

INFOhio's central goal is to advocate 21st century learning skills to enable all Ohio PreK-20 students to be information and media literate and to reach their full potential to learn, work and add to their knowledge base. INFOhio helps all students and teachers access the right content, in the right format, at the right time and to do so with professionally selected resources. Another INFOhio goal is to provide all students and educators with free and equitable access to an essential academic core collection of online and physical library materials appropriate to PreK-20 research.

If you have technical questions or wish to receive more information about *21st Century Tools and Electronic Resources for Students, Teachers and Parents*, please contact webmaster@infohio.org ■

OESCA Events 2010

Save the Date

**OSBA ~ OESCA
Annual ESC Workshop
March 19, 2010**

**OESCA Spring Conference
&
21st Annual
Franklin B. Walter Awards Luncheon
April 13 & 14, 2010
(Executive Committee Meeting: April 12th)**

**OESCA Fall Conference
September 14 & 15, 2010
(Executive Committee Meeting: September 13th)**

**25th Annual Capital Conference
Recognition Program
November 8, 2010**

OESCA Welcomes Our Newest Business Partners



www.gc1.com



www.msb-services.com

Upcoming OESCA Committee Meeting Dates

Accountability, Best Practices Committee
February 8, 2010

Critical Issues Committee
January 19, 2010 - at Battelle for Kids
February 16, 2010 - at Battelle for Kids
March 16, 2010

Executive Committee
January 22, 2010
March 15, 2010

Membership & Special Projects Committee
January 22, 2010
March 15, 2010

PR & Marketing Committee
January 29, 2010

Strategic Partnership Committee
January 15, 2010



INSIDE OESCA

www.oesca.org

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SERVING THE NEEDS OF OHIO'S EDUCATION COMMUNITY SINCE 1914

2010 Presents Opportunities for Ohio ESCs

With 2009 coming to a close, the holidays provide us with the opportunity to relax and enjoy the season with family and friends, to reflect on the past year and to look forward to the challenges and opportunities facing each of us in the new year.

For Ohio's 56 Educational Service Centers, 2010 presents countless partnership opportunities with school districts, the Ohio Department of Education and other state and local education and community stakeholders.

In addition to working with state and local partners to ensure successful implementation of the education reform efforts included in Am. Sub. H.B. 1, the FY 2010-2011 biennial state operating budget, ESCs are also well positioned to support the state of Ohio and school districts should the state's Race to the Top application be accepted. As the largest regional service providers, ESCs can build state and district capacity to enhance operational efficiencies and improve educational outcomes.

Another opportunity comes in the form of the *School Funding Advisory Council*.

Created in Am. Sub. H.B. 1, the School Funding Advisory Council is an independent panel of stakeholders charged with reviewing the state's school funding system and making recommendations for its improvement.

Appointments to the School Funding Advisory Council were made by the Governor, Speaker of the House, and President of the Senate. An ESC representative, Dick Murray of the Muskingum Valley ESC, was appointed by House Speaker Armond Budish.

Specifically, the 23-Member School Funding Advisory Council was charged with:

1. *Reviewing and making recommendations to refine Ohio's new Evidence-Based school funding model;*
2. *Examining and making recommendations for key funding areas serving special needs students;*
3. *Recommending funding structures for independent educational program areas;*
4. *Engaging stakeholders and the public in the school*

Continued on page 2

Transforming Learning for the 21st Century

Deborah S. Delisle
Superintendent of Public Instruction



Ohio | Department
of Education

During the past decade, we have witnessed dramatic changes in our world, which are continuing to occur at a rapid pace. In order to successfully educate students for this global society and economy, it is critical to re-think the ways in which we design schools and classrooms.

Imagine a school with flexible spaces, wireless technology, and learning spaces designed for student collaboration. Imagine learner-centered schools that successfully blend rigorous academic content with 21st century skills such as critical thinking, problem solving and communication. While these 21st century learning environments may be dramatic shifts from the traditional classroom model, it is imperative that we transform teaching and learning in order to better prepare students for the opportunities and challenges they will face in postsecondary education and the workplace. These transformations include developing learning environments that encourage and support teamwork and collaboration, flexible schedules, project-based learning, technology integration and cultural competency.

I am pleased that Ohio recently was selected as a Leadership State with the Partnership for 21st Century Skills. Being one of fourteen states in this partnership will provide Ohio with resources to continue to promote 21st century skills in the teaching and learning process in our state. In being a Leadership State, Ohio is committed to engaging in work to integrate 21st century skills into professional development opportunities, updating state standards and introducing enhanced state assessments of 21st century skills.

