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The Washington Times

September 5, 1990, Wednesday, Final Edition

SECTION: Part A; NATION; Pg. A4

LENGTH: 626 words

HEADLINE: 391 Milwaukee pupils make 'choice'

BYLINE: Carol Innerst; THE WASHINGTON TIMES

BODY:

Nearly 400 poor, mostly black and Hispanic children fled Milwaukee's failing public schools yesterday under a historic "choice" plan that allows them to attend private schools at state expense.

Legal challenges to the state-sanctioned experimental plan may have deterred more parents from participating in the plan, said Gus Knitt, administrator of the Milwaukee plan for the Wisconsin Department of Public Instruction.

Under the program, the brainchild of black Democratic state legislator Annette "Polly" Williams, close to 1,000 inner-city youths ill-served by the public schools will be allowed to transfer into private, non-sectarian schools in the city. An estimated \$2,500 in state aid will follow each student who opts out of the public schools.

The subsidy represents the amount per pupil that the state would give the public schools if the children stayed there. The subsidy goes directly to the private schools in quarterly installments beginning Sept. 24.

"I feel great," Mrs. Williams said yesterday after spending all day touring the private schools that accepted 391 public school refugees. "I never had any doubts today would come. I knew school would open and our children would be there in spite of our opponents, because there's no greater power than parent power."

Mrs. Williams, an unlikely proponent of what has traditionally been a conservative educational idea, had harsh words for the National Association for the Advancement of Colored People, which is continuing to fight her plan in the courts.

"They represent some middle-class black people whose children don't go to public schools anyway," she said. "I was elected to represent our parents. There's no violation of civil rights here. They have no role in this, but they've been interjected by white people who want to destroy black children and use the NAACP to help destroy us."

Even if 1,000 pupils leave the Milwaukee public schools, it wouldn't make a big dent, according to Mr. Knitt. Early projections indicate the city's school population could rise to 98,000 this year.

Applicants for private schools had to meet three requirements, Mr. Knitt said. They had to live in the city, their income could not exceed \$22,225 for



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a family of four, and they had to have attended a Milwaukee public school last year.

The precedent-setting Milwaukee plan is the only one in which the state subsidy follows pupils into private schools, Mr. Knitt said. Its critics fear competition could undermine public schools.

The debate in Milwaukee split the black community. Inspired by Mrs. Williams, a former welfare mother, dissatisfied parents from poor neighborhoods got behind her choice plan.

But the Milwaukee branch of the NAACP joined the state affiliates of the National Education Association, American Federation of Teachers, American Association of School Administrators, National School Boards Association and Parent-Teachers Association in suing to stop the plan.

State Superintendent Herbert J. Grover, on record as opposing the plan, is the defendant in the lawsuit now in the Wisconsin Court of Appeals.

"There's still a chance the court could find it unconstitutional," Mr. Knitt said.

The mood was euphoric yesterday at Urban Day School, one of seven private city schools receiving the former public school pupils. The kindergarten-through-eighth-grade school received 263 applications, and was able to accommodate 95 additional students.

The children came yesterday - the first day of school - by car pool and by city bus. The state will reimburse the public school transfers for transportation costs at the end of the year.

JUST 1 OF 4 PARENTS POLLED AWARE OF EDUCATION GOALS

NEW YORK -- Three out of four parents are unaware of goals set by President Bush and the 50 governors to improve the nation's schools, according to a new poll commissioned by Newsweek.... The Bush Administration has put too little effort in trying to win parents as allies in the fight for better schools, said National PTA president Pat Henry. Etta Fielek, a spokeswoman for the U.S. Department of Education, disagreed. "This survey of a relatively small sample [792] of Americans contradicts what the President, education secretary and other Administration officials see and hear as they travel around the country," she said.

(AP, Washington Times, A5)

DESERT BILL

The U.S. Departments of Interior and Defense want President Bush to veto a bill that would set aside 8 million acres of California desert as wilderness, according to a White House memo obtained by Gannett News Service. ("Nationline," USA Today, 3A)

HEARINGS OPEN ON BARR; LITTLE OPPOSITION SEEN

The Senate Judiciary Committee will begin hearings Tuesday on William Barr's nomination to be attorney general, with little or no opposition expected. While committee Democrats are expected to challenge Barr publicly on a number of issues, unanimous confirmation is expected. According to Capitol Hill sources, the committee does not want to rekindle the circus atmosphere that highlighted the hearings on Clarence Thomas. The Democratic challenges will center on a perceived lack of aggressive prosecution on savings and loan thieves, the BCCI and other white-collar criminals. The committee also is expected to ask about the department's role, if any, in efforts by Senate Judiciary Committee Republicans to discredit Anita Hill.

(Jerry Seper, Washington Times, A3)

EDITOR'S NOTE: "For Nominee Barr, An Unusual Path To Attorney General's Office, by Sharon LaFraniere, appears in The Washington Post, page A6.

NUCLEAR FUSION SLOWDOWN BLAMED ON FED BUDGET CUTS

TRENTON, N.J. -- Federal budget cuts prevented Princeton researchers from carrying on the type of experiments that led to a breakthrough in nuclear fusion in Europe this weekend, a top U.S. scientist said Monday. Ronald Davidson, director of the Princeton Plasma Physics Laboratory said, "We had been scheduled to do similar experiments in 1988, but the...budget cuts delayed the schedule."... "It means we're falling behind," said Stephen Dean, president of Fusion Power Associates in Gaithersburg.

(AP, Washington Times, A4)

EDITOR'S NOTE: "George Bush, Matchmaker?," regarding a letter with President Bush's forged signature on official White House stationery recommending a young man for Joan River's daughter, appears in "Personalities," The Washington Post, D3.

NETWORK NEWS

(Monday evening, Nov. 11)

JAPAN/SECRETARY BAKER

CBS's Dan Rather: Opening talks with Japan's new leaders. Secretary Baker warned today that U.S.-Japanese relations may get worse. The principal problem remains Japan's towering trade surplus, which has been ballooning since the early 1980s, and its effect on the sluggish American economy.

CBS's Susan Spencer: Although still smarting over President Bush's decision to put off his Asia trip, the Japanese were all smiles today, listening politely as Secretary Baker pressed them to stop trade practices that are widely viewed as protectionist and unfair. **(Secretary Baker:** "We need an economic relationship with openness on both sides. Otherwise, we will not be able to sustain our political partnership.")

But knowing that no one has any serious thoughts of ending that partnership -- one Baker described today as our most important in the world -- the Japanese resisted any new moves to open their markets, bad news for the Administration. For with the U.S. economy on the skids, the trade situation with Japan becomes not just an economic, but also a political, problem. The overall U.S. trade deficit is \$40 billion this year, with Japanese imports, mostly automobiles, accounting for two-thirds of it. Listen to the Democrats.

(Rep. Levin: "This bill is the opposite of protectionism. It's to strike out against the protectionism of other countries and give American businesses and workers a chance to compete.")

A proposed new law would, in essence, force the President to investigate unfair trade practices, try to resolve them, and if unsuccessful, retaliate with quotas, tariffs or sanctions.

(Rep. Gephardt: "If a country wants to exclude our products, they will face similar restrictions on access to the U.S. market.")

