



# INSIDE OESCA

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8050 North High Street  
Suite 150  
Columbus, Ohio 43235  
Phone: 614.846.4080  
Fax: 614.846.4081  
Web: www.oesca.org



## OESCA Recognizes Community Leaders at 2011 OSBA Capital Conference

By **Craig Burford**, Executive Director  
Ohio ESC Association

The Ohio Educational Service Center Association (OESCA) recognized State Representatives William Batchelder, Ron Amstutz and John Carey, State Senators Tom Niehaus and Tom Sawyer, and other individuals from across the state on Monday, November 14, 2011, for their commitment and dedication to their local communities, Educational Service Centers and Ohio's system of public education.

The awards were presented during the *26<sup>th</sup> Annual Capital Conference Awards and Recognition Brunch*, which was implemented in 1985 to recognize outstanding board members and community leaders.

The legislators received the *2011 Outstanding Leadership for Community Service Award* for their unwavering support of Educational Service Centers during deliberations on Am. Sub. H.B. 153, the FY 2012-2013 biennial state operating budget.

Each of these individuals recognized the value of Ohio's regional education delivery system and worked closely with the association during a difficult budget environment to ensure the effective and efficient delivery of high quality programs and services to students and schools throughout the state of Ohio.

The award recognizes community leaders who have rendered a service which has significantly benefited the local, city, or exempted village schools or educational service centers in their respective communities.

Over the past 25 years, OESCA has recognized over 950 board members, educators and community leaders during this event.

This program symbolizes the very heart and essence of Ohio's 56 Educational Service Centers - pooling exemplary leaders, community resources, business, industry and government together to better serve school districts and Ohio's youth regardless of where they live and attend school. We are honored to recognize Representatives Batchelder, Amstutz and Carey, and Senators Niehaus and Sawyer for their dedicated commitment to public service and to the students and education professionals in Ohio.

A complete list of this year's recipients is at the back of this edition of Inside OESCA (p.8).

Thank you to all of those we recognized, as well as those who go unrecognized, who give back to the students and schools in their communities every day.

# Green Cleaning for Improved Student Health

By: Mike Hofer, RBSM, CIMS-GB Expert,  
LEED-AP O+M, IICRC



We all understand the importance of providing a clean environment for our children's health and safety, but how do we know it is the best environment possible? Does it just need to look clean? That might not be enough.

According to 1989 State of Massachusetts Study, 50% of all illness is due to poor Indoor Air Quality (IAQ)<sup>(1)</sup>. And, according to the US Environmental Protection Agency, airborne contaminants can be up to 100 times higher indoors than outdoors<sup>(2)</sup> and 30% of all buildings worldwide have indoor air quality problems<sup>(3)</sup>.

The Berry Study conducted at the Frank Porter Graham Child Development Center on the University of North Carolina Chapel Hill Campus, in collaboration with the EPA's Environmental Criteria and Assessment Office, found that improved cleaning practices reduced airborne dust levels by 52%, VOC's by 49%, bacteria by 40% and fungi colony-forming units by 61%. And by all accounts this building had been considered to have been well-maintained prior to the cleaning program changes<sup>(4)</sup>.

Dr. Berry also found that "there is a direct connection between healthy school environments; behaviors and attitudes of students, parent, and educators; and academic achievement." His research at the Charles Young Elementary School in Washington DC found that by including proper cleaning as part of a healthy school program students increased their basic math performance by 25 percentage points and their reading levels by 16 percentage points.<sup>(5)</sup>

The Krilov Study conducted at the Association for Children with Downs Syndrome School in Bellmore, New York found that improved cleaning reduced total illness by 24%, doctor visits by 34% and days absent from school by 46%<sup>(6)</sup>.

"It takes more than just a casual commitment to clean for health and safety", says Guy Mingo, CEO for Marsden Holding, L.L.C., "It involves using the right equipment, the right green-certified chemicals, education of the workers and the occupants of a building as well as implementing the right processes and procedures." The Marsden companies, headquartered in St. Paul, Minnesota, are leading providers of green janitorial solutions for educational facilities and commercial properties nationwide and Guy Mingo has spent his entire 35-year career in the janitorial industry.

The GREENGUARD Children & Schools Certification Program™ provides the strictest certification criteria to protect children because they are more sensitive to environmental exposures than adults. Their bodies are still developing – including their brains. They breathe faster than adults and in return receive a higher dose of indoor pollution per body weight. To accommodate children who spend extended periods of time inside school buildings, the GREENGUARD Children & Schools Certification Program™ brings the most stringent requirements for lower

allowable emissions, low exposure to VOC's and limits on Phthalates<sup>(7)</sup>.

By using very specific products and procedures that have been thoroughly tested in the GREENGUARD Environmental Institute's Dynamic Environmental Chambers, you can achieve GREENGUARD certification for your onsite cleaning program.

There are ten key areas of concentration in a successful healthy high performance cleaning program<sup>(8)</sup>.

