if you had multiple power systems.”

In August, EHOVE and NASA staff members will take the solar trailer to Boston for Fab11, the 11th annual International Fab Lab Conference at the Massachusetts Institute of Technology (MIT). The trailer will help power some projects conducted by **Cleveland Municipal Schools’ MC<sup>2</sup> Stem High School’s** Fab Lab trailer team. Fab Lab is the educational outreach component of MIT’s Center for Bits and Atoms, and an extension of its research into digital fabrication and computation. It provides a platform for learning, innovating creating, mentoring and inventing.



*EHOVE Career Center student Charlie Collas, left, and instructor Dan Langdon inspect a part Collas just welded. EHOVE students had to earn a NASA certification in aluminum welding prior to working on the power plant project.*

NASA has a history of reaching out to schools and communities. The agency collaborates with schools and other organizations on projects and has a speakers' bureau of experts who deliver presentations on a variety of topics.

"We're responsible for a six-state region here at Glenn, so we have various projects going on," said **Darlene Walker**, STEM engagement and education professional development manager. "In a couple of weeks we're going to bring 190 interns here to work in various areas. We also have a partnership with Cleveland Municipal Schools' MC<sup>2</sup> Stem High School, as well as with the **Cleveland Heights-University Heights [City school]** district. One of our strategic goals is to share NASA and our unique assets with the community. And specifically in education — we're trying to reach 1 million students through STEM engagement."

The EHOVE students are glad they had the opportunity to be among those 1 million. They had the unique experience of working with NASA technicians, acquiring new, top-flight skills and gaining valuable real-world experience that will help launch their careers.

"I really enjoyed working here; it was a great opportunity," Tomblin said. "The knowledge I gained from this is very rewarding. And now I can say I helped NASA with a project, which will look great on my résumé."

"I really like that what we worked on actually could become

a big project," Schafer said, "and it was a great experience working with NASA. I hope to see the trailer out in use someday and be able to say I helped build that."

The students weren't the only ones who found working on the project rewarding. The feeling was mutual for their teachers and NASA staff.

"It's satisfying to see the sense of pride these kids have, knowing their welds are on par with what the NASA techs are doing," Langdon said. "And the experiences that they get out of something like this, things they might see when they're successful later in life, the interviews and meetings with higher-ups. Those things prepare them to, not necessarily be a welder for the rest of their lives, but to move up in management and develop other skills in the professional world."

"It's rewarding to know that these students will go on to touch others as a result of their experience here and it will spread and make a difference that way," Tolbert said. "When they look back on these years, they'll say 'Wow, I did work like this with NASA.' That's the most important thing — it's going to make a difference in their lives and that's what we really want." ■

*Editor's note:* To view a brief EHOVE-produced video on the solar project, visit <http://links.ohioschoolboards.org/99076>. The video features students working on the solar trailer as well as interviews with NASA staff and EHOVE teachers and students.





# The evolution of Ohio career-technical education

## CTE goes from 'vocational' to high-tech and beyond

*Christine Gardner, executive director, Ohio Association for Career and Technical Education*

It's OK that many people still refer to career-technical education as "vocational education," as long as they understand that it has changed and evolved since its creation many, many years ago, said **Dan Coffman**, Ohio Association for Career and Technical Education president and director of the **Mid-East Career and Technology Centers (CTC)** in Zanesville.

Mid-East CTC is part of a statewide network of 91 career-technical planning districts that make sure every student in Ohio has access to career-technical education (CTE). This includes 49 career centers — still referred to as joint vocational school districts, or JVSDs, in legislation — and 42 comprehensive/compact districts.

The 91 career-technical planning districts deliver CTE to approximately 20% of the state's high school students, mainly juniors and seniors, whether it is through a career

center, comprehensive high school or compact agreement. CTE must ensure students meet academic requirements as well as deliver programs that lead directly to employment or prepare students for success in postsecondary education.

In recent years, the student population enrolled in CTE programs has changed drastically. In the 1970s and '80s, the common perception was that vocational education was an alternative for students not planning to go to college. Now, more than half of CTE graduates enroll in some form of higher education, according to Ohio Department of Education (ODE) statistics.

"We serve a very diverse student body, which has changed a lot in recent years," Coffman said. "I have had students in the career center who are the star quarterback on their football team or valedictorian at their home school, as well as students on individual education plans because of a disability." (ODE reports that one in five students enrolled in CTE programs has a disability.)

While serving a diverse student population has its challenges, it is what makes CTE part of a growing movement that recognizes and celebrates each student's potential. Through Mid-East's program, Coffman said, he has seen students gain confidence and increase their self-esteem because they are able to excel in courses that build on their natural talents, abilities and interests. Increased emphasis on middle skills — those occupations requiring more than a traditional high school education, but less than a college degree — also has focused more attention on CTE.

Ohio's CTE system — recognized as one of the best in the country — has constantly reacted to changing shifts and demands in the economy and society. (See "Career-



*Students practice working on powerline equipment in Tri-County Career Center's Powerline Technology Program. The program helps students land good-paying jobs after high school.*



tech education has long history in Ohio” on page 21.) It has grown from providing three instructional programs at its inception to offering today’s students educational opportunities in 15 career fields:

- agricultural and environmental systems;
- arts and communication;
- business administration;
- construction technologies;
- education and training;
- engineering and science technologies;
- finance;
- health science;
- hospitality and tourism;
- human services;
- information technology;
- law and public safety;
- manufacturing;
- marketing;
- transportation systems.

In addition, CTE encompasses family and consumer sciences, programs that teach students important skills for future success in life and career-based intervention, designed to keep students at risk of dropping out of high school engaged in their education.

To best serve their local communities, business and industry, each CTE program is chosen based on local needs so that students have the option of employment upon high school graduation as well as continuing their education. Many programs include internships with local businesses that lead to future employment after graduation.

Not all career-technical programs are offered at every school, which reflects the needs of the local economy. In fact, many programs may be unique to the community. For example, Mid-East CTC offers a powerline program that trains students for good-paying jobs with American Electric Power Co. Inc. (AEP).

“It’s real-world experience for the students,” Coffman said. “Our ‘classroom’ consists of telephone poles and young men and women actually learning what it takes to be successful, and AEP provides guidance on the actual skills they want their employees to have.”

Other career-technical programs also incorporate advisory boards composed of professionals in different fields or representatives from local business and companies who provide guidance on the skills and knowledge students need to be successful.

Because many CTE programs culminate with students attaining a professional license or other credential, recent legislation acknowledges the rigor of CTE. Beginning in 2018, a graduation pathway that recognizes credential



*Knox County Career Center students demonstrate procedures learned in the Health Technology program.*

or license attainment will be available to career-technical students. They still must fulfill all of the academic requirements of the other two graduation pathways, so it will not be an “easier” route to a diploma.

“The CTE graduation pathway is probably the most difficult to attain,” Coffman said. He bases his opinion on the tests students must pass and the skills they must demonstrate to obtain a certificate, credential or license in their chosen fields. He said many instructors help their students through the process of obtaining credentials before they graduate to help prepare them for the workforce or further education, and the new graduation pathway recognizes this accomplishment.

CTE recently has been expanded to the middle grades to expose students to career options earlier in the education process and allow them to explore the opportunities it presents. Career advising is key to students at this age to help them begin thinking about their education. It also helps them realize that their career path begins now and not after high school graduation. Incorporating CTE programs in the middle grades brings students hands-on interactive learning, which has been the cornerstone of CTE since its inception. For more on the CTE expansion, see “Management Insights” on page 6.

Many career-technical programs have had long-standing relationships with their local community colleges, encouraging high school students to obtain college credit through their CTE courses. The new College Credit Plus program can make college credits earned transferable to more than just students’ local community colleges, giving them more incentive to earn credits while in high school.

Although CTE remains a “program of choice” for high school students, it has grown to serve and support the



educational goals and aspirations of students in many different career fields, not just the original vocational programs initiated to serve a small student population. It also feeds Ohio's need for a skilled workforce.

That's a good thing, Coffman said. "Continually changing, growing and evolving to focus on student success in high school and after — that's what CTE is all about." ■

## Career-tech dreams: one student working toward becoming a chef, another a surgeon

There are thousands of success stories coming out of Ohio's career-technical schools each year. Following are profiles of two of those successes.

In addition to being highly successful in their chosen fields, both students were selected from among 250 applicants to receive the Ohio Association for Career and Technical Education's 2015 Darrell Parks Student Scholarship. Each year, the association awards up to two of the scholarships, which provide \$1,000 toward continuing career-technical graduates' education.

### Joshua Blochowski, Penta Career Center

Prior to attending Penta Career Center, Blochowski was a student at a private college preparatory high school where his father teaches. Although his tuition was free and he was on track to graduate from a well-known school, Blochowski was unhappy because he had always wanted to become a chef.

After transferring to Penta, his academic classes had new meaning since he was able to apply them to his love for culinary arts. Blochowski has since learned what it takes to become a top-notch chef. He mastered the basics and is now applying more advanced cooking techniques and making them his own by putting a new spin on his dishes. He also has learned to manage the many aspects of running a restaurant.

Blochowski said Penta gave him the confidence he needed to participate in regional culinary competitions. In 2014, he entered his first statewide event: the National Restaurant Association Educational Foundation's ProStart competition.

He began preparing for the competition six months in advance. As the team's leader, he arrived at school as early as 5:30 a.m. to prep and stayed late in the evening to practice. He and his team's hard work paid off as they went on to place second in the state.

Earlier this year, he won a culinary arts gold medal while taking first place at the 2015 SkillsUSA Ohio Championships in Columbus.



Joshua Blochowski

That qualified him for the National SkillsUSA Championships this summer in Louisville, Ky.

Blochowski plans to attend the Culinary Institute of America and graduate with a bachelor's degree in culinary science. He ultimately wants to become a professional chef, own a restaurant and design products for the culinary industry.

### Mackenzie Slicker, Massillon City's Washington High School

Slicker knew she wanted to be a part of Washington High School's Exercise Science/Sports Medicine program. But when she was a freshman, she wasn't getting the grades she needed to qualify.