The President opposes any attempts to force retaliation. But today's apparent lack of progress may put more pressure on him to "get tougher on the Japanese." It will also give more political ammo to those who contend that by going to Europe but snubbing Asia, he may well have cancelled the wrong trip. **(CBS-2)**

ECONOMY/SMALL BUSINESS

ABC's Peter Jennings reports a regular survey of small-business owners published today gives another hint that times are hard. Business optimism, the survey said, has been falling since July.

ABC's Stephen Aug reports many small businesses are struggling. Because they account for half of the nation's economic activity, their troubles have real meaning.

(William Dunkelburg, National Federation of Independent Business: "We'll probably see unemployment rates staying high through the end of this year and through most of next year, because very little is going to get the economy started again and increase the demand for labor.")

-more-

OHIO 2000 COMMITTEE OF 100

GOVERNOR

- 1 R. Michael DeWine
- 1 Chief Justice of Ohio Supreme Court
- 1 Bob Taft
- 1 Dr. Ted Sanders
- 1 Dr. Elaine Hairston
- 1 Chairman, Board of Regents (Al Bonda)
- 1 Donald E. Jakeway
- 1 Geno Natalucci-Farnichetti
- 1 Luceille Fleming
- 1 Dr. Edward G. Kilroy
- 1 Dr. Michael F. Hogan
- 1 R. Gregory Browning
- 1 James Conrad
- 1 Jerome Manuel
- 1 Terry Wallace
- 1 Jose Feliciano
- 1 Speaker Vern Riffe
- 1 Sen. Pres. Stanley Aronoff
- 1 Sen. H. Cooper Snyder
- 1 Ron Gerberry
- 1 Chet Roush
- 1 Sue Ann Nerton
- 1 Ron Thompson
- 1 Terry Grier
- 1 John Middleton
- 1 James Williams
- 1 Michael Brandt
- * 1 Supt.
- 1 Mike Kline
- 1 Steve Scovic
- 1 Scott Howard
- 11 Educational Coalition (CHECK THIS LIST WITH GEN COUNCIL FOR DUPLICATES)
- 1 Sarah Donnem
- * 1 PBS Technology Expert
- 6 Media Representatives
 - Dave Cooper - Akron Beacon Journal
 - Vic Dicks - Wooster
 - Bill Keating - Enquirer
 - Lou Forrest - ABC TV Cols.
 - Alex Macheske - Cleveland Plain Dealer
 - Kennar Bush - Athens Messenger
- * ODE WILL PROVIDE NAME

aries and which demanded that most of the land west of the Appalachians become the property of the nation as a whole. Then there were the claims of the several Indian tribes, which insisted that the western lands were theirs to begin with. And, finally, there were the persistent disagreements over how to develop the western lands in any case, whether as quasi-colonies to be exploited for the benefit of the older eastern settlements or as self-governing territories to be brought eventually into some sort of equal partnership with the older states.

✓ Congress stated a clear policy in the autumn of 1780, resolving that such unappropriated lands as might be ceded to the United States by any of the particular states would "be settled and formed into distinct republican states, which shall become members of the Federal Union, and shall have the same rights of sovereignty, freedom and independence, as the other states." Subsequently, in three far-reaching land ordinances, Congress specified the process by which government would be established in the newer territories. An ordinance of 1784, initially drafted by Jefferson, provided that the western lands be divided into states, that the initial settlers of these states be authorized to establish temporary governments based on the constitution and laws of any of the original states, and that, whenever the population of any state reached that of the smallest of the original states, it could be admitted to the Union on an equal basis, provided it consent forever to remain a part of the United States, carry its share of the federal debt, and maintain a republican form of government. An ordinance of 1785 provided that the western lands be parceled into towns six miles square and the towns into lots one mile square, that the lots be sold at public auction for not less than one dollar per acre, and that one lot in each town be reserved for the maintenance of public schools. And, finally, the Northwest Ordinance of 1787, revoking the ordinance of 1784, provided that initial government in the Northwest Territory be not by the inhabitants themselves but rather by a governor, secretary, and three judges appointed by Congress, that whenever there were five thousand free male inhabitants in the district they could create an assembly (which could pass laws subject to the veto of the governor), and that eventually three to five new states could be defined and whenever any of these states achieved a population of sixty thousand it could enter the Union on an equal basis. In addition, the Northwest Ordinance explicitly extended the rights of free worship, legislative representation, habeus corpus, trial by jury, and the inviolability of contracts to inhabitants of the territory; pointedly prohibited slavery; and further stipulated in an oft-

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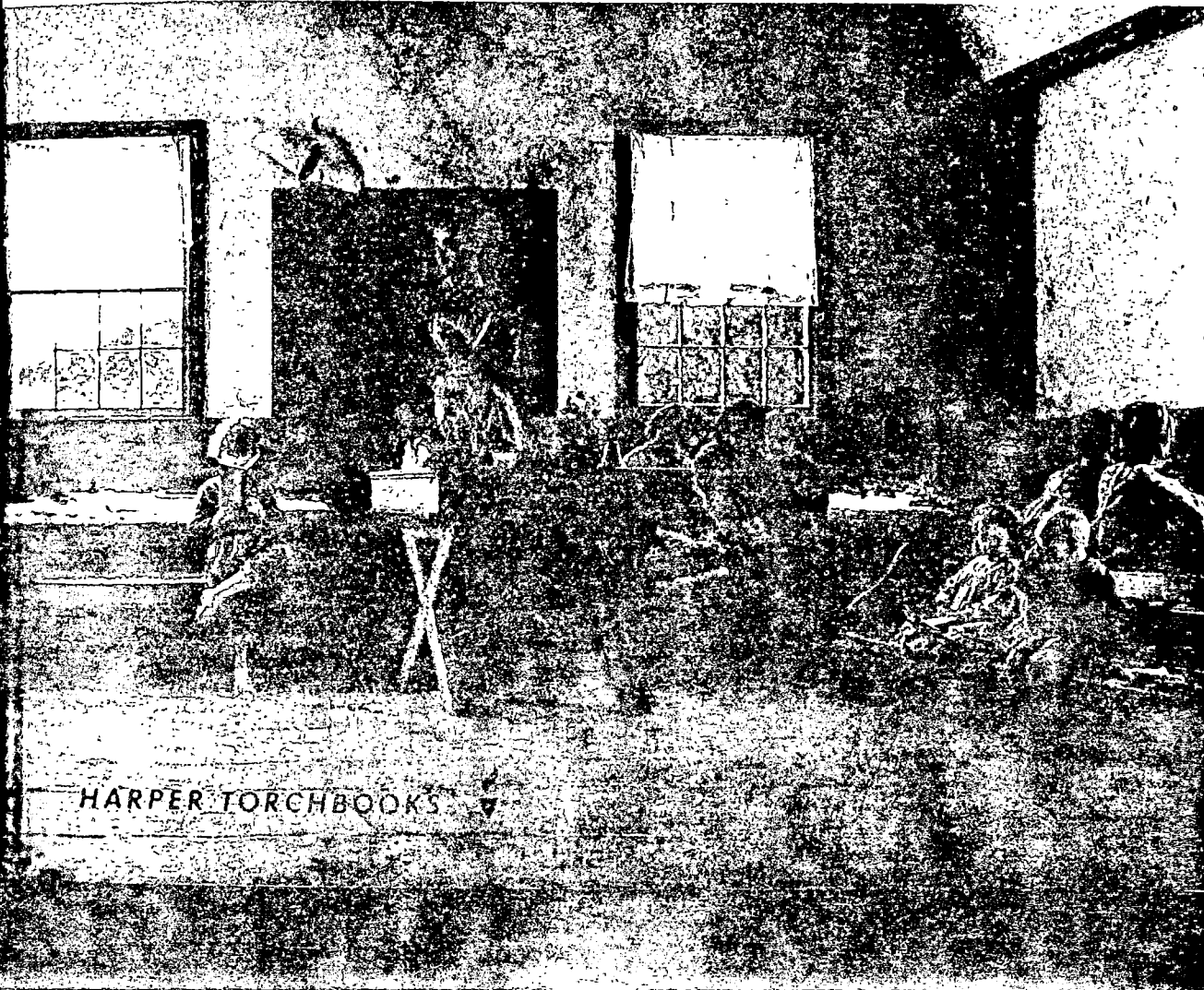
British Colonies; Ad-
or Poems of Timothy