- 1) Go Beyond Appearances – clean to protect health.
- 2) Take a Holistic Approach – understand that poor cleaning in one area can affect other areas too.
- 3) Educate & Communicate – get people involved and celebrate successes and benefits.
- 4) Perform Routine Maintenance – don't wait for a severe decline before restoring.
- 5) Plan For Accidents – have specific procedure for quick response to weather, spills, blood, etc.
- 6) Minimize Exposure – reduce human exposure to contaminants and VOC's with green chemicals.
- 7) Minimize Residue – use microfiber tools to capture more particulates using less solution.
- 8) Ensure Safety – document and follow safe practices for all tasks performed.
- 9) Reduce Pollutants Entering – have systems and procedures to trap dirt before it comes in.
- 10) Safe Disposal – dispose of all waste properly so as to not harm people or the environment.

To simplify this process, you may find it easiest to select a janitorial service provider who has proven experience in green cleaning and a proven program that will achieve GREENGUARD certification for the cleaning in your building!

#### Sources:

- (1) Diversey HHPC- The First Cleaning System Certified for Indoor Air Quality by GREENGUARD 2010
- (2) U.S. EPA document #400 R-92-012, March 1993
- (3) U.S. EPA Publication: "The Inside Story: A Guide to Indoor Air Quality"
- (4) Indoor Environment Characterization Of A Non-Problem Building: Assessment of Cleaning Effectiveness, US Environmental Protection Agency, EPA Cooperative Agreement CR-815509-02-1, March 1994
- (5) Healthy School Environment and Enhanced Educational Performance. The Case of Charles Young Elementary School in Washington, DC. Michael A. Berry, Ph.D., January 12, 2002
- (6) American Journal of Infection Control: Leonard R Krilov MD, *Impact of An Infection Control Program In A Specialized Preschool* 1996;24:167-173.
- (7) [http://www.greenguard.org/en/manufacturers/manufacture\\_childre\\_nSchools.aspx](http://www.greenguard.org/en/manufacturers/manufacture_childre_nSchools.aspx)
- (8) Marsden Services *Always Clean Always Green®* Green Cleaning Implementation Manual

## ESC Launches ONET to Help Low-Performing, Innovative Schools

By Jacob Lammers



The ESC of Central Ohio is launching a new statewide program that will facilitate student progress in low-performing and innovative schools.

The Ohio Network for Education Transformation will provide technical assistance, support and oversight to 30 School Improvement Grant recipients along with 59 Innovation Grant recipients through the 2013-14 school year. The Ohio Department of Education selected the ESC to administer the project, which is funded through the Race to the Top initiative.

“By virtue of signing on for this work, we agree to the notion that every student deserves high quality education in a safe environment with unimpeded opportunities to pursue their potential,” said Tom Reed, executive director of the ESC’s Center for Achievement and Leadership Services.

“I feel a sense of obligation to take a leadership role in this work and do something that makes a difference.”

Through ONET, the ESC will deploy an expertly trained corps of experienced and highly effective practitioners to provide on-site, intensive targeted assistance to transformation teams. The goal is to build the knowledge, skill and leadership capacity of the school principal, and enhance the quality of classroom instruction, assessment, and intervention provided daily by educators at all points in the teaching and learning process.

“ODE selected the ESC in part because our similar technical assistance and monitoring experience working within State Support Team Region 11. We are very proud and protective of the long-standing relationship the ESC has fostered with the Ohio Department of Education,” said Reed, who also will serve as ONET’s executive director.

“Over the last six years, the SST has established effective systems to implement and monitor school improvement strategies. We basically used a network of participating schools to inform and strengthen that work,” Reed said. “It’s a natural progression from our regional work to statewide school improvement work.”

The ESC was notified in August that it would be the statewide provider for the ONET program, and it will work cooperatively with many entities around the state including the Ohio STEM Learning Network. Within the initial three-year contract, the task will be to dramatically enhance the quality of education and engagement of more than 33,500 students in the 89 grantee schools and school districts.

“ONET was built to create sharing of best practices and grow more innovation programs within the state,” said Pamela VanHorn, ODE’s executive director for the Office of Innovation and Improvement. “Every kid counts. If that’s true, then we really need to help the students whose education is not the best.”

Several Central Ohio school districts that applied for the Race to the Top funds are considered Innovation schools because ONET will be helping them to implement science, technology, engineering and math-focused initiatives as well as developing early college access programs.

VanHorn said the ultimate goal is to help the SIG schools tap into the developing programs at Innovation schools.

Part of the process is determining what schools should be achieving, what they are actually achieving and then how wide is that gap, Reed said.

“What should we be doing to support that transformation? We should be doing more at the classroom level,” Reed said. “The closer you get to students in the classroom the more positive impact you will have on learning.”

Ideally, ODE would like to create a network that shares best practices from one district to the next, VanHorn said.

“The best professional development is job-embedded where you’re in the trenches working with students,” VanHorn said. “If you’re able to sit together with a colleague and discuss what worked and didn’t work, you have a different perspective when you teach your students. It surpasses anything else that’s been tried before.”

Reed is excited about ONET and hopes it extends beyond the initial three-year contract.