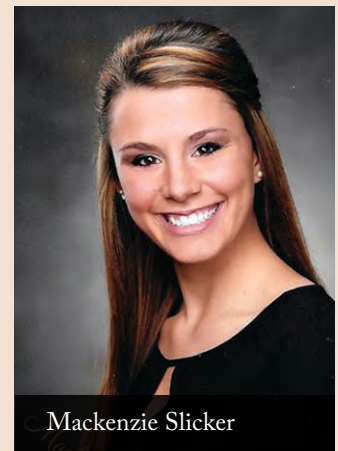
After realizing this, Slicker found the drive to do well in all of her academic classes.

After being accepted into the program as a sophomore, she earned her first 4.0 GPA and continued to maintain or exceed that level of performance throughout high school. Her example is now the success story her instructor Brian Sifferlin uses to encourage sophomore option students to turn their grades around and follow their passion.

While in the Exercise Science/Sports Medicine program, Slicker observed surgeries at Aultman Hospital in Canton during the summer. She also shadowed a therapist at Aultman as well as staff at Canton's Mercy Medical Center. In addition to her 60 hours of hospital experience, she spent 120 hours shadowing athletic trainers at high school football games and practices.

Because of Slicker's passion and achievements in her field of choice and academics, she was accepted to Miami University in Oxford, Ohio, where she plans to study biochemistry. After obtaining her bachelor's degree, she plans to enter medical school to become an orthopedic surgeon specializing in sports medicine.

*Editor's note:* Career-tech teachers are urged to encourage their students to apply for the 2016 Darrell Parks Student Scholarship program. Check for details in the fall on the Ohio Association for Career and Technical Education website, <http://ohioacte.org>.



Mackenzie Slicker



# Career-tech education has long history in Ohio

*Christine Gardner, executive director, Ohio Association for Career and Technical Education*

**T**he Industrial Revolution, which started around 1760, created a turning point in education. The cultural shift it caused meant goods were no longer created one at a time, made at home or manufactured by skilled craftsman.

As a result, children no longer learned a craft or trade from their parents and factory-made, massed-produced goods became more common. As the demand for goods rose, workplace needs grew as well.

In 1870, the Ohio Agricultural and Mechanical College was founded in Columbus. It began accepting students in 1873, and in 1878 became Ohio State University.

In 1917, Ohio's General Assembly passed the Ohio Acceptance Act and completed its plan for vocational education. The plan called for supervisors in three instructional programs: trade and industrial, vocational agriculture and home economics.

Veterans training became the focus of vocational education from 1945-1956. Programs provided skills training to returning veterans and expanded offerings for youth and other adults.

The Federal Vocational Education Act of 1963 sought to solve the problem of unemployment and underemployment among the nation's youth, as well as address a critical shortage of skilled and technical workers. Ohio was one of the first states in the nation to make vocational education accessible to all students.

Vocational education grew rapidly from 1963 to 1983. Since then, efforts have focused on improving and modifying programs in response to workforce needs and teaching students the attributes necessary for success.

In 2006, the name was officially changed from vocational education to career and technical education with the

passage of the 2006 Carl D. Perkins Career and Technical Education Improvement Act of 2006. For more on the this legislation, see "Thank you, Mr. Perkins, for the legacy you left behind" on page 25.

*Ohio was one of the first states in the nation to make vocational education accessible to all students.*

Today, Ohio career-technical education is delivered through:

- 91 career-technical planning districts that cover every part of the state;
- 49 joint vocational school and 42 comprehensive/compact districts;
- a network of Ohio Technical Centers serving adults.

Current initiatives include expanding career-technical education to middle grades; a renewed focus on career exploration and opportunities; and a new graduation pathway that recognizes the rigors of career-technical education that enable students to earn a professional credential or license.

More than 120,000 students are enrolled in career-technical education programs, the majority of them high school juniors and seniors. These students' graduation and placement rates are impressive. According to the 2013 data from the Ohio Department of Education (ODE), 98.7% graduated from high school; 85.6% went on to college or joined the military or workforce; 62% enrolled in college or advanced training; and 50% enrolled in college. ■

*Editor's note:* Sources for this article include *A History of Vocational and Career Education in Ohio: 1828-2000* by **Byrl R. Shoemaker** and **Darrell L. Parks**, and the ODE Office of Career-Technical Education.



# Ohio schools, business work to revitalize manufacturing



Guests at a Honda North America Inc. workforce development event take a look inside one of the mobile manufacturing labs that are part of a \$1 million Honda initiative to spur interest in and provide training for manufacturing careers.

## Career-tech, industry collaborate to fill jobs gap

*Kelsey Webb, communications coordinator, Ohio Hi-Point Career Center*

The manufacturing industry is struggling with the steep decline in available talent. More than 2 million of 3.5 million jobs will be left vacant in the coming years, according to Deloitte LLP and the Manufacturing Institute.

“Skills shortage” and “Manufacturing jobs go unfilled” have been recent headlines in local and national newspapers.

Industry leaders are looking for solutions. Career-technical education is part of that solution.

Career centers across Ohio, like the **Ohio Hi-Point Career Center** in Bellefontaine, provide hands-on, real-world career training for high school students in fields such as welding, engineering, health care, construction, multimedia marketing, electronics and manufacturing. Students have the opportunity

to earn industry certifications and college credit while enrolled in the programs.

The Ohio Hi-Point Career Center serves students from 14 partner school districts in Auglaize, Champaign, Hardin, Logan and Union counties. High school juniors and seniors participate in the career center’s 16 programs at the main campus in Bellefontaine, while nearly 30 career programs are available to students as early as the seventh and eighth grades at satellite locations in the center’s partner schools.

The relevancy of career centers relies on the partnerships forged between education and businesses to engage students in future careers. Industry advisers provide guidance to career centers by fusing the industry knowledge and skills required into the curriculum and equipment selection for each program lab.

### The skills gap

According to a study released by Deloitte and the Manufacturing Institute, the skills gap is widening as a result of an aging workforce; an estimated 2.5 million jobs will likely need to be filled due to retirements.

The skills gap also can be explained by a poll conducted by the Foundation of Fabricators & Manufacturers Association, which found that 52% of teenagers in the U.S. said they have no interest in a manufacturing career. Of that 52%, about two-thirds saw manufacturing as a “dirty, dangerous career that had little to no opportunity for growth or advancement.”

These stereotypes are not true of today’s manufacturing needs.

According to the Manufacturing Institute, the most needed traits are technology and computer skills, problem-solving skills, technical training and math skills. All are required to operate and maintain high-end robotics and machines, which must be maintained in a safe and spotless environment.

The skills gap also affects the U.S. economy. Deloitte and the Manufacturing Institute reported that every dollar spent in manufacturing adds \$1.37 to the U.S. economy, and every 100 jobs in manufacturing create an additional 250 jobs in other sectors.

Industry and career centers are working to educate the public about the changing world of manufacturing to combat the 2 million manufacturing jobs that are at risk of going unfilled because of the talent shortage.

### Answering the call

“Manufacturers need skilled workers right now, and we’re answering the call,” said Ohio Hi-Point Career Center Satellite Director **Debbie Wortman**.

In addition to Ohio Hi-Point’s electronics engineering and welding programs on the main campus, the career center is implementing three manufacturing programs for the 2016-17 school year at **Bellefontaine City**’s Bellefontaine High School in Logan County; **Triad Local**’s Triad High School and Middle School in Champaign County; and **Kenton City**’s Kenton High School and Middle School in Hardin County.

The manufacturing programs are not funded through state grants; therefore, the initial startup costs are absorbed through Ohio Hi-Point’s general fund money.

“Ohio Hi-Point has a limited budget, and it was either do one manufacturing program at a time over the course of many years, or do it on a shoestring budget and start sooner,” Wortman said. “The answer is clear as we’re putting in three manufacturing programs for the start of the next school year.”

Since the programs do not have state grants, the district, with

guidance from industry advisers, is buying the most crucial pieces of equipment first and will continue to add more each year. The advisers also heavily influence the curriculum.

The hands-on experience with equipment is so critical that several partner industries have expressed an interest in hosting internship programs during the students’ senior year.

Enrollment in the new programs looks strong, with more than 40 students enrolled in each program at Bellefontaine High School, Triad High School and Triad Middle School, as well as approximately 90 students at Kenton High School and 120 at Kenton Middle School.



*A student in Ohio Hi-Point Career Center’s welding program works on a hovercraft blueprint. Students in the program are building the hovercraft based on their own designs.*

In addition to developing future students, Ohio Hi-Point also is assisting adult workers in the district through the Business Resource Center and a partnership with Clark State Community College to provide the training and skills necessary to fill jobs.

“We’re changing the way we think and how we handle business,” said **Joel Staudter**, Ohio Hi-Point director of district operations and continuous improvement. “We’re becoming more efficient in our processes and we move faster to meet the demands of the industry.”

### Collaborating together

In addition to the internships, program advisory committees, school-to-work opportunities with local businesses and the collaboration between county chambers and workforce development taskforces, program curriculum continues to evolve to meet industry needs and impact student education.



Ohio Hi-Point is 30 miles from Honda operations that include five manufacturing plants and the Honda R&D Ohio Center.

In March, the company announced a \$1 million initiative to “create interest in manufacturing careers and provide educational and training opportunities to prepare the next generation workforce for high-tech positions in the manufacturing industry.”

The initiative, called EPIC, includes programs for middle school to community college students, as well as continuing educational programs for Honda associates.

According to Honda North America Inc., the EPIC program draws its name from the four key areas of the initiative:

- creating *enthusiasm* about manufacturing among middle school students;
- encouraging *passion* among high school students to harness the power of technology;
- promoting *innovative* instruction at two-year colleges;
- continuing *commitment* to further educational opportunities for Honda associates.



*Jeremy Kirkendale, an electronics engineering student at Ohio Hi-Point Career Center, works with NAO, an autonomous, programmable robot.*

**Scot McLemore**, Honda North America Inc. technical workforce development manager, is focused on creating a talent pool from the EPIC program.