AMERICAN EDUCATION

The National Experience
1783-1876

Lawrence A. Cremin

WINNER OF THE PULITZER PRIZE IN HISTORY



HARPER TORCHBOOKS

Minority-Scholarship Ruling Due

By KAREN DE WITT

Special to The New York Times

WASHINGTON, Nov. 12 — After spending much of this year promoting the Bush Administration's education agenda at elementary schools across the nation, Education Secretary Lamar Alexander will make two rulings on higher education later this month that are expected to affect minority students and faculty for decades to come.

He will make a decision on the issue of whether race-specific scholarships are legal. And, after getting an advisory panel's recommendation on whether a regional accrediting association should use "cultural diversity" as a standard for accrediting colleges and universities, he will make a ruling based on that recommendation.

A group of college and university presidents and representatives of education associations met with Mr. Alexander today to lobby, again, in favor of the race-exclusive scholarships. But some present at the meeting, who spoke on the condition that they not be identified, said Mr. Alexander appeared to remain convinced that such scholarships violate Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, religion, national creed and sex.

"We've worked hard on both the scholarship and the diversity issues," said Robert H. Atwell, president of the American Council on Education, who was among those who met with Mr. Alexander. "Both of them are very important. We think the Administration has sent a very, very chilling message on both these issues."

Weiss Sees Cynicism

Mr. Alexander's decisions will come in the wake of the Bush Administration's support for a civil rights bill that it had initially opposed and could be an indication of how the Administration will deal with the lightning rod issue of race during the 1992 Presidential campaign.

"I fear that the Secretary's motives are political — the same kind of racial scare tactics used in the last Presidential campaign," said Representative Ted Weiss, Democrat of Manhattan and chairman of the House Subcommittee on Human Resources and Intergovernmental Relations. "It is a cynical attitude that will

The Secretary weighs two big decisions.

only hurt minority students, perhaps for decades to come."

Mr. Weiss's committee, which oversees the Department of Education, recently completed a review of minority scholarships. Its report, which will go to the House Government Operations Committee Wednesday, asserts that minority scholarships are legal, that the Education Department's efforts to ban them were illegal and, that, over all, the Education Department has not been enforcing civil rights laws.

Sees 'More Certainty'

Mr. Alexander denied that politics would influence his decision, and he said he expected the ruling on race-based scholarships to "create more certainty in an area of uncertainty."

Last December, Michael Williams, Assistant Secretary of Education for Civil Rights, ruled that scholarships designated for students on the basis of race violated Title VI of the Civil Rights Act of 1964. Mr. Williams's

ruling sparked a national outcry from civil rights groups and colleges and universities, which argued that the decision would reduce the number of minorities who attend college.

Soon afterward, Mr. Alexander put the ruling on hold until the Education Department could review the issue.

He has played down the impact of any change he will make, noting that only 35,000 of the nation's 13 million college students have race-exclusive scholarships.

How Lives Are Changed

But Janell Bird, assistant counsel for the NAACP Legal Defense and Educational Fund, said that even if the numbers are relatively small they play a significant role. "A few minority scholarships can make a difference in terms of doubling or tripling the number of minority graduates," she said.

Mr. Alexander said he had not consulted with the White House about his decision. "I think that's why they have a Secretary of Education," he said. "I don't consider that a Presidential decision."

Unlike the race-based scholarship issue, which created a nationwide uproar, the dispute about using diversity as a standard to accredit colleges and universities provoked much quieter discussion.

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means a large swarm of lawyers will be banished from their wonted haunts, who have been more damage to the people at large, especially the common farmers, than the savage beasts of prey.

To this I boldly sign my proper name, as a hearty wellwisher to the real rights of the people.

THOMAS GROVER

Worcester, December 7, 1786.

82. THE NORTHWEST ORDINANCE

July 13, 1787

(F. N. Thorpe, ed. *Federal and State Constitutions*, Vol. II, p. 957 ff.)

The Ordinance of April 23, 1784, Doc. No. 77, laid down the general principles of the American colonial system, but it did not provide in detail for the establishment of an administrative structure, and it was never put into effect. The immediate impulse for the Ordinance of 1787 came from a group of land speculators, members of the Ohio Company of Associates and of the Society of the Cincinnati, who wished to establish colonies in the Ohio country. The spokesmen of these groups were the Rev. Manasseh Cutler, Samuel Parsons, and General Rufus Putnam. These men succeeded in lobbying through a moribund Congress the famous Ordinance establishing a government in the Northwest territory. The authorship of the Ordinance is a matter of controversy, but it seems probable that Nathan Dane and Rufus King were the principal authors; fundamentally, of course, the Ordinance followed Jefferson's Ordinance of 1784. See B. A. Hinsdale, *The Old Northwest*; J. A. Barrett, *Evolution of the Ordinance of 1787*; W. P. and J. P. Cutler, *Life, Journals, and Correspondence of Manasseh Cutler*, 2 Vols.; R. Buell, *Memoirs of Rufus Putnam*; A. B. Hulbert, ed. *Records of the Ohio Company*; C. S. Hall, *Life and Letters of Samuel Holden Parsons*; R. King, *Ohio*; J. P. Dunn, *Indiana*; B. W. Bond, *Civilization of the Old Northwest*; J. M. Merriam, "Legislative History of the Ordinance of 1787", *Am. Antiquarian Soc. Proceedings*, N.S. Vol. V; C. R. King, *Rufus King*. Vol. I.; A. C. McLaughlin, *Confederation and Constitution*, ch. vii; F. L. Paxson, *History of the American Frontier*, chs. vii-viii; J. B. McMaster, *History of the People of the United States*, Vol. I, ch. v.

An Ordinance for the government of the Territory of the United States north-west of the River Ohio.

Be it ordained by the United States in Congress assembled, That the said territory, for the purposes of temporary government, be one district, subject, however, to be di-

vided into two districts, as future circumstances may, in the opinion of Congress, make it expedient.