“Our goal is to establish a network that survives and thrives beyond the grant funding. If we do it right, it should be self-sustaining,” Reed said.

“We’re excited to be a part of a project that has the potential to enhance the Center for Achievement and Leadership Services, esteem the ESC in pretty significant ways, and positively impact teaching and learning for thousands of educators and students if we do it well.”

## Ohio Educator Evaluation Systems

By ODE Center for the Teaching Profession 

Recent legislation (HB 153) requires that the board of education of each school district, in consultation with its teachers, adopt a standards-based teacher evaluation policy that conforms to the framework for the evaluation of teachers developed under section 3319.112 ORC. This framework must be adopted by the State Board of Education by December 31, 2011. Further, the procedures for the evaluation of principals shall be based on principles comparable to the teacher evaluation policy but tailored to the duties and responsibilities of principals and the environment in which they work (3319.02 ORC). In addition, Ohio’s Race to the Top districts and community schools will implement teacher and principal evaluation systems that are aligned to the state model which meets this requirement.

The Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES) were developed with Ohio educators, field tested with Ohio educators, and are designed to assess the performance of Ohio educators. Each system has four components: Goal-Setting, Assessment of Educator Performance, Communication and Professionalism, and Student Growth Measures.

The OPES model was piloted and the framework adopted by the State Board of Education in 2009. The State Board of Education has spent the past several months working with ODE staff to refine the OTES model. During 2011-12, over 130 districts and community schools are piloting the OTES model and will be providing feedback through an external evaluator in order to refine the OTES model by June 2012. Beginning in the summer of the 2012-2013 school year, ODE will offer regional

training on the use of the OTEs model as well as training to align a school's current evaluation system to the state framework.

Additional information on the Ohio Teacher Evaluation System and the Ohio Principal Evaluation System, as well as future updates can be found on the ODE website (keyword search: evaluation).

## The Ohio State University Bullying Prevention Project

By Ashley Hicks, MS



### Bullying in the mainstream

Bullying has become an issue of great concern for policy makers, educators, parents, and students in recent years. A number of high profile events have pushed the issue of bullying into the view of the mainstream as of late. The literature has provided a definition of bullying that contains the following agreed upon key elements: physical, verbal, or psychological attack or intimidation, the intention to cause fear, distress, or harm to the victim, an imbalance of physical or psychological power with a more powerful child (or children), and repeated incidents occurring over a prolonged period of time with the same children (Farrington, 1993; Olewus, 1994; Smith & Brain, 2000).

### Prevalence and Consequences

In 2001, a National Institute of Health study using a representative sample of U.S. youth grades six through ten found that 10.6% of youth reported being bullied moderately (sometimes) or frequently (once a week). In addition, Nansel and colleagues (2001) found that 13% of youth sampled reported moderate to frequent bullying of others and approximately 6% reported being a victim of bullying and bullying others. Other smaller studies that look at bullying have reported similar results, with numbers ranging from 10 to 29% of students reporting bullying others or being victimized by other students (Sampson, 2009). Results from the 2009 National Youth Risk Behavior Surveillance Survey report that approximately 20% (21.2% female; 18.7% male) of youth in grades 9 through 12 reported being bullied at school. Bullying in schools and among school aged peers has been shown to affect youth well-being and social and academic functioning. Research suggests that being bullied causes immediate harm and distress and may have negative long term outcomes for the victim (Farrington, 1993). Students involved in bullying may have an increased risk of experiencing psychosomatic symptoms and research has shown that being a victim of bullying exacerbates those symptoms along with negative outcomes such as low self-esteem, anxiety, depression, and school refusal (Hawker & Boulton, 2000; Strabstein & Levanthal, 2010).

### Prevention Efforts

Increased interest in the effects of bullying behaviors on bullies and victims has caused many states to adopt policies to address bullying among school aged children. The Ohio State Board of Education adopted the Anti-Harassment and Anti-Bullying Policy in October 2004. This policy was adopted to ensure that schools "provide physically safe and emotionally secure environments for all students and all school personnel," (Ohio Department of

Education, 2007). The ODE Anti-Harassment, Anti-Intimidation, or Anti-Bullying Policy has been in effect for approximately four years. It is important to understand the ways in which this policy has affected how schools and districts work to provide safe and emotionally secure environments in which students are able to learn. For this reason,

**The Ohio Bullying Prevention Project (OBP)** is working to assess how schools and districts are implementing or supporting the policy in their own school context. Research has shown that a school's approach to bullying behavior significantly affects the incidence of bullying within the school and student's well-being. The OBP survey will gather information about any bullying prevention programs that exists within schools across the state of Ohio to better understand how to maximize efforts to reduce or prevent intimidation, harassment, or bullying within Ohio schools. This survey targets school personnel in Ohio elementary and middle schools to obtain information about policies, prevention, and intervention programs that target bullying behavior in their school or district.