This work with the Partnership for 21st Century Skills is a natural continuation of the State Board of Education's subcommittee on Education in the Global Economy (EDGE). In 2008, the EDGE subcommittee developed a Top 10 List of knowledge, skills and behaviors students will need to compete in the new global economy.

The link between education and the economy

continues to grow. Today's students will be competing with their peers from the United States as well as other countries for jobs in emerging industries. While Ohio has made strides in promoting 21st century learning, there is still much work to be done. In order to prepare students for their future, we must take advantage of the opportunity now to transform our classrooms into learning environments that will foster the type of skills needed to be successful in the 21st century. I thank Educational Service Centers for their support of school districts throughout the state, and I hope you will join me in this endeavor to design learning environments that will help students succeed in the rapidly changing 21st century world. ■

ESC Opportunities

(Cont'd. from Page 1)

funding dialogue through communication and outreach; and

5. *Providing leadership in determining the state's obligation for "resource adequacy".*

Included in this charge is a review of Ohio's ESCs. Specifically, statute calls for a study of the extent to which the current ESC system supports school districts in **academic achievement, teacher quality, shared educational services, and the purchasing of educational services and commodities**, and recommendations for **a new regional service delivery system, the educational service system governance structure, and accountability metrics** for ESCs.

Since 1997 there have been 5 task forces or commissions and two reports on regional service delivery. Nevertheless, this forum provides another opportunity for ESCs to highlight the work they currently do in partnership with school districts and the state. For example, in the 2007-2008 school year ESCs:

- *Employed over 13,000 full- and part-time personnel;*
- *Provided direct services to over 270,000 students;*
- *Hosted over 10,000 professional development activities for teachers and administrators;*
- *Produced \$26 dollars in programs and services for every \$1 invested by the state; and, more recently,*
- *Over 500 ESC personnel have been trained in the Ohio Improvement Process (OIP).*

The School Funding Advisory Council also provides an opportunity to enhance Ohio's system of ESCs to ensure greater accountability, enhance efficiency and effectiveness in the delivery of programs and services, and to make system improvements to ensure long-term sustainability of education reform efforts. Indeed, 2010 holds much promise for ESCs and Ohio's system of public education. ■

24th Annual Capital Conference Brunch Award Winners

Since 1985, OESCA has recognized outstanding board members & community leaders during the OSBA Capital Conference. On November 9, 2009 the following individuals were recognized:

Distinguished Service Award (20 years)

Joyce Louise Galbraith, ESC of Central Ohio
Eugene Royer, Hardin County ESC
David L. Dunmire, Medina County ESC
Randall Macko, North Point ESC
Judith Sander, North Point ESC
Todd Kandle, Stark County ESC

Special Distinguished Service Award (30 years)

Jack E. Polen, East Central Ohio ESC
Carole Kuns, North Point ESC
Jack Sickafoose, Stark County ESC

Outstanding Leadership Award (ESC Governing Board)

Brian L. Baker, Northwest Ohio ESC
James M. Brubaker, Northwest Ohio ESC
Ronald L. Crawford, Northwest Ohio ESC
Kenneth A. Esterline, Northwest Ohio ESC
Dr. Le Ann Fritch, Northwest Ohio ESC
William A. Green, Northwest Ohio ESC
Darren F. Hogan, Northwest Ohio ESC
Carol M. Kleck, Northwest Ohio ESC
Kenneth Abbuhl, East Central Ohio ESC
Esther M. Diener, Northwest Ohio ESC

Outstanding Leadership Award (Local, City, Exempted Village)

Bob Jones, Trumbull County ESC
Roy J. Pratt III, Trumbull County ESC
Maureen Seafert, Trumbull County ESC
Robert C. Thompson, Trumbull County ESC
Terry Woodyard, Trumbull County ESC
Brent Welker, Wood County ESC

Outstanding Leadership Award (Community Service)

John Dolan, Ashtabula County ESC
Bonnie Hoppel, Columbiana County ESC
Gary Baker, Licking County ESC
Sara Fran Kass, Medina County ESC
NASA First/Cohort 3, North Point ESC
NASA Plum Brook Testing Station, North Point ESC
Lance Warner, North Point ESC
Janet Crelin, Preble County ESC
Phillip P. Martucci, Ph.D., Summit County ESC
Glen P. Stewart, Tri-County ESC
Frank S. Fuda, Trumbull County ESC
Ralph A. Infante, Trumbull County ESC
Sharon Trkula, Trumbull County ESC
Bill Brandenburgh, Hamilton County ESC
Harry Eastridge, Cuyahoga County ESC