Be it ordained by the authority aforesaid, That the estates, both of resident and non-resident proprietors in the said territory, dying intestate, shall descend to, and be distributed among their children, and the descendants of a deceased child, in equal parts; the descendants of a deceased child or grandchild to take the share of their deceased parent in equal parts among them: And where there shall be no children or descendants, then in equal parts to the next of kin in equal degree; and among collaterals, the children of a deceased brother or sister of the intestate shall have, in equal parts among them, their deceased parents' share; and there shall in no case be a distinction between kindred of the whole and half-blood; saving, in all cases, to the widow of the intestate her third part of the real estate for life, and one-third part of the personal estate; and this law relative to descents and dower, shall remain in full force until altered by the legislature of the district. And until the governor and judges shall adopt laws as hereinafter mentioned, estates in the said territory may be devised or bequeathed by wills in writing, signed and sealed by him or her in whom the estate may be (being of full age), and attested by three witnesses; and real estates may be conveyed by lease and release, or bargain and sale, signed sealed and delivered by the person, being of full age, in whom the estate may be, and attested by two witnesses, provided such wills be duly proved, and such conveyances be acknowledged, or the execution thereof duly proved, and be recorded within one year after proper magistrates, courts, and registers shall be appointed for that purpose; and personal property may be

transferred by delivery; saving, however, the French and Canadian inhabitants and other settlers of the Kaskaskies, St. V. and the neighboring villages who have tofore professed themselves citizens of Virginia, their laws and customs now in among them, relative to the descent conveyance, of property.

Be it ordained by the authority aforesaid That there shall be appointed from time by Congress, a governor, whose mission shall continue in force for three years, unless sooner revoked by Congress; he shall reside in the district, have a freehold estate therein in 1,000 acres of land, while in the exercise of his office.

There shall be appointed from time by Congress, a secretary, whose mission shall continue in force for three years unless sooner revoked; he shall reside in the district, and have a freehold estate therein in 500 acres of land, while in the exercise of his office. It shall be his duty to keep and preserve the acts and laws passed by the legislature, and the public records of the district, and the proceedings of the governor in his executive department, and to transmit authentic copies of such acts and proceedings, every six months, to the Congress: There shall also be appointed a court to consist of three judges, any two of whom to form a court, who shall have a common law jurisdiction, and reside in the district, and have each therein a freehold estate in 500 acres of land while in the exercise of their offices; and their commissions shall continue in force during their good behavior.

The governor and judges, or a majority of them, shall adopt and publish in the said territory such laws of the original States, criminal, civil, as may be necessary and best adapted to the circumstances of the district, and report them to Congress from time to time, until the organization of the General Assembly therein, unless disapproved by Congress; but afterwards the Legislature shall have authority to alter them as they shall think fit.

The governor, for the time being, shall be commander-in-chief of the militia, and shall commission all officers in the said territory, and shall fix the rank of general officers; all

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thy wellwisher to the real rights of the

THOMAS GROVER

ster, December 7, 1786.

ORDINANCE

tutions, Vol. II, p. 957 ff.)

into two districts, as future circum-
stances may, in the opinion of Congress,
be expedient.

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ing without issue, shall descend to, and be dis-
tributed among their children, and the des-
cendants of a deceased child, in equal
parts among the descendants of a deceased child
and child to take the share of their
deceased parent in equal parts among them:
where there shall be no children or de-
scendants, then in equal parts to the next
of kin in equal degree; and among col-
lateral heirs, the children of a deceased brother
or sister of the intestate shall have, in equal
parts among them, their deceased parents'
share; and there shall in no case be a dis-
tinction between kindred of the whole and
half blood; saving, in all cases, to the widow
of an intestate her third part of the real
estate for life, and one-third part of the
personal estate; and this law relative to
testaments and dower, shall remain in full
force until altered by the legislature of the
territory. And until the governor and judges
adopt laws as hereinafter mentioned,
in the said territory may be devised
and bequeathed by wills in writing, signed and
attested by him or her in whom the estate
is (being of full age), and attested
by two witnesses; and real estates may be
conveyed by lease and release, or bargain
and sale, signed sealed and delivered by the
party being of full age, in whom the estate
is, and attested by two witnesses, pro-
vided such wills be duly proved, and such
deeds be acknowledged, or the execu-
tions thereof duly proved, and be recorded
within one year after proper magistrates,
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time by Congress, a governor, whose com-
mission shall continue in force for the term
of three years, unless sooner revoked by
Congress; he shall reside in the district, and
have a freehold estate therein in 1,000 acres
of land, while in the exercise of his office.

There shall be appointed from time to
time by Congress, a secretary, whose com-
mission shall continue in force for four
years unless sooner revoked; he shall reside
in the district, and have a freehold estate
therein in 500 acres of land, while in the
exercise of his office. It shall be his duty to
keep and preserve the acts and laws passed
by the legislature, and the public records of
the district, and the proceedings of the
governor in his executive department, and
transmit authentic copies of such acts and
proceedings, every six months, to the Secre-
tary of Congress: There shall also be ap-
pointed a court to consist of three judges,
any two of whom to form a court, who shall
have a common law jurisdiction, and reside
in the district, and have each therein a free-
hold estate in 500 acres of land while in
the exercise of their offices; and their com-
missions shall continue in force during good
behavior.

The governor and judges, or a majority of
them, shall adopt and publish in the district
such laws of the original States, criminal and
civil, as may be necessary and best suited
to the circumstances of the district, and
report them to Congress from time to time:
which laws shall be in force in the district
until the organization of the General As-
sembly therein, unless disapproved of by
Congress; but afterwards the Legislature
shall have authority to alter them as they
shall think fit.

The governor, for the time being, shall be
commander-in-chief of the militia, appoint
and commission all officers in the same be-
low the rank of general officers; all general

officers shall be appointed and commissioned
by Congress.

Previous to the organization of the general
assembly, the governor shall appoint such
magistrates and other civil officers in each
county or township, as he shall find neces-
sary for the preservation of the peace and
good order in the same: After the general
assembly shall be organized, the powers and
duties of the magistrates and other civil
officers shall be regulated and defined by
the said assembly; but all magistrates and
other civil officers not herein otherwise di-
rected, shall, during the continuance of this
temporary government, be appointed by the
governor.

For the prevention of crimes and injuries,
the laws to be adopted or made shall have
force in all parts of the district, and for
the execution of process, criminal and civil,
the governor shall make proper divisions
thereof; and he shall proceed from time
to time as circumstances may require, to
lay out the parts of the district in which
the Indian titles shall have been extin-
guished, into counties and townships, subject
however to such alterations as may there-
after be made by the legislature.

So soon as there shall be five thousand
free male inhabitants of full age in the
district, upon giving proof thereof to the
governor, they shall receive authority, with
time and place, to elect representatives from
their counties or townships to represent
them in the general assembly: *Provided*,
That, for every five hundred free male in-
habitants, there shall be one representative,
and so on progressively with the number of
free male inhabitants shall the right of repre-
sentation increase, until the number of repre-
sentatives shall amount to twenty-five; after
which, the number and proportion of repre-
sentatives shall be regulated by the legisla-
ture: *Provided*, That no person be eligible
or qualified to act as a representative unless
he shall have been a citizen of one of the
United States three years, and be a resident
in the district, or unless he shall have re-
sided in the district three years; and, in
either case, shall likewise hold in his own
right, in fee simple, two hundred acres of
land within the same: *Provided, also*, That
a freehold in fifty acres of land in the dis-
trict, having been a citizen of one of the

states, and being resident in the district, or the like freehold and two years residence in the district, shall be necessary to qualify a man as an elector of a representative.

The representatives thus elected, shall serve for the term of two years; and, in case of the death of a representative, or removal from office, the governor shall issue a writ to the county or township for which he was a member, to elect another in his stead, to serve for the residue of the term.