We would love for you consider participating in this study. To determine your eligibility ask yourself the following questions:

### Would the study be a good fit for me?

This study might be a good fit for you if:

- You are school personnel (teachers, principals, school social workers, counselors, and psychologists, etc.)
- You work at an Elementary or Middle School in the state of Ohio

### What would happen if I took part in the study?

If you decide to take part in the study, you would:

- Complete an online or telephone survey
- Survey would take no longer than 20 minutes to complete

**To take part in The Ohio Bullying Prevention research study or for more information, please contact Ashley Hicks at 614-247-8326 or [ahicks@ehe.osu.edu](mailto:ahicks@ehe.osu.edu)**

**You can access the survey online using the following link:**

<https://www.surveymonkey.com/s/D77SGTW>

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Some of Ohio's ESCs are already working with OCCRRA, but only on a case-by-case basis. It is our desire to strengthen this partnership and bridge 0 to 5 and K-12 to better support our communities. For more information, visit [www.occrra.org](http://www.occrra.org).

*The Ohio Child Care Resource & Referral Association strives to be the "go to" resource for ESCs by supporting quality care and afterschool systems. OCCRRA's shared services include Step Up To Quality, Quality Achievement Awards, Ohio Professional Registry and T.E.A.C.H. Early Childhood® OHIO.*

## OCCRRA Offers Support and Services

By Lia Eastep



In an effort to strengthen partnerships the Ohio Child Care Resource & Referral Association (OCCRRA) strives to be the "go to" resource for quality care and afterschool systems. There are eight private non-profit CCR&R agencies serving as regional hubs providing professional development and technical assistance to child care, early learning and afterschool local programs as well as support to providers, parents, and communities in Ohio's 88 counties. OCCRRA coordinates and ensures consistency among the eight CCR&R agencies and is responsible for managing a number of statewide quality initiatives.

OCCRRA and the CCR&Rs have built a sophisticated network of infant and toddler, preschool, school-age, and Step Up To Quality (SUTQ) child development specialists who develop and share programs, products, and services system-wide when and where applicable. These shared services include curriculum development, training, and assessment, marketing, and outreach to early care, learning and afterschool programs and professionals throughout the state. A few of statewide examples of the OCCRRA and CCR&R network delivery system include:

- **Step Up To Quality (SUTQ)** – Ohio's quality rating and improvement system (network in partnership with the Ohio Department of Job and Family Services) for licensed child care programs currently awards 1, 2, or 3 stars to programs that voluntarily meet and maintain standards that go beyond minimum licensing requirements.
- **Quality Achievement Awards (QAA)** – Programs that achieve a Step Up To Quality (SUTQ) star-rating are rewarded. Awards are based on the size of the program and the star level (1, 2, or 3 stars). The awards are weighted to support programs serving low-income children based upon the research that indicates low-income children have the most to gain from high quality early childhood programs.
- **Ohio Professional Registry** – Web-based workforce knowledge and competency registry for early childhood and afterschool professionals. OCCRRA develops and manages this professional profile registry and training system with input from the Ohio Departments of Developmental Disabilities, Education, Health, Mental Health, CCR&Rs, and private instructors. Professionals are able to search for and register for opportunities offered throughout the state.
- **T.E.A.C.H. Early Childhood® OHIO** – Teacher Education and Compensation Helps (T.E.A.C.H.) is a compensation and retention program for child care professionals. OCCRRA administers scholarships aimed at supporting attainment of credentials or college credits in early childhood education.

## Voices for Ohio's Children and OESCA Partner on Statewide Regional Meetings

By Amy Swanson and Sandy Oxley



Voices for Ohio's Children take the responsibility of getting input from the field seriously. Since 2004, we have held dozens of meetings on children's issues throughout Ohio. In 2009, our Board decided to take it to the people and we joined with the Ohio Academy of Pediatrics and the Ohio Children's Hospitals to host 9 regional meetings where 400 Ohioans came together to help us formulate a vision for what we want our children to achieve.

In 2010, as a result of challenging economic times and a tough state budget process, Voices wanted to go to the streets and learn about what local communities wanted for the future of Ohio's children. Not to look at a deficit approach, but rather an asset based perspective and where we want our children to be in 10 years. The results of these regional meetings are in and located in the document in your packets titled "Making Futures Bright for Ohio's Children". This document outlines vision that by 2020 we can help all of Ohio's children become safe, educated, healthy, connected and employable.

During the regional meetings last year, we were asked to get more educated and involved in advocacy for K-12 education issues. As a result, we have spent the last year meeting with Ohio Educational Services Center members, as well as expanding our partnerships with the Department of Education. To share information about the work of this organization, we invited the Ohio Educational Services Center Association to join us for this series of regional meetings.

### Partnership with OESCA

Voices was pleased to have the Ohio Educational Service Centers Association partner this year to not only host these regional events, but provide an overview of ESC's to the participants of the briefings. This was a fantastic opportunity for participants to receive a bit of ESC 101, as well as be updated on some of the provisions contained in the '12-'13 Biennium Budget. Many of these health and human services professionals were enlightened of the integral role the ESC's will begin to play in the delivery of health and human services within the education system.