INFOhio Announces the Release of a New Video:

*21st Century Tools and Electronic
Resources for Students, Teachers
and Parents*



THE INFORMATION NETWORK FOR OHIO SCHOOLS

INFOhio, the preK-12 information network for Ohio schools, has created a new video: *21st Century Tools and Electronic Resources for Students, Teachers and Parents*. Created in cooperation with the Montgomery County Educational Service Center and with assistance from Centerville City Schools, this video introduces 21st century literacies in relationship to the INFOhio Core Collection of Electronic Resources. Through this video you will be introduced to the online resources INFOhio provides to Ohio students and teachers. In addition, you will be acquainted with the special features in these INFOhio resources that enable you to infuse student learning with 21st century information literacy skills.

You will find this video located at the new INFOhio Learning Commons at <http://www.infohio.org/Educator/21stcenturyvideo.html>. The video is easily streamed or downloaded and each part of the video is segmented for classroom use.

Follow a school librarian as she takes the learner through the unique 21st century tools that are incorporated into the following INFOhio resources. The viewer will learn:

- to set an RSS Alert in *EBSCOhost*,
- to enhance communication, collaboration and creativity using the tools available in *World Book Web*,
- to use Boolean searching, email alerts as well as RSS feeds from *Biography Reference Bank*,
- to find videos, experiments, animations and activities from *Science Online*,
- to find high-quality, digital images of works of art from museums around the world from *The Art Collection*,
- to use *The Research Project Calculator* to learn how to approach a research task, monitor learning and evaluate progress in their research,
- to maximize the testing resources of *LearningExpress Library* to prepare for college and the world of work, and;
- be invited to read *Preparing 21st Century Ohio Learners for Success* and learn more about *INFOhio's Go Further* initiative for students in grades 7-12. **Continued on page 8**

school sponsors – encompassing over 1,000 buildings in school improvement – during the 2008-09 school year.

Going Forward

Paul Reville, director of the Education Policy and Management Program at the Harvard Graduate School of Education, describes the challenges encountered by state education agencies (SEAs) as they build their own capacity to more meaningfully provide support and assistance to districts and schools. In the *Handbook on Statewide Systems of Support* (2007), Reville asserts that “states will need to curtail certain existing roles, locate and build new school improvement capacity, consolidate current strengths, integrate services, and rely on a variety of outside providers to get this job done (p. 16).” The transformed SEA, according to Reville, will need to guide its work with a clear focus on “the systematic improvement of instruction, and by extension, the state’s role in improving instruction by asking the question “how can states assist districts to help schools to help teachers improve instruction?”

Ohio has a solid foundation and a clear focus on improving instructional practice on a statewide basis through the work of OLAC. It also has a mechanism – through the continued engagement of ESCs in facilitating the Ohio Improvement Process – for supporting districts and schools in the effective implementation of *Ohio’s Leadership Development Framework*.

During the 2009-10 school year, ongoing training will be provided in the area of district-wide implementation of focused strategies and actions, monitoring of the degree of such implementation, and evaluation of the impact such implementation is having on desired changes in adult practice and student achievement on a school, district, regional, and statewide basis. The expanding work of OLAC, including effective use of the on-line professional development modules, will be incorporated into OIP facilitator training. In turn, lessons learned from facilitators as they work with districts, as well as exemplars identified in districts and schools around the state, will be used to improve the products and services offered through OLAC.

ⁱElmore, R. (2004). *School Reform from the Inside Out: Policy, Practice, and Performance*.

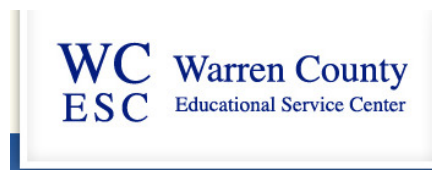
ⁱⁱLeithwood, K., & Jantzi, D. (2008). *Linking Leadership to Student Learning: The Contributions of Leader Efficacy*

Figure 1: Using the OIP Structure and Tools to Support District-wide Implementation of Ohio’s Leadership Development Framework: Facilitator Activities by Stage