The general assembly or legislature shall consist of the governor, legislative council, and a house of representatives. The Legislative Council shall consist of five members, to continue in office five years, unless sooner removed by Congress; any three of whom to be a quorum: and the members of the Council shall be nominated and appointed in the following manner, to wit: As soon as representatives shall be elected, the Governor shall appoint a time and place for them to meet together; and, when met, they shall nominate ten persons, residents in the district, and each possessed of a freehold in five hundred acres of land, and return their names to Congress; five of whom Congress shall appoint and commission to serve as aforesaid; and, whenever a vacancy shall happen in the council, by death or removal from office, the house of representatives shall nominate two persons, qualified as aforesaid, for each vacancy, and return their names to Congress; one of whom Congress shall appoint and commission for the residue of the term. And every five years, four months at least before the expiration of the time of service of the members of council, the said house shall nominate ten persons, qualified as aforesaid, and return their names to Congress; five of whom Congress shall appoint and commission to serve as members of the council five years, unless sooner removed. And the governor, legislative council, and house of representatives, shall have authority to make laws in all cases, for the good government of the district, not repugnant to the principles and articles in this ordinance established and declared. And all bills, having passed by a majority in the house, and by a majority in the council, shall be referred to the governor for his assent; but no bill, or legislative act whatever, shall be of any force without his as-

sent. The governor shall have power to convene, prorogue, and dissolve the general assembly, when, in his opinion, it shall be expedient.

The governor, judges, legislative council, secretary, and such other officers as Congress shall appoint in the district, shall take an oath or affirmation of fidelity and of office; the governor before the president of congress, and all other officers before the Governor. As soon as a legislature shall be formed in the district, the council and house assembled in one room, shall have authority, by joint ballot, to elect a delegate to Congress, who shall have a seat in Congress, with a right of debating but not of voting during this temporary government.

And, for extending the fundamental principles of civil and religious liberty, which form the basis whereon these republics, their laws and constitutions are erected; to fix and establish those principles as the basis of all laws, constitutions, and governments, which forever hereafter shall be formed in the said territory: to provide also for the establishment of States, and permanent government therein, and for their admission to a share in the federal councils on an equal footing with the original States, at as early periods as may be consistent with the general interest:

It is hereby ordained and declared by the authority aforesaid, That the following articles shall be considered as articles of compact between the original States and the people and States in the said territory and forever remain unalterable, unless by common consent, to wit:

ART. 1. No person, demeaning himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship or religious sentiments, in the said territory.

ART. 2. The inhabitants of the said territory shall always be entitled to the benefits of the writ of *habeas corpus*, and of the trial by jury; of a proportionate representation of the people in the legislature; and of judicial proceedings according to the course of the common law. All persons shall be bailable, unless for capital offences, where the proof shall be evident or the presumption great. All fines shall be moderate; and no cruel or unusual punishments shall be inflicted. No man

shall be deprived of his liberty or property but by the judgment of his peers or the law of the land; and, should the public exigency make it necessary, for the common preservation, to take any person's property, or to demand his particular services, full compensation shall be made for the same. And, in the just preservation of rights and property, it is understood and declared, that no law ought ever to be made, or have force in said territory, that shall, in any manner whatever, interfere with or affect private contracts or engagements, *bona fide*, without fraud, previously formed.

ART. 3. Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their private rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but founded in justice and humanity, shall from time to time be made for preventing wrongs being done to them, and for preserving peace and friendship with them.

ART. 4. The said territory, and the people thereof, which may be formed therein, shall remain a part of this Confederacy of the United States of America, subject to the Articles of Confederation, and to such alterations therein as shall be constituted by the United States in Congress assembled; and to all the acts and ordinances of the United States in Congress assembled conformable thereto. The inhabitants and settlers in the said territory shall be bound to pay a part of the federal debts contracted, and to be contracted, and a proportion of the expenses of government, to be apportioned on them by Congress according to the same common rule and measure as for apportionments thereof shall be made to the other States; and the taxes for their proportion shall be laid and collected by the authority and direction of the legislature of the district or districts, or new States, as in the original States, within the limits agreed upon by the United States in Congress assembled. The legislatures of the said districts or new States, shall never have power to dispose of the primary disposal of the so-

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founded in justice and humanity, shall from
time to time be made for preventing wrongs
being done to them, and for preserving peace
and friendship with them.

ART. 4. The said territory, and the States
which may be formed therein, shall forever
remain a part of this Confederacy of the
United States of America, subject to the
Articles of Confederation, and to such alter-
ations therein as shall be constitutionally
made; and to all the acts and ordinances of
the United States in Congress assembled,
conformable thereto. The inhabitants and
settlers in the said territory shall be subject
to pay a part of the federal debts contracted
or to be contracted, and a proportional part
of the expenses of government, to be ap-
portioned on them by Congress according to
the same common rule and measure by which
apportionments thereof shall be made on
the other States; and the taxes for paying
their proportion shall be laid and levied by
the authority and direction of the legislatures
of the district or districts, or new States,
as in the original States, within the time
agreed upon by the United States in Con-
gress assembled. The legislatures of those
districts or new States, shall never interfere
with the primary disposal of the soil by the

United States in Congress assembled, nor
with any regulations Congress may find
necessary for securing the title in such soil
to the *bona fide* purchasers. No tax shall be
imposed on lands the property of the United
States; and, in no case, shall non-resident
proprietors be taxed higher than residents.
The navigable waters leading into the Mis-
sissippi and St. Lawrence, and the carrying
places between the same, shall be common
highways and forever free, as well to the
inhabitants of the said territory as to the
citizens of the United States, and those of
any other States that may be admitted into
the confederacy, without any tax, impost, or
duty therefor.

ART. 5. There shall be formed in the said
territory, not less than three nor more than
five States; and the boundaries of the States,
as soon as Virginia shall alter her act of
cession, and consent to the same, shall be-
come fixed and established as follows, to
wit: The western State in the said territory,
shall be bounded by the Mississippi, the
Ohio, and Wabash Rivers; a direct line
drawn from the Wabash and Post Vincents,
due North, to the territorial line between
the United States and Canada; and, by the
said territorial line, to the Lake of the Woods
and Mississippi. The middle State shall be
bounded by the said direct line, the Wabash
from Post Vincents to the Ohio, by the Ohio,
by a direct line, drawn due north from the
mouth of the Great Miami, to the said ter-
ritorial line, and by the said territorial line.
The eastern State shall be bounded by the
last mentioned direct line, the Ohio, Pennsylv-
vania, and the said territorial line: *Provided,*
however, and it is further understood and
declared, that the boundaries of these three
States shall be subject so far to be altered,
that, if Congress shall hereafter find it
expedient, they shall have authority to form
one or two States in that part of the said
territory which lies north of an east and
west line drawn through the southerly bend
or extreme of lake Michigan. And, whenever
any of the said States shall have sixty thou-
sand free inhabitants therein, such State
shall be admitted, by its delegates, into the
Congress of the United States, on an equal
footing with the original States in all re-
spects whatever, and shall be at liberty to
form a permanent constitution and State

government: *Provided*, the constitution and government so to be formed, shall be republican, and in conformity to the principles contained in these articles; and, so far as it can be consistent with the general interest of the confederacy, such admission shall be allowed at an earlier period, and when there may be a less number of free inhabitants in the State than sixty thousand.

ART. 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly con-

victed: *Provided, always*, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

Be it ordained by the authority aforesaid, That the resolutions of the 23rd of April 1784, relative to the subject of this ordinance, be, and the same are hereby repealed and declared null and void.