“We’d like to see a pipeline of talent fill up for the manufacturing business, not just at Honda,” McLemore said. “As the industry continues to have advanced automation and technology, we need those skills and knowledge in our operations plan. Everybody in the industry wants to see the numbers increase and see new and fresh ideas about how to implement and maintain that technology.”

Honda partnered with Ohio Hi-Point, **Marysville EV’s** Marysville High School and Columbus State Community

College to open the Marysville Early College STEM School in Union County in August 2014. The STEM school was made possible through a state Straight A Fund grant and is an option for students in grades nine through 12.

Honda also sits on the advisory committees for Ohio Hi-Point’s new manufacturing programs, working with local manufacturers to instill advanced automation curriculum and equipment into program development.

Honda piloted a work-study program with Columbus State Community College this year. Students work at Honda three days a week and take classes for two days. Honda is now working with the Ohio Board of Regents to facilitate discussions with other colleges to allow students to build technical skills while earning a paycheck and a degree.

The partnerships created through education and industry are only the beginning.

### **Educating families**

The first step, Wortman said, is connecting with parents and students. “We need to get in front of parents since they are a large factor in the decision-making process. Manufacturing isn’t what it used to be. It’s high-tech, clean with the most advanced form of technology and robotics being used to create products. It’s a solid career choice for their child with very little debt.”

McLemore added, “Not only do we need to engage students in the classroom, but also engage them in a future career choice. These students can gain hands-on experience, have an internship at a business and begin working full time or continue on to earn a two-year degree through work-study programs.”

In 2013, an average manufacturing employee in the U.S. earned about \$77,000, nearly 20% higher than what an average worker earned in other industries. In a survey conducted by Deloitte and the Manufacturing Institute, manufacturing companies stated they are willing to pay more than current market rates to hire talent and retain workers to lessen the skills gap.

“We hope this will change the conversation at the dinner table for parents about what pathway their child is going to take,” McLemore said.

Coupled with hands-on experience, Summer STEM Techie camps and mobile labs visiting area schools and communities, education and industry hope to open the eyes of middle school students, high school students and parents to the advancing world of manufacturing.

The efforts of all the state’s career centers and business and industry leaders contribute to the success of the job market and economy. The foundation has been set and the opportunities to intertwine business and education will only continue to grow. ■



# Thank you, Mr. Perkins, for the legacy you left behind

## *U.S. rep made 21st century career-tech possible*

*Dr. Paul R. Lockwood II, board member, North Point ESC, EHOVE Career Center; treasurer, Gibsonburg EV*

**C**arl D. Perkins began his career in the U.S. House of Representatives in 1949 as a representative of the 7<sup>th</sup> District of Kentucky. He was re-elected 17 times and served until his death in 1984.

Perkins wanted to see students better prepared for the world of work. He recognized that career and technical education could provide this springboard, and he championed this cause throughout his political career.

The Carl D. Perkins Vocational and Technical Education Act, named in his honor, was first authorized by the federal government in 1984 and has continued to be reauthorized by Congress. Its purpose was to increase the quality of technical education in the U.S. in order to help the economy.

On Aug. 12, 2006, President **George W. Bush** signed into law the reauthorization of the Perkins Act. The new law changed the term “vocational education” to our present recognition of “career and technical education.”

The new law provides for programs of study linking academic and technical content across secondary and postsecondary education, and strengthens local accountability provisions to ensure continuous program improvements.

The Perkins Act is the principal source for innovation and program improvements. It funnels almost \$1.3 billion annually across 50 states to support career-tech education.

The states, in turn, allocate funds by formula to secondary school districts and postsecondary institutions. States control the split in funds between the secondary and postsecondary levels. States must distribute at least 85% of the basic grant funds to local programs using either the needs-based

formula included in the law or an alternative formula that targets resources to disadvantaged schools and students.

A separate grant for tech-prep also is available to consortia of secondary and postsecondary partners that develop articulated pathways.

The Perkins Act is set to expire in 2016. Ohio annually receives \$40-\$50 million for its allocation of the Perkins Act. The Ohio Department of Education Office of Career-Technical Education and the Ohio Board of Regents Department of Economic Advancement monitor the Perkins grant. These agencies work collaboratively to ensure that local grant recipients receive the technical assistance needed for program implementation and improvement.

The formula used in Ohio provides 80% of the funds to secondary programs and 20% to adult and postsecondary institutions. For example, in fiscal year 2015, Cuyahoga Community College was allocated \$687,055; Columbus State Community College \$358,117; Cincinnati State Technical and Community College \$228,338; Hocking Technical College \$204,769; and University of Toledo/Terra Community College Consortium \$84,070.

Our secondary, adult and postsecondary career and technical schools have become very dependent on this funding. It is their primary source for the creation of the new and exciting programs being developed. In today’s fast paced world of technology, innovation is key.

Without the foresight, dedication and determination of Rep. Carl D. Perkins, we would not have been able to move into the 21<sup>st</sup> century in career and technical education. Thank you Mr. Perkins. ■



# Updates greatly enhance online payment program

*Amanda Finney, senior marketing coordinator*

**M**any schools are finding that online fee collection streamlines payments, improves cash flow, reduces the likelihood of lost payments and saves time for office administrators. Parents and school administrators alike benefit from online payment programs because they are easy to use and provide the opportunity to pay student fees at any time.

OSBA's endorsed online payment program, PayForIt, makes life easier for both school districts and parents. For districts, it offers a secure online payment program that simplifies payment, collection and balancing of school funds. For parents, it provides convenient online access to pay for school-related fees and manage their students' funds.

Based on customer feedback, PayForIt is taking online payment to even greater levels by offering online registration, ticketing and form submission. PayForIt recently purchased a central Ohio firm, Local Level Events, to help expand and enhance its services.

## How the process works

When a form, reservation, check or cash is needed for an event, the new Local Level Events program automates the process. This means your district's paper forms and current fee collection process can be customized and placed online for ticketing, registration and payment.

Purchases are made on the school district's website — via a Web address or QR code — making it easy for parents and the community to find. The district can customize disclaimers on purchases if a specific message needs to be conveyed. For example, students may need to check

a box agreeing to follow school dance rules before buying a dance ticket.

Once the purchase is complete, the treasurer's office can download a report that includes all transaction information. Data is exported into a self-populated Microsoft Excel document for the administrative office. The ticket and registration information are sent to the buyer's email box or smartphone that works with any QR code scanner. Districts do not need to buy any special equipment since purchases and registration are made entirely online.

Another benefit is that the district can set levels of staff access to the system for adding events, updating information and accessing funds. For example, a high school soccer coach could have access to only his or her team's emergency forms, T-shirt orders and attendance records. The coach no longer would need to collect cash from players or carry a large binder full of forms. The forms could easily be accessed on an iPad or other device, reducing the likelihood of losing important paperwork.

## How the program is used

**Online ticketing** — The program can provide online event ticketing. For example, a district can sell season football tickets online to students, parents and community members. The online system also allows the district to upload stadium maps and customized reserved seating options, enabling patrons to choose their seats and pay for their purchase.

**Authorization forms** — Parents can go online to submit signed parent authorization forms for events such as field trips or school outings.

**Attendance and student tracking** — Field trip chaperones can use QR codes to scan students for safety and attendance purposes during a school field trip, away sporting events, camps or other school outings. The program also can track students during important testing.

**QR code registration** — Some districts have been creative by allowing students to wear T-shirts with QR codes to allow other students, parents and the community to directly register for a school event. For example, students in a drama club have worn shirts with a registration code for an upcoming school play, giving anyone they meet access to the QR code. Districts are seeing engagement increase at all levels because of student involvement and online registration and ticketing.

**Cafeteria point of sale systems** — The program integrates with all three statewide student information systems and includes a time clock module for checking in and out. Schools also are using the program as an option for school nurses to track student medication and refills.

## Cost of the program

The additional cost of using the program can be absorbed by adding a small convenience fee to online purchases. For example, if the cost to buy a school T-shirt online was previously \$8, the new price could be set to \$9 to build in any extra charges.

For further information or to see firsthand how the program works, contact **Bob Reolfi**, PayForIt sales manager, at (800) 669-0792. ■



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# A tradition 60 years in the making



*Dr. Adam Sáenz, left, greets William Green, Northwest Ohio ESC and Penta Career Center, during his book signing following his presentation at the first General Session at the 2014 Capital Conference.*

## **Plans under way for the 2015 OSBA Capital Conference and Trade Show**

*Angela Penquite, assistant editor*

**S**ixty years ago, an enduring tradition was born. More than 2,000 school board members, administrators and guests from across the state came to Franklin County Veterans Memorial Auditorium in Columbus in November to participate in high-quality professional development and network and share best practices among their districts.

Fast forward to Nov. 8-11, 2015, when nearly 10,000 board

members, administrators, district staff and guests will meet at the Greater Columbus Convention Center for the 2015 OSBA Capital Conference and Trade Show. Although years have passed, the core of the conference remains the same: to provide high-quality professional development to help Ohio's students succeed.

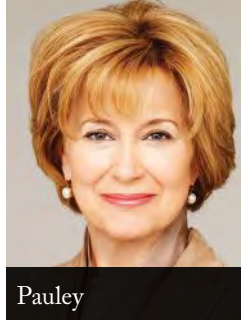
“Leadership for Learning” captures the essence of the



Melvin



Chen



Pauley



Turner



Muñoz

conference, both in 1956 and in 2015. The 60th annual conference centers on learning sessions that prepare school district management teams for the ever-changing issues surrounding education. The Sunday-through-Wednesday event features outstanding keynote speakers, more than 150 learning sessions and many ways for attendees to build their leadership skills to help their school districts elevate student achievement.

The ever-popular Student Achievement Fair is set for Tuesday, Nov. 10, from 11:30 a.m. to 3 p.m. Teachers and students from across Ohio will fill a large exhibition hall to share innovative programs that are increasing student achievement and preparing students for the future. A sampling of student achievement programs to be featured in the fair include student mentoring and tutoring programs, learning through music, Young Professionals Academy and Spaulding service learning project. The fair also features a student art exhibition and a performance by an entertainment group from each of OSBA's five regions, showing how Ohio students succeed on all levels.