### What was the purpose of the briefings?

- An overview of Children's Policy Issues and Fiscal Climate

- An Open Discussion of State Budget Impact to Local Communities and Programs
- Overview of Federal issues, including budget and timeline
- A presentation from a member of the Educational Services Center representative
- Voter Registration/Education
- Advocacy 101
- Health Care Reform (Affordable Care Act) Overview regarding impact to Children
- Update on Ohio's Implementation progress

#### Stats from the 2011 Briefings

Eleven briefings in 31 days in the following cities: Akron, Athens; Bowling Green; Canton; Cleveland; Cincinnati; Columbus; Dayton; Toledo; Youngstown; and Zanesville.

- 350+ local advocates, community leaders and elected officials participated
- 10 speakers from local Educational Service Centers of Ohio
- 10 Voices board members presented
- 3 members of Gov. Kasich's administration
- 23 health care provider representatives
- 5 sponsor representatives
- 11 Voices team members participated and traveled 4,007 miles
- Covered the state from A to Z – more than 1,500 miles covered

For more information about Voices for Ohio's Children, please visit the website at [www.vfc-oh.org](http://www.vfc-oh.org).

followed by the interview of two representatives from Governor John Kasich's administration: Randy Cole, Controlling Board President and Policy Director for the Office of Budget and Management, and Robert Sommers, Director of the Governor's Office of 21st Century Education (*The entire interview is available online at: [http://www.aesa.us/Pubs/2011\\_Perspectives.pdf](http://www.aesa.us/Pubs/2011_Perspectives.pdf)*).

#### Background

Ohio, like many Midwestern states, has struggled mightily in the transition from its traditional manufacturing and agribusiness focused economy to a new knowledge-based, service driven economy reflective of the 21st century global marketplace. These and related challenges have led to Ohio's 47th place ranking in economic momentum among the 50 states. Why is this important? It's important because a lagging economy means lagging state revenues and the related economic stressors. These challenges, coupled with the recent economic recession and other related issues, resulted in a projected \$8.5 billion biennial budget deficit for fiscal years FY 2012-2013 and increased pressure on state and local governments to streamline operations while maintaining essential public services.

Spurred by these emerging realities and calls to reorganize state and local government, including over 3,700 local political subdivisions, several statewide public policy organizations stepped forward with recommendations to balance the state's budget. These organizations included, but were not limited to the Buckeye Institute, the Ohio Chambers of Commerce, Greater Ohio and the Brookings Institute, the Ohio Society of CPAs, and KnowledgeWorks Foundation (Benson & Brinker, 2010). Among the recommendations of these groups was the call for increased utilization of shared services between and among public sector agencies including school districts and other local political subdivisions.

In *Redesigning Ohio*, authors Osborne and Browning stated, "Ohio's local government infrastructure encourages independence ('local control') and costly redundancies in an era that increasingly needs the value-added efficiencies and effectiveness that can emerge from intergovernmental collaboration, focused on common goals.... Despite increasing evidence that a cooperative approach using 'shared services' is a win-win for local political subdivisions, far too little of it is taking place in Ohio" (Browning & Osborne, 2010, p.47).

This is also true in K-12 education according to some sources. *Restoring Prosperity* (Brachman, Bradley & Katz, 2010) revealed that Ohio ranks 47th in the nation in the share of elementary and secondary education spending that goes to instruction and ninth in the share that goes to administration. These findings were reinforced by the subsequent release of a KnowledgeWorks Foundation report that found about one-third of every public education dollar spent in Ohio does not make it into the classroom (Benson & Brinker, 2010). Each of the reports make the case that, based on projections in other states and from actual experience in Ohio, more aggressive shared services agreements could free up money for classrooms.

The term "shared services" entered the business lexicon more than 20 years ago. The shared services model, as defined by Bergeron in *Essentials of Shared Services* (2003), is a collaborative strategy that is fundamentally about optimizing people, capital, time and other corporate resources. This

## Transforming Regional Shared Services in Ohio: An Interview with Representatives of the Kasich Administration

By Craig E. Burford

The following article by OESCA Executive Director, Craig Burford, is an excerpt taken from AESA's 2011 Perspectives, "ESAs Leading School Transformation", published in November 2011. The full article and interview can be accessed through AESA's website at [www.aesa.us](http://www.aesa.us).

#### Introduction

Ohio's network of 56 Educational Service Centers has a 97-year history of operating cooperative programs and services on behalf of Ohio's school districts. This system has evolved significantly since 1914 from a regulatory agency to a full-scale service provider. The evolution continued with the passage of Am. Sub. H.B. 153, Ohio's FY 2012-2013 biennial state operating budget, on June 30, 2011. The budget bill included a mandated study of Ohio's regional education delivery system and recommendations for the integration of existing providers into a new Regional Shared Service Center System.

This article provides a brief introduction and contextual background information on system redesign efforts, which are

approach, because of its highly regarded suggestions in the areas of cost reduction, improved services and increased efficiencies quickly gained attention and support from newly-elected Republican Governor John Kasich and Republican majorities in both houses of the Ohio General Assembly.