83. THE ANNAPOLIS CONVENTION

Proceedings of the Commissioners To Remedy Defects of the Federal Government, Annapolis in the State of Maryland.

Sept. 14, 1786

(*Documents Illustrative of the Formation of the Union of the American States*, p. 39 ff.)

Dissatisfaction with the Articles of Confederation had been growing ever since their ratification. The inability of the government of the Confederation to conclude commercial treaties with foreign nations, the mounting financial and currency difficulties, and the apparent impossibility of amending the Articles by ordinary processes, all led to a demand for a drastic revision of the Articles of Confederation. The immediate impulse for the Annapolis Convention came from a group of men who wished to open up navigation on the Potomac. In 1785 Washington invited the commissioners of Virginia and Maryland to meet at Mount Vernon and discuss the problem of communication between the East and the West. These commissioners drew up resolutions asking the cooperation of Pennsylvania in the project. Acting upon this suggestion Madison pushed through the legislature of Virginia a resolution appointing a commission to meet with other commissioners to take into consideration the state of the union. These commissioners met at Annapolis the first Monday in September 1786. See, A. C. McLaughlin, *Confederation and Constitution*, ch. xi; G. Hunt, *James Madison*; W. C. Rives, *Madison*.

To the Honorable, the Legislatures of Virginia, Delaware, Pennsylvania, New Jersey, and New York—

The Commissioners from the said States, respectively assembled at Annapolis, humbly beg leave to report.

That, pursuant to their several appointments, they met, at Annapolis in the State

of Maryland, on the eleventh day of September Instant, and having proceeded to a Communication of their Powers; they found that the States of New York, Pennsylvania, and Virginia, had, in substance, and nearly in the same terms, authorized their respective Commissioners "to meet such other Commissioners as were, or might be, appointed by the other States in the Union, at such time and place as should be agreed upon by the said Commissioners to take into consideration the trade and commerce of the United States, to consider how far an uniform system in their commercial intercourse and regulations might be necessary to their common interest and permanent harmony, and to report to the several States such an Act, relative to this great object, as when unanimously ratified by them would enable the United States in Congress assembled effectually to provide for the same." . . .

That the State of New Jersey had enlarged the object of their appointment, empowering their Commissioners, "to consider how far an uniform system in their commercial regulations and other important matters, might be necessary to the common interest and permanent harmony of the several States," and to report such an Act on the subject, as when ratified by them, "would enable the United States in Congress assembled, effectually to provide for the exigencies of the Union."

THE ANN.

That appointments of Commissioner also been made by the States of New Hampshire, Massachusetts, Rhode Island, North Carolina, none of whom however attended; but that no information had been received by your Commissioners, of a pointment having been made by the States of Connecticut, Maryland, South Carolina, and Georgia.

That the express terms of the power given to your Commissioners supposing a deputy from all the States, and having for the Trade and Commerce of the United States, Your Commissioners did not conceive it advisable to proceed on the business of their mission, under the Circumstances so partial and defective a representation.

Deeply impressed however with the magnitude and importance of the object committed to them on this occasion, your Commissioners cannot forbear to indulge an expression of their earnest and unanimous wish, that such measures be taken, to effect a general meeting, of the States, in a future Convention for the same, and such other purposes as the situation of public affairs may be found to require.

If in expressing this wish, or in intimating any other sentiment, your Commissioners should seem to exceed the strict bounds of their appointment, they entertain a full confidence, that a conduct, dictated by anxiety for the welfare of the United States will not fail to receive an indulgent construction.

In this persuasion, your Commissioners submit an opinion, that the Idea of extending the powers of their Deputies, to other objects, than those of Commerce, which have been adopted by the State of New Jersey, was an improvement on the original plan, and will deserve to be incorporated into a future Convention; they are the more naturally led to this conclusion, as in the course of their reflections on the subject they have been induced to think, that the power of regulating trade is of such comprehensive extent, and will enter so far into the general System of the foederal government, that to give it efficacy, and to obvi-ate questions and doubts concerning its principle and limits, may require a corresponding adjustment of other parts of the foederal System.

OHIO'S OMNIBUS EDUCATION REFORM ACT

In 1989, the Ohio General Assembly responded to growing concern over education in Ohio's schools with the Omnibus Education Reform Act (S.B. 140). This Act, along with H.B. 111, proposed changes in education from pre-school through college and university levels in such areas as curriculum and instruction, testing, and school administration. Reform legislation also called for the creation of pilot programs. The following highlights of these legislative efforts are listed in alphabetical order and provide a synopsis of the major changes required by the state legislature.

Names in parentheses indicate those who may be contacted for further information in the Ohio Department of Education. Information in bold comes from the April 30, 1991, ODE's Time/Task Calendar and ODE staff.

1. Adult Education Diploma (Bandy-Hedden)
Students over age 21 who do not have a high school diploma will receive academic credit for work, other life experiences, and completion of certain academic, vocational, or self-improvement courses.

Rule adopted by State Board 9/90.

2. Alternate Certification/Internship (Goff)
Under a pilot program up to 12 school districts will be allowed to use non-certificated instructors for a maximum of six hours per week to teach in areas in which they have expertise.

Rule adopted by State Board 12/89.

12 districts approved for 1991/1992 school year in 3/91; evaluation of program due 12/31/92.

Beginning January 1, 1990, non-certificated people may apply for an internship certificate to teach in secondary schools if they have a bachelor's degree, three years of successful work experience, passing scores on tests of general knowledge and subject area, and six semester hours of pre-service training.

Rule adopted by State Board 7/90.

Programs approved for 2 sites; no participants in Lucas County; 2 participants in Cleveland City as of 4/91.

3. Business Advisory Council (Lavin)

The Board of Education of each city, exempted village, and county school district must appoint a Business Advisory Council. The council shall advise and provide recommendations for developing curriculum to instill necessary employment skills in our youth. Business Advisory Councils shall also be instrumental in developing a working relationship among business, labor organizations, and educational personnel in the district.

ODE has no formal monitoring responsibility.

4. Career Ladder Program (Goff)

The Department of Education will critically examine existing teacher merit pay and career ladder programs in an effort to design a plan for phasing in a statewide career ladder program.

Plan submitted to General Assembly 12/20/90.

5. Commissions

The Omnibus Education Reform Act creates the Commission on Education Improvement together with the Joint Commission on Vocational and Technical Education, the Select Committee to study Ohio's School Foundation Program, and the Legislative Office of Education Oversight.

CEI - not included in the ~~proposed~~ 1992/1993 budget.

JCVTE - issued report in early 1991.

Select Commission - issued report in early 1991.

LOEO - included in the ~~proposed~~ 1992/1993 budget.

6. Competency-Based Education (Goff)

School districts are required to adopt competency-based education programs for English composition, mathematics, and reading. To help school districts develop the elements of a

competency-based education program, the State Board of Education will establish a model for grades one through twelve.

**Math CBE model adopted by State Board 7/90;
language arts CBE model under review as of 4/91.**

7. County Financing Districts

City and exempted village districts are permitted to enter into agreements with county school districts for services.

ODE has no monitoring responsibility.

8. Criminal Investigation Checks (Moore)

School boards, the State Board, boards for the Mentally Retarded and Developmentally Disabled, Head Start Agencies, and licensed day care providers are authorized to request information from the Bureau of Criminal Identification and Investigation regarding applicants for employment.