In 1956, 148 trade exhibition booths were filled with manufacturers and distributors from 16 states, and the event was billed as “one of the biggest trade shows of school equipment, supplies and materials this side of Atlantic City.” In the last 60 years, the conference trade exhibition has grown to be the nation’s largest school board association trade show. The 2015 Trade Show will encompass nearly five acres under one roof and feature more than 550 booths with exhibitors from across the U.S.

Attendees can explore the Trade Show Monday, Nov. 9, from 11 a.m. to 5 p.m., and Tuesday, Nov. 10, from 10 a.m. to 4 p.m. Drawings will be held throughout the show to give attendees chances to win valuable prizes for their districts.

The tradition of an outstanding lineup of keynote speakers that will inspire, inform and enlighten attendees continues during the 2015 Capital Conference. The General Session speakers are:

- Nov. 9: **Leland Melvin**, a former space shuttle astronaut who served as NASA’s associate administrator for education. After injuries ended his football career, Melvin used his chemistry degree to land a position at NASA in

the Nondestructive Evaluation Sciences Branch. As a NASA astronaut, he flew two missions on the Space Shuttle Atlantis before working as NASA’s associate administrator for education. He also served as the co-chair of the White House Federal Coordination in Science, Technology, Engineering and Mathematics (STEM) Education Task Force, developing the nation’s five-year STEM education plan.

Currently the host of the TV series “Child Genius,” Melvin works to inspire the next generation of explorers to pursue science, technology, engineering, art and mathematics (STEAM) careers.

- Nov. 10: Dr. **Milton Chen**, a leading figure in educational media. As executive director of The George Lucas Educational Foundation (GLEF), he led its mission of gathering and disseminating the most innovative models of K-12 teaching and learning in the digital age. A nonprofit foundation, GLEF shares new vision through its multimedia website **Edutopia.org**, award-winning magazine, *Edutopia: The New World of Learning*, and documentary films.

Prior to joining GLEF, Chen was the founding director of the KQED Center for Education and Lifelong Learning in San Francisco, managing the PBS station’s Web content and the delivery of educational services for teachers, parents and community groups. He has been a director of research at the Children’s Television Workshop in New York and an assistant professor at the Harvard Graduate School of Education.

- Nov. 11: **Jane Pauley**, an award-winning broadcast journalist. A familiar face on morning, daytime and prime-time television, she joined CBS’ “Sunday Morning” in 2014. Pauley began her network career as co-host of “TODAY” for 13 years, anchored “Dateline NBC” for more than a decade and hosted her own daytime program, “The Jane Pauley Show.” She also has written two *New York Times* best-selling books: a memoir, *Skywriting: A Life Out of the Blue*, and *Your Life Calling: Reimagining the Rest of Your Life*, based on her award-winning series on “TODAY” about people 50 and older starting different careers, learning new skills, making a difference or pursuing their dreams.

The General Sessions also will shine a spotlight on outstanding student entertainment groups; recognize Ohio’s



top school board members, administrators, educators and support staff; and welcome special guests.

The Early Bird Workshop on Nov. 8 will be an interactive leadership forum led by Apple Inc. During the workshop, school leaders will explore new ideas, tools and resources for creating a dynamic digital learning environment where today's students can thrive. Attendees will:

- network and explore ideas with other thought leaders;
- work directly with those who are on the forefront of change and innovation;
- learn about a framework for creating a successful one-to-one learning environment based on best practices from schools and districts worldwide;
- hear about connections to college and career readiness, College Ready Ohio and other curriculum initiatives;
- discover new ideas and experiences, tangible implementation resources and new connections to a community of peers who share a common purpose.

Another Nov. 8 highlight will be the annual OSBA Black Caucus Dinner. The event runs from 6 p.m. to 9 p.m. and is open to all attendees. The keynote speaker will be **Nina Turner**, a former state senator. During her career in public service, she has made it her mission to empower individuals, institutions and communities. In 2008, she was appointed to the vacant 25th District Ohio Senate seat. She served as

a legislator until 2014, championing innovative solutions to critical challenges. She was at the forefront of the campaign to reform Cuyahoga County's government into a transparent and accountable institution and sponsored legislation that laid the groundwork for the transformation of the **Cleveland Municipal School District**.

Turner currently is a professor of history at Cuyahoga Community College. She also is chair of political engagement at the Ohio Democratic Party and co-chair of Gov. **John R. Kasich's** Task Force on Community and Police Relations.

OSBA hosts two luncheons each year on Monday and Tuesday of conference week. The Monday, Nov. 9 luncheon will feature a Collaboration Connection. During this lunch-and-learn, facilitated small-table discussions will allow for learning and sharing and lead to a deeper understanding in areas of interest or concern. Topics will include effectively communicating with your community; charter schools, home schooling and related issues; board roles and relations; levy strategies; safety and security issues; effectively using technology in schools; shared services; school cafeteria programs; promising education practices; school transportation issues; and critical issues in your district.

The Tuesday, Nov. 10, Conference Luncheon speaker is former Cincinnati Bengals star **Anthony Muñoz**. Selected by the Bengals in the first round of the NFL draft in 1980, the offensive lineman went on to become a standout, both on and off the field. During his 13-year career with the Bengals, Muñoz played in two Super Bowls, was named Offensive Lineman of the Year eight times, made 11 Pro Bowl appearances and was one of the greatest offensive linemen in NFL history.

Since leaving football, Muñoz has given back to his community through work with youth groups and charitable initiatives. In 2002, he created the Cincinnati-based Anthony Muñoz Foundation, which works to educate, promote and recognize youth in the Cincinnati tri-state area who excel and reaches out to help those who are struggling.

Another enduring conference tradition is the value it offers attendees. OSBA again is offering a special school district group registration rate that, in effect, reduces the per-person cost once more than six individuals are registered. Single registration is \$275. Group registration — more than six people from a member school district — is a flat fee of \$1,700; there is no charge beyond that for an unlimited number of additional registrants. That means the more people a district registers, the lower the per-person rate. Details will be included in registration packets to be mailed in mid-July.

For more information about the Capital Conference, visit <http://conference.ohioschoolboards.org> or contact OSBA at (614) 540-4000. ■



*Student achievement is showcased during the OSBA Capital Conference, with performances before the General Sessions and student projects on display in the Student Achievement Fair.*



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# Board members learn, network at 2015 BLI

► *Public Finance Resources Inc. Consultant Matt Bunting discusses financial readiness for board members.*

▼ *OSBA Deputy Director of School Board Services Cheryl W. Ryan answers questions following her Board Leadership Institute (BLI) presentation.*



▲ *OSBA President Ed Penrod, center, invites OSBA President-elect Eric K. Germann and OSBA Immediate Past President Susie Lawson — as well as all Ohio school board members — to stand up for public education.*

► *Attendees share a laugh during a BLI session. Visit OSBA's Flickr page at <http://links.ohioschoolboards.org/48317> to view more photos from BLI.*







◀ Attendees review the BLI agenda before the Opening General Session. The two-day event, held May 1-2, featured 18 breakout sessions led by leading experts.

◀◀ OSBA President Ed Penrod, center rear, congratulates BLI graduates, from left, Rick Foster, David McFarland and Kathleen Stacy, all from Manchester Local (Adams).

▼ During the Closing Luncheon, Ohio Sen. Peggy Lehner (R-Kettering) encourages attendees to communicate with their legislators.



▲ School board members network before the Opening General Session. An article covering the Board Leadership Institute appears in the June 8 OSBA Briefcase.

◀ Battelle for Kids Executive Director Dr. James Mahoney uses a rope to explain how to untie the knots of assessments.





# The unintended impact of report cards on levy success

## Study: flawed perceptions hurt Ohio schools on the ballot

Vladimir Kogan, Stéphane Lavertu and Zachary Peskowitz, Ohio State University

Over the past two decades, state and federal education policy has increasingly focused on accountability — measuring student performance and requiring school districts to implement reforms when achievement falls short. One key mechanism for holding educators accountable is the public dissemination of information on student achievement

through official school report cards. Ohio has published annual report card ratings for local schools and districts since the early 2000s.

The argument for report cards seems simple enough: With timely information on student performance, school and district personnel can identify struggling student subgroups and areas for improvement, and parents can make more informed decisions about their children’s education. Yet, as we show in a new study examining Ohio, report cards can have perverse consequences on community perceptions of local schools.

Consider one recent example from New York City. For many years, New York issued annual report cards assigning each of its public schools a grade ranging from A to F, reflecting the achievement of students attending them.

In 2009, however, New York’s education chancellor decided the report cards needed a shake-up, because 97% of the city’s schools were receiving an A or B. The following year, the city raised its education standards and some schools received lower grades. Subsequent surveys of parents showed that these lower grades had a dramatic impact, reducing parents’ reported satisfaction with their local schools *even though student achievement in these same schools actually increased from the year before.*

Something similar happened in Florida. When the state changed its school rating system a few years ago, some schools received a lower grade. This reflected a change in measurement, not a decline in underlying student achievement. Yet once again, parents took notice and donations to schools receiving lower marks dropped significantly.

The experiences of these two states suggest that how performance information is presented on school report cards can influence the beliefs of residents about their local schools. This is news that many education reformers are likely to find disheartening. Unfortunately, these cases also suggest that local communities might respond to negative information about schools not by redoubling their efforts to improve student instruction, but rather by withdrawing their support.

This should be kept in mind by policymakers in Ohio. In our study, forthcoming in the *American Journal of Political Science*, we show that a flawed interpretation of report card information by Ohio voters appears to have undermined the state’s public schools by making it harder for some school districts to raise local revenues.