In February 2011, Governor John Kasich unveiled his first Executive Budget proposal, which sought to fill the \$8.5 billion budget gap and streamline state and local government. Among his proposals was the creation of Regional Shared Service Centers as well as the elimination of Ohio statutes that inhibit government entities from working together to cut costs. According to the Governor's Jobs Ohio budget plan, "It is envisioned that Regional Shared Services Centers will be created by merging the various regional education service providers. These centers will be given the authority to work with local government entities as well as school districts." Ohio's current regional education delivery system currently includes 56 Educational Service Centers (ESCs), 23 Information Technology Centers (ITCs), 7 Area Media Centers (AMCs) and 8 Education Technology Centers.

Am. Sub. H.B. 153, the FY 2012-2013 biennial state operating budget for Ohio, was passed and enacted in June 2011 and included several shared services initiatives. For example, under the new law Ohio's ESCs may now enter into contracts with any local political subdivision in the state. Political subdivisions as defined in ORC 2733.01(F) include, but are not limited to, municipal corporations, townships, counties, school districts, regional planning commissions, joint planning councils, port authorities, and emergency planning districts, the governing boards of community-based correctional facilities, or other body, corporate and political, responsible for governmental activities in a geographic area smaller than that of the state. Educational service centers and state institutions of higher education may also participate in joint projects with a joint recreation district and other contracting subdivisions including joint acquisition, construction, operation, and maintenance of facilities (ORC 755.16).

Additionally, the budget bill under a temporary law section requires the Director of the Governor's Office of 21st Century Education to conduct a shared services survey of Ohio's school districts, community schools, STEM schools, chartered nonpublic schools, joint vocational school districts, and other educational service providers and local political subdivisions by October 15, 2011 (Section 267.50.90). This survey will be utilized to collect baseline data on existing shared services arrangements as well as to identify where there may be opportunities to do more.

The survey will also serve to inform a study of Ohio's regional delivery system. The budget also requires the Director of the Governor's Office of 21st Century Education to study the regional system and make legislative recommendations on the integration of existing providers into a new Regional Shared Service Center System (Am. Sub. H.B. 153). "The Director shall recommend educational support organizations to be considered for integration into the new Regional Shared Service Center system including, but not limited to, educational service centers, education technology centers, information technology centers, area media centers, Ohio's statewide system of support, the education regional service system, regional advisory boards, and regional staff from the Department of Education providing direct support to school districts" (Section 267.50.90).

In the course of this study, the Director must also include an examination of services offered and recommendations for integration of services into a shared services model including, but not limited to general instruction, special education, gifted education, academic leadership, technology, fiscal management, transportation, food services, human resources, employee benefits, pooled purchasing, professional development, and non-instructional support. The legislatively mandated recommendations must be submitted to the Governor and General Assembly no later than January 1, 2012 (Section 267.50.90).

### Interview

With much of the work related to shared services still under review and subject to legislative approval, Craig Burford, Ohio ESC Association Executive Director, separately interviewed Randy Cole (Interview, July 29, 2011) and Robert Sommers (Interview, July 27, 2011) of the Kasich Administration in an effort to gain a clearer understanding of the primary policy goals of the Kasich Administration as they relate to shared services and the pending survey and study of Ohio's educational service providers. Prior to his current position as State Controlling Board President and Policy Director for the Office of Budget and Management, Mr. Cole oversaw performance audits for Auditor of State Mary Taylor. Dr. Sommers is the former Director of Butler Tech in Butler County, Ohio and former CEO at Cornerstone Charter Schools. Each of these individuals brings a unique skill set and perspective to the shared services policy and program development efforts. ***The full interview, in question and answer format, can be accessed online at [http://www.aesa.us/Pubs/2011\\_Perspectives.pdf](http://www.aesa.us/Pubs/2011_Perspectives.pdf).***



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- ❖ Lincoln Interactive's team of educators and technology experts is dedicated to creating engaging and effective kindergarten, first grade, middle, and secondary level online courses

Paul Hood, Education Consultant  
**Lincoln Interactive**  
Office Phone: 724-764-7200, ext. 1402  
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## Bring Your Own Technology Brings Power

By, *Dee McGlothlin*  
ESC of Central Ohio

One of the hot topics around the technology water cooler is Bring Your Own Technology (BYOT). The incongruity of school districts ever-shrinking budgets and the expansion and growth of new technology has led to this phenomenon. It has become evident for many district technology leaders that the technologies that students carry in their pockets are more powerful and up to date than anything they can provide.

While much of this technology can be viewed as the latest gadget or toy, the power behind these devices is astounding. Within the pockets of students are some of the most powerful learning tools that currently exist. Unfortunately, most teachers and students have not realized this power. In many districts, students are asked to power down.

There is much debate about eRate requirements for filtering Internet access for students and the potential for lost funding. When they bring their own technology, it becomes more difficult to put the filtering in place and to manage it. I think the question becomes, should we be filtering? It is something that I struggled with every day as a director of technology. We are told that we have to protect children from getting to inappropriate materials on the Internet and of course we have to keep in mind the stranger danger concept. My intent here is not to down play these risks; they are real. However, there are dangers in the world no matter how our children access it. We don't hide them in a closet away from danger, we teach them to be safe. We teach them about the Golden Rule. We teach them how to cross the street safely. We teach them how to be aware of their surroundings. We should be doing the same with technology. If we are not, I believe we are putting them at risk. Technology does not change how we behave as a community.