Agreement between BCI&I and ODE completed 4/24/90.

9. Custodial Parent

The custodial parent is required to submit a certified copy of a child custody order or decree to school admissions personnel.

10. Democratic and Ethical Principles (Phillis)

School districts are required to adopt policies encouraging their employees to instill democratic and ethical ideals in students, in all parts of the curriculum for grades K through 12, whenever appropriate.

ODE has no monitoring responsibility.

11. Deregulation (Goff)

The State Board of Education may exempt, for a specified period of time, a school district from specific statutory provisions or rules if the district's school board (with the consent of the teacher's employee representative) submits to the State Board an innovative pilot program which requires such exemptions.

Rule adopted 1/8/90. Six districts applied for exemptions; two approved.

12. Developmental Screening

Prior to being enrolled in kindergarten or first grade, all children are to be screened for vision, speech, hearing, developmental disorders, or health problems.

13. District Consolidation

S.B. 140 permits the consolidation of up to five adjacent county school districts or any two or more joint vocational school districts.

No districts have implemented this provision.

14. Educationally Excellent and Deficient Schools (Goff)

The State Board of Education will develop indicators to determine whether any school districts are educationally excellent or deficient. Moreover, the State Board may waive minimum and/or statutory provisions for educationally excellent schools and require deficient districts to develop corrective action plans.

Rules and regulations pending State Board hearing scheduled for 6/91.

Most sections will be completed when EMIS is in full operation in 1991/1992.

15. Education Improvement Fund

To experiment with the development and use of different program options that will promote effective change, H.B. 111 has made provisions for testing pilot programs within school districts. The Education Improvement Fund has been created to help districts finance the development and implementation of exemplary education programs. Programs areas where pilot projects will be funded include the following:

Grants awarded 4/13/90.

Some of
the EIF
programs were
continued in
the 1992-93
budget as
separate line
items
(those ✓/d)

Adolescent Pregnancy Program (R. Trent)

To establish a joint state-local funding effort to provide financial support to programs that encourage the postponement of sexual activity among adolescents and help prevent teenage pregnancy.

At-Risk and Excellence (R. Trent)

In addition to providing assistance to the "Montgomery County Summer Match," "Cleveland Scholarship and Escrow," "Parents as Teachers," "Training Ohio's Parents for Success," and "I Know I Can" programs, these grants are designed to encourage districts to research and develop methods for evaluating and improving the quality and cost-effectiveness of their public schools with an emphasis on the at-risk student population.

Grants awarded 4/12/90.

✓ Career Enhancement Program (VanKeuren)

To provide selected school districts with grants for the development of programs directed at career enhancement.

Money awarded 3/90.

✓ Classroom of the Future (Bandy-Hedden)

To implement the "Classroom of the Future" concept including staff and curriculum development as well as technology use.

Grants awarded 1/90.

Community Literacy (R. Trent)

To support and expand adult literacy programs administered by educational agencies, libraries, volunteer organizations, and community-based organizations.

Grants awarded 4/12/90.

Dropout Prevention (R. Trent)

Projects will be encouraged which provide individual remediation and dropout prevention programs for at-risk pupils.

Grants awarded 4/12/90.

✓ Entry Year (Eberhart)

Pilot programs to provide one full-time mentor for 14 equivalent full-time teachers during entry year into the teaching profession.

Grants awarded 6/6/90.

✓ Head Start (Wiechel)

To expand Head Start agency programs in order to serve more eligible children. The rules allow for the possibility of funding joint projects with public schools and existing Head Start programs.

Grants awarded 4/2/90.

Modernization of Vocational Education

To prepare a plan of action for accelerating the modernization of the vocational education curriculum into courses of study that can furnish students with the science, English language arts, mathematics and technology foundation needed to participate successfully in the workforce of the future.

Public/Private Match (R. Trent)

To give matching grants, equal to private contributions for innovative academic programs.

Grants awarded 4/2/90 and 9/24/90.

✓ Public School Preschool (Wiechel)

To assist school districts in paying the cost of preschool programs for three- and four-year olds.

Grants awarded 6/4/90.

School Building Incentives (Osborne)

To provide incentive grants to individual school building teams for improving performance.

Grants awarded 7/31/90.

Summer Education and Work (Parks)

To provide support to summer programs focusing on education and work for older, at-risk students.

Grants awarded 6/4/90 and 3/91.

Summer School Remediation (Osborne)

To promote the establishment of summer school remediation programs that serve as extensions of the regular school year for those students requiring remedial work prior to the beginning of the next school year.

Grants awarded 6/4/90.

Third Grade Guarantee (Osborne)

To ensure that, by the end of the second grade, students are evaluated against a checklist of competencies on their mastery of basic reading and writing skills.

Grants awarded 5/15/90.

16. Emergency School Advancement Fund

Abolishes the Emergency School Advancement Fund and establishes procedures for borrowing money from commercial lending institutions through the Superintendent of Public Instruction.

17. Goals (Bandy-Hedden)

The State Board of Education and the Ohio Board of Regents shall submit to the Commission on Education Improvement a clear and measurable set of goals with specific timetables for their achievement. Examples include a reduction in student dropout rates and improvement in standardized test scores.

State Board goals presented to CEI on 3/6/90.

Goals not adopted by State Board to date; report on progress toward goals due 7/91.

18. Graduation Requirements (Goff)

The State Board is required to study high school graduation requirements, publish the results of the study, and make recommendations for additional requirements.

State Board adopted report on course requirements and sent report to Governor and General Assembly 7/9/90.

19. Guaranteed Graduates (Goff)

School districts may guarantee that their graduates have minimum competencies and skills in defined areas. Beginning in 1994, diplomas will be awarded only to students who show at least a 9th grade mastery on a statewide test of reading, writing, mathematics, and citizenship skills. Persons failing to pass the statewide test will receive a certification of attendance rather than the traditional high school diploma.

Rule adopted by State Board 10/90.

20. Inventory of Facilities (Phillis)

The Superintendent of Public Instruction is required to prepare a biennial report containing an inventory of all facilities under the control of city, local, exempted village, and joint vocational school districts. The Department of Education will determine the amount of funds necessary to bring each facility into compliance with state building codes.

Report completed by ODE as of 10/90.

21. Land Transfer (Phillis)

School districts are required to negotiate transfer of land agreements prior to requesting the State Board to authorize such a transfer.

Rule adopted by State Board as of 6/90.

State Board approved the Willoughby-Eastlake-Kirtland negotiated agreement.

22. Management Information System (Cohen)

The Ohio Department of Education must develop a statewide management information system to improve and make more efficient its data collection and reporting. Types of data to be collected include test results, expulsion and suspension rates, dropout rates, number of employees, and other cost accounting data.

All data to be collected and reported by district to State Board beginning 7/1/91. State Board will compile statewide report and district and individual building reports by 6/92.

23. Mandatory Kindergarten

Prior to enrolling in first grade, students are now required to successfully complete kindergarten.