In particular, our study focused on the impact of the 2001 No Child Left Behind Act’s (NCLB) school and district performance metrics. The law had two



### RESEARCH SPOTLIGHT

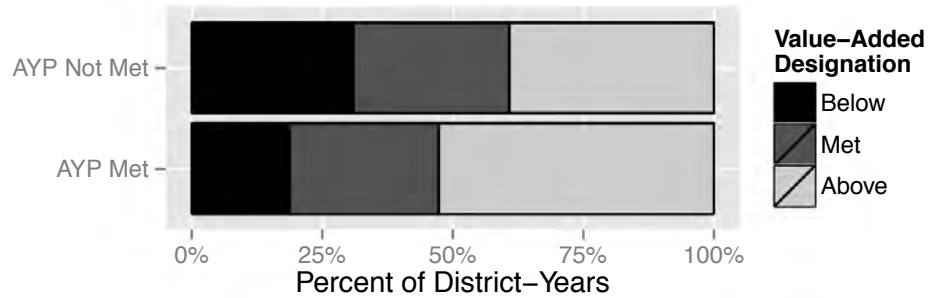
#### An in-depth look at what works in public education

This article is part of an OSBA initiative designed to share 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 dedicated a page on its website to serve as a research repository for members at <http://links.ohioschoolboards.org/66017>. For more information about this initiative, contact Gary Motz, OSBA senior editorial manager, at (614) 540-4000 or [gmotz@ohioschoolboards.org](mailto:gmotz@ohioschoolboards.org).

goals — to increase overall academic achievement among U.S. students and to close the achievement gap between high-achieving and struggling students.

It required all students to be proficient in math and reading by 2014 and for schools to make “adequate yearly progress” (AYP) toward this goal. If schools failed to make AYP for at least two years, the law imposed a series of escalating sanctions, ranging from allowing students to transfer to better-performing schools to requiring major school restructuring, such as replacing the principal and a majority of teachers.

Although much of the focus has been on these sanctions, NCLB’s annual AYP designations were widely disseminated by the media and appeared on Ohio’s annual report cards. In our study, we analyzed every school district levy election from 2003 to 2012 to see if a district’s AYP status affected the willingness of voters to fund their local schools.



*In Ohio, the study showed that 70% of school districts deemed to be “failing” by the federal government were actually average or above average in terms of how much their students were learning.*

Our results showed overwhelmingly that it did: School districts receiving a negative AYP designation were about 10% less likely to pass a school tax levy. This also was true within school districts over time. In years when a school district made AYP, it had an easier time passing levies than in years when it fell short.

In many cases, such over-time changes in district AYP status were driven by seemingly arbitrary changes in how AYP

was calculated, as opposed to actual changes in how well districts educated students. That’s how we know that voters were responding to the federal indicator of school performance rather than the underlying student test scores that determined them.

Interestingly, these effects undermined the very intent of the federal law. The AYP calculation did not account for significant differences in knowledge

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among students before they ever set foot in a classroom. Poor and minority students begin school well behind their peers. Even when these students had effective teachers and attended excellent schools — learning more during the year than their wealthier peers — they often failed to reach the AYP performance benchmark.

In Ohio, we found that 70% of school districts deemed to be “failing” by the federal government were actually average or above average in terms of how much their students were learning (see chart on page 35). Their students were making significant gains, but not enough to receive a favorable AYP designation. Consequently, these districts suffered financially. Voters took account of the federal designation when voting on levies, but they did not appreciate its limitations.

Because school districts serving a larger number of disadvantaged students were most likely to receive negative AYP designations, the federal law appears to have undermined its purported goal of closing achievement gaps. Instead, AYP’s impact on levy outcomes starved districts of essential resources needed to educate low-achieving students.

Congress currently appears close to

reauthorizing the Elementary and Secondary Education Act, also known as NCLB, and it seems all but certain that the law will continue to require states to issue annual report cards. The findings of our study offer important lessons for policymakers, in Ohio and elsewhere, about how best to do so to avoid the unintended consequences our study identified.

*School districts receiving a negative AYP designation were about 10% less likely to pass a school tax levy.*

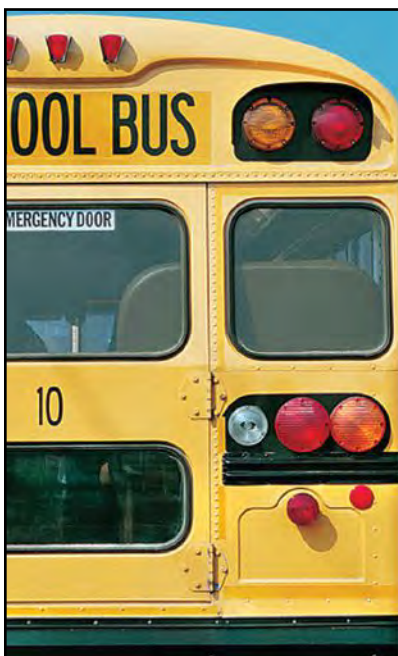
Those lessons include:

- Public education is inherently political. Local school board members must stand for election, and in states like Ohio, voters intervene directly to determine the revenues available to local schools. It is important to take into account the unintended political impacts of performance information when designing school report cards.

- Although there is strong evidence that high-quality teachers can have a real impact on their students, it is also true that much of the variation in student achievement is explained by factors beyond the control of local schools. After all, children spend a small fraction of their first 18 years in the classroom, and what they do in the summer, after school and on the weekends has a much bigger impact on their test scores than their local schools.
- If the goal is to provide parents and local voters with information about how local educators are doing, report cards should focus not on achievement *levels*, as NCLB did, but rather on student *growth*. Focusing on how performance changes over time puts attention on the portion of student achievement that is actually determined by the quality of their schools.
- It is important to understand how voters and parents process information, and to account for the systematic biases in their assessments. In our study, for example, we found that district designations have a much bigger impact on levies appearing on the November ballot, the elections that take place shortly after the yearly report cards are released. Over time, however, voters’ memories fade. Indeed, we found that after one year, voters seem to ignore the previous performance information.

Improving public schools is an important public policy goal. Indeed, it is necessary to ensure our long-term economic growth and national security. But it also is essential that we design accountability systems in a smart way, taking account of the unintended political consequences. ■

*About the authors:* Vladimir Kogan and Zachary Peskowitz are assistant professors at Ohio State University’s Department of Political Science. Stéphane Lavertu is an assistant professor at Ohio State’s Glenn College of Public Affairs.



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# OSBA Board Candidate Workshops and Webinar

If you wish to become one of Ohio's nearly 3,400 school board members, prepare yourself by attending one of OSBA's Board Candidate Workshops. Veteran staff of the association will serve as your workshop presenters. All sessions (except Sept. 12) run from 6 p.m.–9 p.m., with registration and buffet beginning at 5:30 p.m. The session on Sept. 12 runs from 9 a.m.–noon (registration begins at 8:30 a.m.).

Workshop and webinar registrants also will receive a Board Candidate Kit, which includes *Candidate: A practical guide to running for school board*; a subscription to the *OSBA Journal*, the premier bimonthly magazine for school board members; and a subscription to *Briefcase*, a semimonthly newsletter.

## What will I learn at the Board Candidate Workshop?

- school board powers and duties
- the most difficult things to learn about being a school board member
- campaign issues, including campaign finance
- board member ethics and behavior
- conflicts of interest
- compatibility of public offices and positions
- locally developed policies
- Ohio's Open Meeting Law

Time for a question-and-answer session is included.

## If you can't attend a workshop, view the webinar:

A Board Candidate Webinar will be held Wednesday, Sept. 30 from 1 p.m. to 2 p.m. This webinar can be purchased after Sept. 30 to view at your convenience. The webinar covers board roles and responsibilities and legal and campaign finance issues.

Mail registration to:

OSBA, 8050 N. High St., Suite 100, Columbus, OH 43235-6481

## 2015 OSBA Board Candidate Workshop and Webinar registration form

Please enclose check or credit card information to pay for workshop or webinar.

Name \_\_\_\_\_

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I am a candidate for the \_\_\_\_\_ Board of Education in \_\_\_\_\_ County.

- This is my first campaign for a board seat       I am running for re-election

Check the seminar you wish to attend. Space is limited. Reservations are accepted in the order received. Walk-in registrations are welcome on a space-available basis.

- Aug. 27 — NOMU, Rootstown, \$95       Sept. 10 — Ohio University Inn, Athens, \$95  
 Sept. 1 — Hilton Garden Inn Dayton South, Miamisburg, \$95       Sept. 12 — OSBA office, Columbus, \$95  
 Sept. 2 — Hilton Garden Inn, Findlay, \$95       Sept. 30 — Board Candidate webinar, \$50\*

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# Proud Products of Ohio Public Schools

Crystal Davis, editor

Who I am  
today began  
with **public  
education**

**STAND UP**  
FOR PUBLIC SCHOOLS

Ohio's public schools have much to be proud of, the proof of which can be seen in the scores of exceptional graduates who have gone on to become successful and make a real difference in the world. Year after year, Ohio public schools are among the best in the country, earning national recognition, landing on prestigious awards lists and showcasing best practices of efficiency and achievement.

Designed to raise awareness about the importance of public education and as part of OSBA's Stand Up for Public Schools statewide campaign, OSBA features Proud Products of Ohio Public Schools in this special section of the *Journal* each year. In this fifth annual installment, OSBA is proud to feature living examples that prove public schools are doing a great job preparing Ohio students for bright futures.

Proud Products of Ohio Public Schools highlights graduates who have achieved great success in their chosen fields — people like Mannheim Steamroller creator **Louis F. “Chip” Davis Jr.**; social entrepreneur **Helen verDuin Palit**; best-selling author and TV host **Daniel H. Pink**; Giant Eagle Professor **Joe William Trotter Jr.**; actor **Frederick Arthur “Rick” Scarry**; Walk The Moon guitarist **Eli Maiman**; and United Nations Foundation CEO **Kathy Fitchey Calvin**.

More Proud Products, including retired major league baseball pitcher **Timothy Wayne Belcher**; Massachusetts Institute of Technology Lincoln Laboratory Director Dr. **Eric D. Evans**; and family practice physician Dr. **Melissa Nau** are posted at [www.standupforOHpublicschools.org/proudproducts](http://www.standupforOHpublicschools.org/proudproducts).

In addition to Proud Products, the Stand Up for Public Schools website also features a compilation of public school success stories at [www.standupforohiublicschools.org/success-stories](http://www.standupforohiublicschools.org/success-stories). OSBA encourages districts to visit the page and submit stories, photos and videos showing all the good things going on in Ohio public schools.