As a technologist, I know that when I go to sleep – somewhere in the world someone has created something new and innovative – I wake up obsolete. This is a good thing because I get to run the race all over again. I learn the newest technology and figure out how it fits into my life and so it should be with all educators. In the Information Age, we are not the knowers-of-all; we have an opportunity to learn from and with our students to become their partners in the endeavor we call education. While they may know the technology, we understand teaching and learning. Instead of spending our time every year updating acceptable use policies, I think it would be more educationally appropriate to create units of learning around embedded technology use as learning tools for our students.

The concept of BYOT is powerful and takes the burden of cost from the schools and from the community, while at the same time opening up learning opportunities that never existed before for all students. It is time to have our students power up for learning.

## 2011 OESCA Capital Conference Awards Winners (cont. from page #1)

OESCA would like to, once again, extend a special thanks to our 2011 Capital Conference Award Winners for their dedicated public service. This year's recipients are as follows:

### **Distinguished Service Award 20 years**

- *Betty Burwinkel, Brown County ESC*
- *Betty L. Klamfoth, ESC of Central Ohio*
- *Ralph Shell, Southern Ohio ESC*

### **Special Distinguished Service Award 30 years**

- *Robert Berry, Brown County ESC*
- *Edward A. Bischoff, ESC of Central Ohio*
- *Richard I. Helsel, ESC of Central Ohio*
- *Howard Koons, Mid-Ohio ESC*

### **Outstanding Leadership Award Educational Service Center Governing Board Members**

- *Jimmy Ferguson, Brown County ESC*
- *Marilee Broscheid, Hamilton County ESC*
- *Barbara Parry, Hamilton County ESC*
- *James Hall, Mahoning County ESC*
- *Susan Lobalzo, Summit County ESC*

### **Outstanding Leadership Award Local, City, Exempted Village Board Members**

- *Terry Halley, Gallia-Vinton ESC*
- *Robert Bowers, Pickaway County ESC*
- *Donald Mickel, Trumbull County ESC*
- *Mary E. Williams, Trumbull County ESC*

### **Outstanding Leadership Award Community Service**

- *Judy Hill, Columbiana County ESC*
- *Paul Mathews, Fairfield County ESC*
- *Sam Barone, Knox County ESC*
- *Paddy Kutz, Licking County ESC*
- *Dr. Herald Barker, Madison-Champaign ESC*
- *Bill Doraty, Medina County Schools ESC*
- *Jeri Johnson, Muskingum Valley ESC*
- *Nancy McPeck, Stark County ESC*
- *Champion Township Trustees, Trumbull County ESC*
- *Dale Foerster, Trumbull County ESC*
- *State Representative Ron Amstutz, OESCA*
- *House Speaker William Batchelder, OESCA*
- *State Representative John Carey, OESCA*
- *Senator Tom Niehaus, OESCA*
- *Senator Tom Sawyer, OESCA*

## Save the Dates

- The OESCA Critical Issues Committee will meet January 10, 2012, from 10:00 a.m. to 12:00 p.m. at 8050 N. High Street in the BASA small conference room.
- The next OESCA Executive Committee meeting is scheduled for January 30, 2012. The meeting will be held at 8050 N. High Street in the BASA small conference room.
- Mark your calendar for April 24-25, 2012 for the OESCA Spring Conference. The event will be held, again this year, at the Conference Center at NorthPointe. Wednesday, April 25, 2012 is the Franklin B. Walter All-Scholastic Awards program. Program agenda, registration materials and additional information will be forthcoming from OESCA.
- Nomination materials were mailed for the Franklin B. Walter All-Scholastic Awards Program in early Fall. Please check for nomination deadlines which are coming soon. If you did not receive those materials please contact Tammy Robinson with the North Point ESC or Donna Burge at OESCA.

## Want to Submit an Article to *Inside OESCA*?

### Submission Guidelines for the *Inside OESCA* Newsletter

- Article maximum length is 1,500 words. Exceptions can be granted at the discretion of the editor.
- Write about a timely and relevant topic of interest to Ohio ESCs and the Ohio education community (e.g., Leadership, Organizational Management, Governance, Accountability, Curriculum & Instruction, Standards and Assessment, Gifted Education, Special Education, etc.)
- Include a brief abstract (approximately 40 words) and a bio (approximately 20 words) with the article.
- Attach any related electronic pictures, charts or diagrams if possible and desired.
- Use headings and subheadings.
- Include an introduction and concluding section or paragraph.
- Format any relevant citations according to APA style.