Stage 0:	<p>Preparing district personnel to implement the OIP by supporting district, building, and/or community school staff members to:</p> <ul style="list-style-type: none"> • Establish/re-establish a DLT and BLTs, or CSLT (when working with a community school) in accordance with the Ohio Leadership Development Framework; • Develop a common understanding of the role of the DLT and BLTs, or CSLT, in implementing the OIP; and • Measure their team’s level of practice against the OLAC standards of effective practice outlined in the Ohio Leadership Development Framework.
Stage 1:	<p>Working with leadership teams to complete a comprehensive needs assessment that identifies the most critical needs and probable causes based on data by supporting team members to:</p> <ul style="list-style-type: none"> • Effectively summarize and analyze data sets; • Understand and apply the decision framework; • Interpret key findings/information from the needs assessment; and • Prioritize list of data-based critical problems from the decision framework.
Stage 2:	<p>Working with leadership teams to develop a limited number of focused district (or community school) goals, strategies, and action steps based on data; and a limited number of focused building actions aligned with district goals by supporting team members to:</p> <ul style="list-style-type: none"> • Develop focused SMART goals; • Determine prioritized cause-and-effect relationships; • Compose strategies for each goal; and • Create actions that have the greatest likelihood of increasing student performance and improving instructional practices.
Stage 3:	<p>Working with leadership teams to implement, and monitor the degree of implementation, of the focused plan by supporting team members to:</p> <ul style="list-style-type: none"> • Establish and implement collaborative structures, processes, and practices that support a culture of inquiry and distributive leadership; • Implement the plan systemically and systematically; and • Monitor and analyze changes in student performance and adult implementation and make and report course corrections to the plan. <p><i>Note: service providers include SST and ESC personnel</i></p>
Stage 4:	<p>Working with leadership teams to evaluate the improvement process and make necessary changes to continually improve instructional practice and student performance by supporting team members to:</p> <ul style="list-style-type: none"> • Evaluate plan implementation, impact, and changes needed; • Report summative plan progress; and • Modify instructional practice and revise plan.

For additional information about the Ohio Leadership Advisory Council, please go to www.ohioleadership.org ■

Warren County ESC’s Coordinated Care Program



The Coordinated Care Program provides intervention and prevention services to support high-risk, multi-need children and their families. The goal of Coordinated Care is to support children and their families in their schools and community, and control the number of children in residential placement.

The Evolution of the Coordinated Care Program

Children with multi-needs and behavior difficulties have been a problem for Warren County agencies for decades. Prior to the development of the Coordinated Care Program in 2001, when a multi-need child became known to the system, the child would often be involved with several agencies, but no one entity would be responsible for their care. Sometimes, there would be gaps in or duplication of services. Often, services were not provided to the child until s/he committed a serious and often preventable crime and was placed in the juvenile detention center. Frequently, the child would then be found too “incompetent” for the criminal justice system, and costly residential placement would result.

Coordinated Care places great emphasis on identifying children with behavior problems and preventing their behaviors from escalating and requiring services from multiple systems. In 2001, the Coordinated Care program was developed, due to the large number of children with behavior problems who were in residential treatment. The county was paying over one million dollars a year for residential treatment at that time. Since 2001, Coordinated Care has focused on identifying children early and providing services to keep behaviors from escalating and requiring residential treatment through the clinical committee. This work has reduced the amount of children requiring placement to an approximate monthly average of four to five. Residential placement costs were well under \$250,000 for FY 2009.

Prevention, Support, Intervention

Parents of multi-need children whose behavior has escalated are typically at their “wits end” having to deal with the constant disruptions in their home. Coordinated Care provides intensive services to these children and families, to help the children remain, and be successful in their own homes. Most importantly, Coordinated Care works to identify multi-need chil-

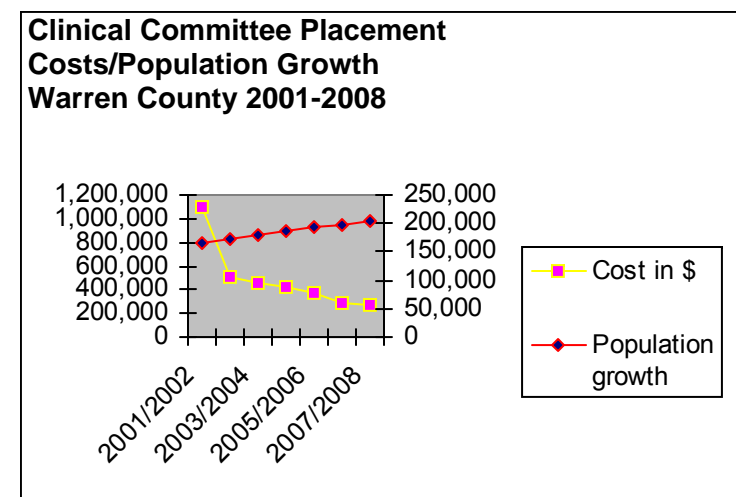
dren “early” and attempts to treat and prevent behavior problems before parents are overwhelmed, frustrated and the child has committed a delinquent crime, and/or is in need of residential treatment.