The Proud Products profiled in the *Journal* and online are just a few examples of the many Ohio students who have used the foundation laid by public education to build extraordinary careers. ■

## Daniel H. Pink

Author and television host

### From Bexley City to best-selling author

Growing up in Bexley, **Daniel H. Pink** said his childhood was filled with “team sports, public libraries and sitcoms.” He graduated from **Bexley City’s** Bexley High School in 1982.

“Working on our school newspaper, *The Torch*, I learned how to write for a real audience of readers rather than for just one teacher,” Pink said. “The experience changed the way I thought about writing and is one reason I became a writer.”

From that public school foundation, Pink went on to reach the top of the writing world by penning three *New York Times* best-selling books: *Drive: The Surprising Truth About What Motivates Us*, *A Whole New Mind: Why Right-Brainers Will Rule the Future*, and *To Sell is Human: The Surprising Truth About Moving Others*. He has written five books on business and human behavior, which have been translated into 34 languages and sold more than 2 million copies worldwide.

Pink also is host and co-executive producer of “Crowd Control,” a TV series about human behavior that airs on the National Geographic Channel.

“Being able to reach a large audience in a fun way to talk about behavioral science,” Pink said, when asked to comment on the most rewarding part of working on “Crowd Control.” He also said he felt “lucky, grateful and relieved” when his first book became a best-seller.

After high school, Pink earned a bachelor of arts degree from Northwestern University, where he was a Truman Scholar and elected to Phi Beta Kappa. He later received a law degree from Yale Law School, where he served as editor-in-chief of *Yale Law & Policy Review*.

Deciding not to practice law, he went on to serve as an aide to U.S. Secretary of Labor **Robert Reich**, and from 1995 to 1997 was chief speechwriter for Vice President **Al Gore**. In 1997, he quit his job to go out on his own, an experience he described in the 1998 *Fast Company* magazine article, “Free Agent Nation,” which became the basis of his first book.

Pink now lives in Washington, D.C., with his wife and three children. He has a younger brother and sister who live in the New York area, yet he still has strong ties to his Bexley roots and pride in his hometown.

“My mother still lives in Columbus and my family and I do get back to visit her,” Pink said. And, in a tweet from Pink to a Columbus native he wrote, “Bexley High. All roads lead to central Ohio.”

### Education inspiration

“**Peg Zidonis**, the school’s newspaper adviser, gave students enormous autonomy to come up with story ideas and execute them as they saw fit. She ensured that it was a student paper — and that made it a better paper.”

### Giving back

“I serve on the Board of Directors of Big Picture Learning, a nonprofit that aims to bring innovative educational practices to struggling schools and low-income students.” ■



**“Inspiration is for amateurs. The rest of us just show up and get to work.”**

— Chuck Close,  
American painter and photographer



# Kathy Fitchey Calvin

President and CEO of the United Nations Foundation

## Oakwood City grad is rocking the world

Selected as one of *Newsweek's* 150 Women Who Rock the World in 2011, **Kathy Fitchey Calvin**, president and CEO of the United Nations Foundation (U.N.), said the confidence to make a difference in the world began with her public education at **Oakwood City** Schools.

"I have many memories of an idyllic high school experience loaded with friends, community, sports, music and, of course, homework," Calvin said. "But my greatest lesson from my experience at Oakwood High School was that I could do anything that I put my mind to."

Calvin grew up in the Dayton area with a brother, **Cary**, who is three years her junior, and her parents, **Fred** and **Dotty Fitchey**. Fred was a General Electric executive and Dotty was a stay-at-home mom and volunteer. The family moved to Indiana around the time Calvin graduated from high school.

"The school and its teachers challenged us — girls and boys — to dream big and think outside our community," Calvin said. "The fact that I now lead an organization supporting the U.N. and helping everyday Americans to connect to its work is a direct result."

At the U.N., Calvin is a passionate advocate for multi-sector problem-solving, U.S. leadership on global issues and the inclusion of women at all levels and sectors. The U.N. Foundation, created in 1998 with entrepreneur and philanthropist **Ted Turner's** historic \$1 billion gift to support U.N. causes, advocates for the organization and connects people, ideas and resources to help it solve global problems.

Before joining the U.N. Foundation as CEO in 2003, Calvin served as president of the AOL Time Warner Foundation. A graduate of Purdue University, she previously served in senior positions at AOL, Hill & Knowlton Strategies and *U.S. News & World Report*. From 1976 through 1984, she was U.S. Sen. **Gary Hart's** press secretary.

Calvin was listed in *Fast Company* magazine's League of Extraordinary Women in 2012. Her innovative work in philanthropy and international development has been featured in the *The New York Times* and *The Washington Post*. She now lives in Maryland with her husband, **John**, and they each have two children from previous marriages.

Even though Calvin hasn't lived in Ohio for many years, she returns regularly to visit her father. On one of those trips home in 2012, she spoke to the Oakwood High School student body.

"The community was truly a village — everyone knew each other's children and parents, it was safe, sports were a shared experience for team members and fans and the teachers were involved in our lives," Calvin said. "I have very special gratitude for the educational experience. It was a privilege to attend a first-rate school."

## Education inspiration

"Our Advanced Placement English teacher was instrumental in ensuring we learned the adage, 'those who ignore history are destined to repeat it' in her approach to tying great themes in literature to current events."

## Giving back

"I was honored to receive the Oakwood High School Distinguished Alum award in 2012. I have returned to several reunions and contributed to the school's foundation." ■



**"I try to learn, give back and lead every day."**

**“I’m proud to be called a Buckeye to this day. Without Delaware and my public education, I have no idea what would have become of me.”**

## Frederick Arthur ‘Rick’ Scarry

Actor, writer, producer and broadcast personality



### From Delaware to everywhere on TV

Having made many guest starring roles on popular TV shows such as “Scandal,” “Mad Men,” “Desperate Housewives,” “The Office” and “Star Trek: The Next Generation,” you might say **Frederick Arthur “Rick” Scarry** is everywhere on television. But what you might not know is that his road to everywhere began in Delaware, Ohio.

Born and raised in Delaware, Rick graduated from **Delaware City’s Willis High School**, which is now an intermediate school.

“I think the most important thing I learned in high school was the ability to get along with people of all types and learn from their experiences,” Scarry said. “Willis had students from all economic levels and several ethnic backgrounds.”

During high school, Scarry also worked as a photographer for *The Delaware Gazette*. He attended college at Ohio State University, worked for the local radio station WDLR and was called to military service in 1964. He graduated from the U.S. Department of Defense School of Journalism and served three years as a broadcaster and

writer with the Armed Forces Radio and Television Service.

After leaving the Army, Scarry relocated to southern California to resume his broadcasting career while attending film school at Columbia College, Los Angeles. In 1973, he graduated from the college with a bachelor of arts degree in motion picture production.

Scarry’s feature film appearances include “Space Cowboys,” with **Clint Eastwood**, “The Negotiator,” with **Samuel L. Jackson** and “Wag the Dog” with **Robert De Niro** and **Dustin Hoffman**. In addition, Scarry was a radio personality on several Los Angeles stations, and wrote the screenplay for the film “Fear.” More info about his film career can be found at [rickscarry.com](http://rickscarry.com).

He has two daughters and three half-siblings who live on the gulf coast of Florida. He also has plenty of family still living in his hometown, including his sister and cousins.

“I visit Delaware once or twice a year to visit friends and family and will be attending my high school reunion there in October of this year,” Scarry said.

While he was not the person voted “most likely to succeed” by his high school class, when he does return to his hometown, it’s as one of the most successful graduates of Willis’ class of 1960.

### Education inspiration

“Among the many great teachers, one stands out in my memories. **Mrs. Hearn** (I never knew her first name) taught English and oversaw the drama department as well. She wouldn’t tolerate my tomfoolery and challenged me to make something of myself. It took a while, but I finally did.”

### Giving back

“Along with a friend, we devised an educational experience we call The Business of Show Business. We try to instill the reality that show business is 90% business and 10% show. I think it has helped many young performers with stars in their eyes. In addition, I have donated my time to several student film projects at the University of Southern California and University of California, Los Angeles as both an actor and adviser. I also have worked with several Los Angeles-area teachers in developing a class for students with poor reading skills that we call Music as Literature. We use popular songs with story-based lyrics to try and develop a love for storytelling and listening. ■

## Louis F. 'Chip' Davis Jr.

Founder and creator of Mannheim Steamroller and chairman, CEO and president of American Gramophone

### Music teacher's son becomes father of a music genre

Born the son of a public high school music teacher and a musical mother, it only seemed natural that **Louis "Chip" Davis Jr.** would become a prolific songwriter and musician. But even his parents probably couldn't have imagined the enormous impact their son would eventually have on the world of music and beyond.

Davis was born in Sylvania in 1947, and his grandmother began teaching him to play piano four years later. He eventually ended up a student in his dad's music class at **Sylvania City's** Sylvania Northview High School.

"Life Lesson: Don't mess around with my dad in choir class or any other time," Davis said. "I enjoyed high school, including my first real crush. I was thrilled when Sylvania had a Chip Davis recognition day, including naming a street by the high school Chip Davis Way. I've never forgotten the values of my Midwest community roots and the importance of family."

Davis graduated in 1965, and earned a degree from the University of Michigan before taking a job as a jingle writer for an advertising agency. While there, he and executive **Bill Fries** dreamed up a fictional truck driver named C.W. McCall for a series of commercials for the Old Home Bread Co.

The television commercials were so popular that Davis and Fries produced recordings under the name of C.W. McCall. One of the songs, "Convoy," helped fuel the popular CB radio craze of the 1970s. Within two months, 10 million records were sold, and a movie with the same name was later released.

Davis then recorded an album called Fresh Aire, which he dubbed "18th Century Classical Rock." As a one-man-band, he released the album under the name Mannheim Steamroller, based on a musical term referring to a crescendo. But when the record industry passed on his new sound, he launched his own record label named American Gramophone to distribute the album.

American Gramophone is now one of the nation's largest independent record labels. Davis and his Mannheim Steamroller bandmates went on to become the No. 1 Christmas music artists in history and he is largely credited with creating the new age music genre.