### Publication Dates & Deadlines for Submission

- The newsletter is published in September, December, March, June of each year.
- Submission Deadlines are August 15, November 15, April 15, May 15

Send articles to [info@oesca.org](mailto:info@oesca.org) prior to the deadlines outlined above. Questions? Contact Craig Burford ([Burford@oesca.org](mailto:Burford@oesca.org)) or Donna Burge ([dburge@oesca.org](mailto:dburge@oesca.org)) at 614-846-3855 or via email.

## Looking to Place an Ad in *Inside OESCA*?

*Inside OESCA* is the quarterly newsletter sent out to OESCA superintendents, treasurers, board members, curriculum directors, special education personnel, gifted coordinators, grant writers, and other ESC personnel as well as to affiliated organizations and state policymakers. *Inside OESCA* is published every March, June, September, and December.

Inside OESCA Ad Guidelines:  
Size: max – 4.25" high by 3.75" wide  
In .jpeg, .gif, .tiff, .bmp or .pdf format

If you would like to place an ad, contact Craig Burford ([Burford@oesca.org](mailto:Burford@oesca.org)) or Donna Burge ([dburge@oesca.org](mailto:dburge@oesca.org)) at 614-846-3855 or via email.

Dear Educator,

With Ohio as one of the recipients of *Race to the Top*, the Ohio Educational Service Center Association (OESCA) positioned itself to make sure that the best Instructional Improvement Systems are available to our member districts. To that end, we entered into a partnership with Schoolnet which will enable our districts to employ the best Instructional Management Suite (IMS) and online gradebook on the market today - Schoolnet IMS and the GradeSpeed Gradebook!

Districts around the country choose the Schoolnet Instructional Management Suite based on the unsurpassed curriculum management, extensive access to district data, comprehensive assessment tools and alignment to state standards. Additionally, Gradespeed Gradebook offers a fully web-based gradebook that is accessible from anywhere, at any time; with an easy-to-use and intuitive interface.

We at OESCA know that these tools will dramatically improve your day-to-day activities, provide more opportunities for differentiated instruction and help increase student achievement in our districts statewide.

If you have questions about pricing or are interested in learning more about these valuable tools, please contact:

Andrew Cary, Schoolnet Account Executive  
Email: [acary@schoolnet.com](mailto:acary@schoolnet.com)  
Phone: 646-201-5580



**Explore the Benefits of Becoming an OESCA Business Partner**  
**Contact the OESCA office at 614-846-3855**

# OESCA Business Partners



# 2011 – 2012

## OESCA Officers & Leadership

**President:** *Richard Murray, Muskingum Valley ESC*  
**President Elect:** *Dewey Chapman, Portage County ESC*  
**Secretary:** *Nelson McCray, Licking County ESC*  
**Past-President:** *Brian Rockhold, Allen County ESC*  
**Legislative Liaison:** *Heather Neer, Shelby County ESC*  
**ODE Liaison:** *William Koran, Medina County ESC*  
**OTESCA:** *Greg Spiess, Hancock County ESC*  
**Executive Director:** *Craig Burford, OESCA*

**Region 1:** *Sandy Frisch, Lucas County ESC*  
**Region 2:** *Bill Lally, North Point ESC*  
**Region 3:** *Bob Mengerink, ESC of Cuyahoga County*  
**Region 4:** *Matthew Galembo, Geauga County ESC*  
**Region 5:** *John Rubesich, Ashtabula County ESC*  
**Region 6:** *Heather Neer, Shelby County ESC*  
**Region 7:** *Timm Mackley, Knox County ESC*  
**Region 8:** *Will Koran, Medina County ESC*

**Region 9:** *Gene Linton, Tri County ESC*  
**Region 10:** *Terry Thomas, Greene Co ESC*  
**Region 11:** *Bart Anderson, ESCCO*  
**Region 12:** *Kevin Spears, ECOESC*  
**Region 13:** *David Distel, Hamilton Co ESC*  
**Region 14:** *James Frazier, Brown Co ESC*  
**Region 15:** *Steve Martin, Ross Pike ESC*  
**Region 16:** *Chris Keylor, Ohio Valley ESC*

### About OESCA

The Ohio Educational Service Center Association (OESCA) represents the superintendents, teachers, supervisors and other personnel of Ohio's Educational Service Centers and seeks to promote excellence in education through the quality services provided by its member organizations.

OESCA provides legislative updates, coordinates member lobbying efforts and organizes communications among its member organizations. OESCA also provides professional development opportunities for service center administrators and personnel through issue-related seminars and major conferences.

### Mission

OESCA and its members provide leadership and services that enable school districts to increase student achievement and improve Ohio's educational system.

### Vision

OESCA will be recognized at state and national levels for educational leadership and superior member services.

[www.oesca.org](http://www.oesca.org)  
[www.twitter.com/oesca](http://www.twitter.com/oesca)



## OHIO EDUCATIONAL SERVICE CENTER ASSOCIATION

8050 North High Street  
Suite 150  
Columbus, OH 43235  
Phone: 614-486-3855 ♦ Fax: 614-486-4081  
[www.oesca.org](http://www.oesca.org)

**Craig Burford**, Executive Director  
[Burford@oesca.org](mailto:Burford@oesca.org)