The Clinical Committee is a committee of the Family and Children First Council. The Clinical Committee is composed of representatives from the Board of Development Disabilities, Juvenile Court, Children Services and Mental Health. Clinical Committee focuses on administering comprehensive services and care for high-risk, multi-need youth in Warren County. Coordinated Care facilitates Clinical Committee activities and is a service provider to Clinical Committee children.

Coordinated Care children may be involved in the following systems:

- Board of Developmental Disabilities
- Mental Health
- Juvenile Court
- Children Services
- Warren County Schools

The following information illustrates the downward trend of residential placement costs factored in with county population growth from 2001 through 2008:



Strategies Used to Address Needs

Coordinated Care provides services in an effort to prevent and treat behavior problems within the community. If a child requires residential treatment the program monitors the treatment to ensure the child is returned to the community once he/she has met the designated treatment goals. It also provides intensive services to children who are returning from residential centers to try to avoid a relapse in high risk behavior.

Coordinated Care receives referrals from Warren County agencies, school systems, and parents. Once it receives a referral the services it provides may include but not be limited to the following:

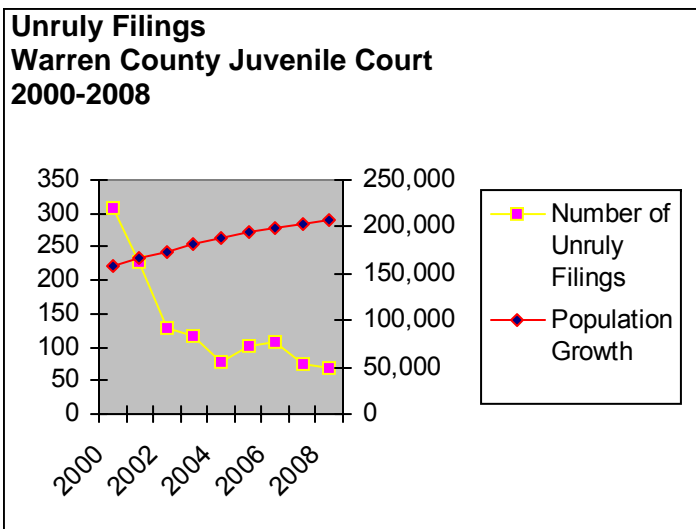
Continued page 4

- assisting with educational placements;
- attending court hearings, writing court reports, fulfilling court orders;
- making home visits;
- facilitating parent training and support;
- providing behavior management;
- making school visits;
- acting as a liaison between school and parents;
- attending and participating in IEP meetings;
- providing prevention services in the schools to potential multi-need children;
- crisis services;
- identification of multi-need children;
- screening and monitoring of multi-need children for clinical committee; and
- collaboration with mental health.

Youth Diversion Program

Several other programs are offered under the umbrella of the Coordinated Care Program. The goal of the Youth Diversion Program is to reduce unruly behavior. Diversion works with unruly children and their families to prevent children from becoming involved or further involved with Juvenile Court. Unruly children threaten family stability by creating relationship difficulties within the home, and possible economic difficulties due to parents missing work to address home and school problems. Diversion provides home and school based case management and therapeutic services as well as mediation and conflict resolution for families with unruly children. It is a state and national trend to separate the treatment of unruly and delinquent children.

The illustration below shows the overall downward trend of Unruly filings in Juvenile Court, factoring in population growth.



Other Programs

Coordinated Care also provides truancy related counseling. Parents and children report to Juvenile

Court once a week for group counseling. Coordinated Care, in conjunction with Warren County Juvenile Court launched project ATTEND (Absence, Tardy, Truancy, Eliminate, Now Docket). The program provides intensive in-home case management and counseling to chronically truant youth and their families.

The Parent Success Program offers support and education for parents of children an/or teens with behavior problems. Parent Success is a free program which consists of home-based services and utilizes the evidence based program, *Parenting Wisely*. The program is funded through the Ohio Children's Trust Fund grant.