Today, The Christmas Music of Mannheim Steamroller by Chip Davis is in the 31st year of its annual tour and is still playing to sold-out audiences. He also is the author of five children's books, has a line of food and bath products and invented a music therapy system used in medical facilities where traumatic brain injuries are treated.

Davis now lives on a 150-acre farm in Omaha, Neb., with nine horses, a pet turkey, pet ducks and two timber wolves. He has three children who are all, of course, musically inclined. In his living room sits the piano on which his grandmother first taught him how to play.

### Education inspiration

"Science wasn't my strong suit, but **Ken Carr**, who taught biology at Sylvania Northview, made it understandable and interesting. Instilling an appreciation of science is a big achievement, at least with me. I'm still dissecting frogs today ... well, let's just say I still remember dissecting frogs."

### Giving back

"I've written many music pieces for both the choir and band at Sylvania City and donated them to the school's music library." ■

***"To be successful in the music business, you have to be fearless or it will throw you to the side."***





**“In looking back over my life’s journey as a scholar, teacher, citizen and human being, my education in the West Virginia and Ohio public schools was simply indispensable.”**

## **Dr. Joe William Trotter Jr.**

*Giant Eagle professor of history and social justice*

### **Advice to a relative newcomer changes the life of Newcomerstown grad**

Dr. **Joe William Trotter Jr.** skipped school one day during his senior year to sign up for the Air Force, but, as fate would have it, the recruiting station was closed that day. It turns out fate had other plans for Trotter, and so did one of his **Newcomerstown EV** Newcomerstown High School teachers.

“The following day, my football coach and geography teacher, **John Haugh**, inquired about my whereabouts the previous day,” Trotter said. “When I informed him of my plans, he seemed shocked that I had not considered enrolling in college. He then emphatically told me that if there was any way that I could go to college, I should do it because I had all the qualifications and capacity to succeed.”

Spurred by Haugh’s advice, Trotter’s mother convinced his aunt to let him live with her to attend Kendall Junior College in Illinois after he graduated in 1963. He earned an associate in arts degree at Kendall and later obtained a teaching certificate from Carthage College in Wisconsin. He taught for six years and then earned a Ph.D. in U.S. History from the University of Minnesota.

Now Trotter teaches graduate and undergraduate courses in African-American and U.S. urban, labor and working-class history at Carnegie Mellon University in Pittsburgh. He’s the first recipient of the university’s Giant Eagle Professorship, which supports an outstanding faculty member in the university’s College of Humanities and Social Sciences. Trotter also directs Carnegie Mellon’s Center for African-American Urban Studies & the Economy.

Despite receiving good grades while growing up, Trotter initially pursued a diploma in brick masonry. His father died when he was 12, so during high school, his mother, widowed with 14 children, moved the family to Newcomerstown from West Virginia.

“Without access to a trade school in Newcomerstown, I focused exclusively on my academic studies and returned to a powerful engagement with ... history and civics,” Trotter said. “My mother encouraged us to do our best in school ... and with the help of my teachers, I excelled.”

During his career, Trotter has served as president of the Labor and Working Class History Association and on the executive councils of the Organization of American Historians, the Southern Historical Association and the Immigration History Society. He currently is a trustee of the Senator John Heinz History Center in Pittsburgh.

Trotter and his wife live in Penn Hills, Pa., and he has five siblings who still live in the Cleveland area. Even though he only attended class for a few years in Ohio public schools, those few years and one teacher forever altered the course of his life.

“He (Haugh) said going to college would open doors to a brighter future, he believed, than the military would provide,” Trotter said. “I’m glad I listened and that, most importantly, he believed in me.”

### **Education inspiration**

John Haugh, football coach and geography teacher (see above)

### **Giving back**

In 2005, on its 20th anniversary, his second book, *Black Milwaukee: The Making of an Industrial Proletariat, 1915-1945*, was celebrated for its impact on scholarship in the field. His other books include *Coal, Class and Color: Blacks in Southern West Virginia, 1915-32* and *River Jordan: African American Urban Life in the Ohio Valley*. ■



*“In all honesty, (my) achievement belongs to a devoted group of teachers and scholars who taught me to persevere against overwhelming odds, to demand a larger vision of life, for myself and all Americans and people of the world.”*

## Helen verDuin Palit

*Founder, America Harvest in New York and Maple Leaf Harvest in Toronto*



### How one potato skin appetizer is feeding the world

For **Helen verDuin Palit**, the recipe for success contains a mixture of public education, a caring heart and a potato skin appetizer. From that combination, the graduate of **Chagrin Falls EV's** Chagrin Falls High School has gone on to play a part in feeding more than 10 billion hungry people around the world.

“The (Chagrin Falls EV) teachers creatively stimulated me, the ‘quiet one,’ to think outside of the box,” Palit said.

Thinking outside the box is how Palit came up with the brilliant idea that changed the lives of billions. She grew up in Chagrin Falls, and after high school, graduated from Texas Tech University and then went to work for Yale University.

After a workday at Yale’s Dwight Hall Soup Kitchen, she stopped in a restaurant for a drink and an order of potato skins. As she ate, she wondered what had happened to the insides of those potatoes? She asked the chef, who told her that every morning he threw away what he couldn’t use. The next day, the chef delivered 30 gallons of potatoes to Yale’s soup kitchen, and Palit founded the New Haven Food Salvage Project in 1981.

Palit continued to gather other donated leftovers and quickly was managing a gourmet soup kitchen. Three months later, there was too much food, so Palit expanded the system to deliver to 35 shelters daily, pioneering the first Harvest program.

In 1989, President **George H.W. Bush** named Palit his fourth Point of Light in his Thousand Points of Light for Community Service Award program with the mandate to “replicate the successful nonprofit to any city that needed this unique service.”

In response, Palit founded America Harvest Inc. in 1990 — another nonprofit that teaches others how to organize and manage their own Harvest programs. In all, she has founded or taught the founders of 1,335 independent Harvest programs in 10 countries. She was nominated for the 2009 World Food Prize and is currently working on the launch of Maple Leaf Harvest in Canada.

Before you finish your dinner tonight, the Harvest teams of the world will feed another 2 million people today. It’s a good thing Palit had an appetite for potato skins, as well as an appetite to teach and serve.

### Education inspiration

“**Bob Dober** was a gem of an English teacher, just there for a couple of years. So inspiring and motivational for teenagers.”

“I did not realize the gifts (Chagrin teachers gave me) then, but ... these gifts enable me to bring the best of each culture into my personal and sometimes professional life. In Europe, all employees get their birthday off with pay, because it is “Your Day.” Every company or charity that I start, each staff member gets “Their Day” off.”

### Giving back

“I offered to teach classes while I was in town. Chagrin Falls arranged for me to teach kindergarteners, who ... had been volunteering and they individually told us about their efforts. That made me smile, as my mother, from the time I was six years old, had a new ‘fun thing for us to do,’ which was helping others in the community.” ■



# Eli Maiman

*Songwriter, guitarist and singer*

## **Madeira City musician becomes a star with ‘Walk The Moon’**

This year has been going so well for **Eli Maiman** that he says he feels like he’s “walking on the moon.” It’s all because his band Walk the Moon’s single, “Shut Up And Dance,” went No. 1 on the Alternative and Hot Adult Contemporary charts, continues to climb the Pop chart and has gone platinum in a number of countries. But for Maiman, international success has been in the works his whole life, and it all began with public education in his hometown of Madeira in suburban Cincinnati.

“I began playing guitar at 10 years old, and have been performing original music in bands since I was 15,” Maiman said.

He graduated from **Madeira City’s** Madeira High School in 2004, calling it a “magical time” in his life.

“My favorite memory of high school is marching band,” Maiman said. “Fall mornings out on the field, rehearsing with a hundred other kids working toward a common goal. I loved the camaraderie, and the intense work ethic was something that I’d never experienced before, and something I’ve never forgotten. Then, the joy of doing well at a competition was the payoff of all those months of work.”

Maiman later graduated from the University of Cincinnati (UC) College-Conservatory of Music with a bachelor’s degree in jazz studies. After that, he taught guitar at Madeira Music School in Cincinnati.

He joined Walk The Moon, a Cincinnati-based band, in 2011. **Nicholas Petricca**, from Cincinnati, and **Kevin Ray** and **Sean Waugaman**, both from Columbus, are the other members of the band, which got its name partially from a song by The Police.

Walk The Moon has released two major label albums and its latest, “Talking is Hard,” came out in December. The group recently performed the song “Shut Up and Dance” on “The Tonight Show Starring Jimmy Fallon,” “Jimmy Kimmel Live,” “The Ellen DeGeneres Show” and “The Voice.” You can watch the “Shut Up and Dance” video at <http://walkthemoonband.com>.

Despite the band’s seemingly quick rise to fame and in the midst of a national tour, the group still finds the time to return to what Maiman calls the “vibrant, supportive music scene” of Cincinnati. “The love we receive at hometown shows is truly overwhelming,” he said.

## **Education inspiration**

“Madeira City music teachers **Lori Adams** and **Jill Stagg** both did a lot to encourage my musical education. They pushed me to try new things, like playing stand-up bass in concert band or piano in jazz band. I began to study music theory in my free time. When I arrived at UC’s College-Conservatory of Music, I was able to ... jump straight into more advanced material. I never would have been at that point if it had not been for the incredible teachers I had in my life.”

## **Giving back**

“In 2003, my band, Bluepoint, won the Bogart’s Battle of the Bands at Jammin’ on Main. We were thrilled to donate some of the prize money to the Madeira Band Program. More recently, Walk the Moon was able to donate \$20,000 to United Way of Greater Cincinnati’s Success by 6 Program through collaboration with The Mr. Holland’s Opus Foundation.” ■



*Maiman poses in one of “The Voice” judge’s chairs before the band’s May 12 appearance on the TV show.*

***If you’re passionate about something, go for it. Don’t wait for anyone to do it for you or to give you permission. Just go make it happen.”***



# Schools at center of childhood obesity battle

## *Searching for solutions to a complex problem*

*Lawrence Hardy, former senior editor, American School Board Journal*

**T**he headline could not have been more dramatic — or encouraging: “Obesity rate for young children plummets 43% in a decade,” said the Feb. 25, 2014, edition of *The New York Times*. And while some experts were reluctant to draw conclusions from the Centers for Disease Control and Prevention (CDC) report, others saw it as a milestone in the fight against an epidemic.

“I am thrilled at the progress we’ve made over the last few

years in obesity rates among our youngest children,” said first lady **Michelle Obama** in a statement accompanying the CDC report. Four years earlier, Obama had launched her “Let’s Move!” campaign to combat childhood obesity by emphasizing healthy eating habits and exercise.

The CDC report came with a caveat: While obesity had plunged among 2- to 5-year-olds from 14% in 2004 to 8% in 2012, the rate for a larger age span of youth — ages 2 to



*Schools have increased efforts to combat childhood obesity, from using local sources to provide fresh fruits and vegetables to creating wellness programs to help students stay active.*



19 — did not budge. Then, six weeks later, another report came out, this one from the University of North Carolina. It found that over a longer term — 14 years — the obesity rate for 2- to 5-year-olds also was flat.

Both reports were right, in their own way. But together they begged a deeper question: Are we making any progress in reducing childhood obesity? And if progress is being made, what actions are contributing?

### **Can schools make a difference?**

Childhood obesity is a complex problem. It's difficult to pinpoint its exact causes: healthy food availability, exercise and activity options, cultural expectations and family habits and attitudes all play a role.

Many of these factors are beyond the reach of government intervention. Schools, however, have been at the epicenter of policies and regulations aimed at combating the problem. After all, many students eat at least one meal a day and sometimes two at school. School is one place where they can learn about healthy eating and exercise.

Schools participating in the federal school lunch program have seen a steady increase in regulations in the past decade, including more stringent nutrition guidelines for meals and requirements to establish schoolwide wellness committees and policies. The U.S. Department of Agriculture (USDA) even has proposed that outside food available in school, such as birthday treats, meet nutritional guidelines consistent with school lunch standards.

Have these efforts moved the needle on childhood obesity? It depends on whom you ask. Some nutritionists, including **Marion Nestle**, professor in the Department of Nutrition, Food Studies and Public Health at New York University, said school meals are pivotal to efforts to make children healthier.

"They set an example of what healthy meals are supposed to be," she said. "They feed kids who may not be fed nearly as well at home. And we have considerable evidence that kids who eat healthier meals in schools are healthier and less obese than kids who don't."

**Leah Schmidt** does not think school lunches play such a pivotal role. The president of the School Nutrition Association (SNA) and director of food and nutrition services for Missouri's Hickman Mills C-1 School District said school lunches are only giving students a third of their calories. "It's probably things they are doing outside of school" that contribute to obesity.

Not surprisingly, research on the topic is mixed as well. A 2011 University of Michigan study of more than 1,000 sixth-graders from southeast Michigan found that those

who regularly had school lunch were 29% more likely to be obese than those who brought their lunch from home.

Conversely, **Daniel Taber**, a researcher at the University of Texas School of Public Health, looked at more than 20 years of data from the National School Lunch Program. He found a correlation between stronger state school lunch standards and lower obesity among those students receiving free and reduced-price lunch.

The data Taber examined was collected before 2012, when USDA strengthened national regulations for school lunches by setting calorie limits, reducing fat and starches, and increasing requirements for serving fruits and green vegetables.

"The science has shown that strong nutritional standards can have an impact on obesity," he said. However, he added: "The school can make a lot of changes, but if the school is surrounded by fast-food outlets and convenience stores, you may not see much difference."

### **Focus on overall wellness**

Healthy students do better in school, and that fact makes student wellness a priority in schools across the country.

In recognition of the complexities of the obesity issue, school wellness programs focus on more than just food. Many wellness programs involve partnerships with community members, social service agencies, colleges and hospitals. They include teachers, school staff, parents and families.

Several southeast Michigan school districts, including Detroit, Ann Arbor and Ypsilanti, participate in the University of Michigan's Project Healthy Schools. This middle school program takes a holistic, community-based and collaborative approach to improving student health.

Participating schools form wellness committees and appoint a wellness chair, usually a teacher who gets a stipend. Wellness coordinators train student mentors to model healthy habits, including the five program goals: eat more fruits and vegetables, make better beverage choices, eat less fast food, spend less time in front of a screen and be active every day.

The program offers supports for students and also reaches out to teachers, who are key role models, said program manager **Jean DuRussel-Weston**. "It's getting a pronounced cultural change and having it come from within."

Project Healthy Schools serves 24,000 students in southeast Michigan. Numerous research studies have shown that the program has lowered students' cholesterol levels and



improved their overall health.

Helping students find healthy balance was the goal of the wellness program at the Barry Elementary School in Clovis, N.M. Fifth-grade teacher **Sara Williams** surveyed her students and found that they were spending far more time playing video games than they were exercising or playing outside — eight hours of video games and two hours of exercise a week on average.

Barry Elementary is not far from Cannon Air Force Base, where some of the children's parents work. Several children in Williams' class want to be in the military when they grow up. But you can't enlist in the military — or stay enlisted — unless you pass a fitness test, Williams told them. At some point they would have to change their habits to qualify.

Williams and a fellow teacher talked to the children about making healthier food choices. Barry Elementary, which is a Title I school, contributed with a breakfast program and backpacks of healthy foods that students could take home on the weekends. And Williams got help from her husband, a sergeant at the air base, who helped administer a modified version of the "PT Test" including push-ups, sit-ups, jumping jacks and a timed one-mile run.

By the end of three months, every student could do at least 10 pushups, 25 situps and 50 jumping jacks. All were able to run the mile in less than 10 minutes, and 86% improved their time over the course of the program. All told, 56% were able to surpass the fitness requirements.

"Most of it they just did on their own," Williams said. "I just gave them the tools — and they did it."

Williams was the grand prize winner in Discovery Education's Find Your Balance Challenge last year.

Concern over nutrition and wellness is what spurred **Laura Massenat** to run for and win a seat on the Oklahoma City School Board two years ago. Reheated frozen foods became a thing of the past in 10 pilot schools this school year. Cafeteria workers will be cooking in kitchens that had been downgraded through the years to reheating facilities.

"The media perspective and the perspective of the parents and kids just have to be positive going in," Massenat said.

In partnership with the Oklahoma City YMCA, the schools have revised their wellness programs and are transforming the state-required School Health Index into documents that schools can use to set fitness and nutrition goals.

Oklahoma City, like most any city in the country, has a problem with child obesity, but Massenat said that, "for

me, it's never been about obesity. It's just about health."

### Pushing boundaries

While districts work to create healthy environments and healthy choices for their students, the federal school lunch program continues to be the focus of federal lawmakers with the same goals. However, districts said they are being burdened financially and administratively by increasingly restrictive USDA school meal regulations.

For example, USDA regulations under the Healthy, Hunger-Free Kids Act of 2010 require all bread, pasta and crackers offered in school to be whole grain rich (currently just half of these items must comply), although the department recently announced temporary relief from the grain standards.

"The latest set of regulations push the boundaries of federal oversight so far beyond the boundaries of the federal school nutrition program, it's scary," said **Lucy Gettman**, director of Federal Programs for the National School Boards Association (NSBA).

USDA requirements, such as mandating that all students buying federally subsidized school lunch must take a fruit or a vegetable, has led to more waste, said officials in Ohio's **Clermont Northeastern Local** School District in Clermont County.

NSBA and SNA are both committed to improving student health, yet have serious concerns about the new regulations.

"We took away our deep fryers long ago," said Schmidt, SNA's president. "We're working on decreasing our sodium, doing a little more 'scratch' cooking."

But meeting the USDA requirements, such as finding whole-grain saltines that are widely available and palatable to students, is hard, Schmidt said. Even more difficult will be trying to meet the increasingly restrictive sodium limits, which go down in 2017 (difficult, but doable, Schmidt said) and again in 2021 ("Almost impossible. The students will be bringing their own salt shakers.").

Given these kinds of requirements, coming up with a workable four-week menu can be complicated. Of course, school nutrition directors have their own ideas about what to add to the mix themselves to improve student health. It is, after all, part of their job.

Schmidt said, "Everybody is in this because they want to do the best for kids. That is what we do." ■

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# When Violence Strikes at School, You **CAN** Be Prepared!

You know schools are “soft” targets for violence. And you know you need to take steps to respond to violent events and emergencies. But what should you do? How will you do it? Who can help you with planning, training, and implementation?

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# 2015 Treasurers' Clinics

*Sharing knowledge, developing solutions  
and growing professionally*

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- ◆ *Six convenient locations across Ohio*
- ◆ *Fulfill local and state professional development needs, including CPE and auditor of state in-service credits*

## **Choose the date and location that best fits your schedule:**

|                     |   |
|---------------------|---|
| Tuesday, Sept. 15   | Embassy Suites, Columbus                              |
| Wednesday, Sept. 16 | Northeast Ohio Medical University, Rootstown          |
| Tuesday, Oct. 6     | Ohio University Inn and Conference Center, Athens     |
| Tuesday, Oct. 13    | Hilton Garden Inn Toledo Perrysburg, Perrysburg       |
| Thursday, Oct. 15   | Hilton Garden Inn Dayton South, Miamisburg            |
| Wednesday, Oct. 21  | Kent State University at Tuscarawas, New Philadelphia |

Plan now to attend the 2015 OSBA Treasurers' Clinics to be held in six locations around the state. These clinics provide the most current information on school district fiscal issues. Treasurers, business managers, board members, administrators and treasurer's office personnel are all encouraged to attend.

The Treasurers' Clinics offer timely information on a multitude of topics relevant to all members of a district's management team. Attendees also can fulfill their local and state professional development needs, including in-service, LPDC and continuing professional education credits.

Registration and continental breakfast begin at 8 a.m. The fee is \$160, which includes registration, continental breakfast, lunch and materials. Register online at [www.ohioschoolboards.org/workshops](http://www.ohioschoolboards.org/workshops) or contact OSBA Senior Events Manager **Laurie Miller** at (614) 540-4000, (800) 589-OSBA or [Lmiller@ohioschoolboards.org](mailto:Lmiller@ohioschoolboards.org).