Conclusion

The goal of Warren County's Coordinated Care Program is to support children and their families – in their homes, their schools, and their communities. In order to accomplish this goal, The Coordinated Care Program provides intervention and prevention services to support high-risk, multi-need children and their families. The data show that the program is succeeding in sharply reducing the number of children taken out of their homes and put in residential treatment, and its proactive approach has reduced the number of children with Unruly Filings in Warren County Juvenile Court. For families, schools, and communities, Coordinated Care is succeeding. ■

OLAC and the Ohio Improvement Process: Two Sides of a "Gold Coin"



In 2007, the Ohio Department of Education (ODE) and the Buckeye Association of School Administrators (BASA) joined forces to redefine leadership for Ohio districts and schools. In partnership with all major professional associations in the state, including OESCA, as well as practitioners, higher education representatives, and others, the 50+ member Ohio Leadership Advisory Council (OLAC) was formed. OLAC's foundational principle – that the purpose of leadership is the improvement of instructional practice and performance, regardless of role¹ – led to the development of *Ohio's Leadership Development Framework*, a delineation of essential leadership practices for superintendents, district leadership teams (DLTs), and building leadership teams (BLTs).

Redefining leadership as a set of shared practices that can be learned allowed Ohio to move from a conversation about *leadership* as the personal attributes or character traits of the individual "leader," to a different conversation about what adults at every level of the system (e.g., board, central office, school, classroom) can do together to continually improve instructional practice and hold each other accountable for improved student learning on a district-wide basis (i.e., in every classroom in every building across the district). It also led to the development of a structured process that uses a connected set of tools to assist districts in enacting *Ohio's Leadership Development Framework*.

This process – called the *Ohio Improvement Process* – is also Ohio's strategy for establishing a statewide system of support that can provide high quality services to all districts – not only those in improvement status – based on a commonly understood and implemented approach that uses a consistent set of protocols and tools directly aligned with the tenets of OLAC.

"OLAC's work, particularly the online modules, should be part of the coursework for all those interested in upper level leadership or administrative positions. ESC superintendents should be working together to identify ways to incentivize the use of OLAC's work and how it can be implemented through the Ohio Improvement Process."
 Dave Distel, Superintendent, Hamilton County ESC and OLAC Member

The essential practices outlined in *Ohio's Leadership Development Framework*, and their enactment through OIP, are supported by recent researchⁱⁱ on the effects of leadership on student learning that point

to five key practices that must be consistently used across the system for improvement to be made and sustained.

These key practices include the (1) collective use of relevant data to make better informed decisions about instructional practice; (2) use of a limited and focused set of goals and strategies to improve instructional practice; (3) development of shared instructional practices across the district; and the (5) ongoing monitoring of the degree of implementation of these practices, as well as the provision of feedback and support in relation to what is and is not working well.

The Evolution of Ohio's Statewide System of Support

In summer 2008, the Ohio Department of Education, Center for School Improvement, partnered with OESCA leadership to engage ESC superintendents in thinking about the role ESCs could and should play in the development of a viable and healthy statewide system of support (SSOS) for Ohio – a system that could assure the provision of high quality, consistent assistance and facilitation to all districts and schools. The active involvement of educational service center (ESC) personnel, including ESC personnel working as part of the 16 state support teams, has been instrumental to Ohio's progress in establishing an SSOS that was both statewide in nature, as well as focused on improving instructional practice and student achievement at all levels of the system.

From September 2008 through August 2009, over 300 ESC staff members from 55 ESCs completed three rounds of training in the use of the OIP to support district-wide implementation of the essential practices outlined in *Ohio's Leadership Development Framework*. Supported by OESCA, the training focused on the role of the facilitator as a *critical friend* in supporting and coaching district leadership team (DLT) members through the initial stages of the process, which included establishing/re-establishing a district leadership team (stage 0), conducting a comprehensive needs analysis using the *Ohio Decision Framework* tool (stage 1), and developing a focused plan to address a limited number of critical needs identified by the DLT (stage 2). **Figure 1** (see page 6), delineates the kinds of activities facilitators engage in when supporting districts at each stage of the OIP.

On September 1-3, 2009, all facilitators participated in annual training on stage 3 of the OIP, which focuses on assisting districts to fully implement their focused strategies and actions, and monitoring the degree of implementation to identify what is/is not working. Over the course of the 2008-09 school year, facilitators from SSTs and ESCs worked directly with 283 districts and 14 community **Continued page 6**

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