24. Modernization of the Vocational Curriculum (Phillis)

The Modernization Plan requires the Division of Vocational and Career Education, Ohio Department of Education, to include a course of study on the basic science, English language arts, mathematics, and technology skills needed to participate successfully in the workforce of the future. The plan addresses: (a) a redefinition of vocational education in light of changes in the knowledge and skills currently required to compete in the workforce; (b) the identification of attainable, relevant, affordable, and measurable minimum standards; (c) more efficient utilization of the resource base available through joint vocational school districts; (d) broadened career options, including preparation for students to remain employed in the future; (e) reallocation of personnel to more efficiently meet the needs and better serve students; (f) maintenance of acceptable levels of student performance through fiscally lean periods; and (g) alternative transportation plans to improve student attendance.

Plan submitted to General Assembly as of 6/28/90; progress report on plan's implementation due 6/30/91.

25. Open Enrollment Policy (Goff)

Intradistrict - By 1993, school districts must adopt a policy permitting students to attend alternative schools within the school districts.

Interdistrict - By 1993, school districts must submit a plan for permitting or restricting admission of students from adjacent school districts. Districts would report to the Department of Education the number of students attending from adjacent districts. Each participating school district would then receive an adjustment in state aid based upon those students attending from the adjacent districts.

State Board adopted rule governing monitoring and reporting compliance as of 10/90.

Three districts piloting interdistrict plan during 1990/1991.

State Board adopted rule providing method for counting students enrolled in adjacent district as of 6/11/90.

26. Phonics Instruction (Goff)

From kindergarten to grade three, phonics as a teaching technique will be encouraged and minimum standards will be prescribed by the State Board of Education.

Rule adopted by State Board 4/90.

Inservice training completed as of 1&2/91

27. Post-secondary Enrollment Options (Goff)

Eleventh and twelfth grade students are permitted to enroll in college courses for high school or college credit.

Rules adopted by State Board 9/90.

Plan underway for implementing total program with all participating districts during the 1991/1992 school year.

28. School/Parent and School/Business Partnerships (Phillis)
The Ohio Department of Education shall encourage, seek out, and publicize exemplary school-parent and school-business partnerships.

Business Advisory Council booklet prepared for State Superintendent to disseminate as of 11/89; school/business partnership meeting held 3/17/90.

29. Severe Behavior Handicapped (Horn)
The legislature has registered its intent to create more special education units for severe behavior handicapped students.

318 units approved for 1990/1991; an increase of 45 units over last year.

30. Statewide Testing (Bandy-Hedden)
Assessment testing is required for all students in grades four, six, eight, and ten. The results of these tests are to be reported to the State Board by building and by district. Test results shall also be made available to the public.

State Board adopted approved list of tests for grades 4,6,8,10 by 3/90; reported results by district and by individual schools in 9/90.

31. Truancy (Phillis)
Boards of Education may require parents of truant children to attend an educational program to encourage parental involvement.

ODE has no monitoring responsibility.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

November 18, 1991

MEMORANDUM FOR DAVID DEMAREST

FROM: LAMAR ALEXANDER

SUBJECT: PRESIDENT'S OHIO TRIP, NOV. 25

It has been six weeks since the President has had an opportunity outside Washington to say something important about his education crusade. A lot has been happening.

I am sending along my thoughts for consideration in forming the Ohio speech as well as for other remarks at other times.

I'm not suggesting that he use these words—just these thoughts in forming his words.

This an opportunity for the President to:

A. Demonstrate again that he knows where America should go in terms of education and that he is leading the way.

✓ B. Describe the progress of America 2000.

In this speech he should:

A. List the six national education goals. HE SHOULD NEVER MAKE EVEN A SHORT EDUCATION SPEECH WITHOUT A SHORTHAND LISTING OF THE GOALS. IT TAKES LITERALLY 20 SECONDS!

B. Talk about "our children and ourselves". Sometimes we sound like we are in a Harvard forum instead of carrying on a caring discussion about human beings.

C. Applaud his partners the Governors, of both parties, and educators for leading the way in reform (e.g., math teachers with new math curriculum standards).

D. Never talk about re-inventing the school without talking about what families and communities must do outside the school.

see discussion of Ohio - and challenge of true vocation of teacher - p. 6-7.
✓ E. Understand that there are some real challenges out there ("it is harder today to be a teacher, harder to be a parent, harder to be a student") and the tight state budgets present some challenges of their own.

✓ F. But this is America. We can reach these goals, community by community. These are challenging times, but they are exciting times and we know the way we should go.

Some possible examples:

We set the goals two years ago, the Governors and I. And they have been accepted by virtually every education group. *— Not the NEA - and they're out to screw us. We need to*

Then came America 2000 in April, to move us toward those goals, community by community. *to*

What has happened since April? *bring back.*

p. 6 ✓
*The Phi Delta Kappan/Gallup survey of American attitudes toward education show overwhelming support for the goals and even more support for the strategies.

p. 4 ✓
*We are moving ahead on world-class standards that the goals call for. The math teachers have been out front. We have helped the National Academy of Sciences begin an effort to create science standards. Just last week the National Endowment for Humanities moved ahead to try to develop a consensus about standards for history. Educators are at work on geography and soon will be on English.

p. 6 ✓
D. Ask Congress why it is taking so long to authorize money for re-inventing the American school when more than one thousand communities are ready to start? And why are they waiting to provide money to give poor and middle income Americans more of the same choices of schools that people with money already have.

p. 6-7 ✓
E. We are for challenging, and transforming our schools and our attitudes for education. Our opponents are for business as usual. We want to make changes; they are satisfied with the status quo.

✓ F. America 2000 is exactly what we need. We know where we want to go. Goals are important and it is a part of the President's job to develop them and remind people of them. But now that we know where we are going, let's talk about America 1991: what is happening right now and what needs to be done right now!

p. 4 ✓
*An enormous amount of work is going on to create a national examination system, so we can measure our progress to these high standards. Say he is looking forward to the report by the National Council on Standards and Testing by the end of December. I still hope we can have Phase

One of an American Achievement test ready by 1993-94 in, at least, reading, writing and math.

✓ *Cities and communities everywhere are seeing the wisdom of giving parents without money more of the same choices of schools that people with money already have.

✓ *The idea of re-inventing the school—the New American School— has captured the imagination of this country. The New American Schools Development Corporation has raised \$40 million, attracted thousands of creative potential bidders, and more than one thousand communities are making plans to create such schools.

*And today Ohio becomes the 26th State to launch its own movement to help communities reach the six goals by the year 2000. 14 of these States have Democratic Governors; 12 have Republicans. I think this is an untold story across America and that most people in Washington have missed it. Most people don't realize the size of this. I would say to them: ask Mayor Frank Wolf about San Antonio 2000, or School board chairman Larry Patrick and Superintendent Deborah McGriff about Detroit 2000, or business leader Ed Donnelly about Lehigh Valley 2000. Ask Governor John McKernan in Maine what has happened since Barbara and I were there for the kick off of Maine 2000. Today 50 of Maine's 160 communities are adopting the six national goals, developing their own strategy to reach them, making a report card to measure their progress and making plans to create at least one new American School. Go see what the 93 members of the Las Cruces 2000 steering committee are doing, the 750 members of the Memphis 2000 Task Forces. Ask Governor Zell Miller about Georgia 2000. Even if you don't ask him, Nebraska Governor Ben Nelson is likely to tell you about the progress Nebraska 2000 is making about Nebraska citizens now doing the hard work it will take for them to reach the goals. 1000+ cities

p. 6 ✓ *Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 and are starting to work now, today, in 1991, to make that happen.

✓ *I am renewing my challenge today for every American city, town, community to become an America 2000 community. Imagine what can happen if this country—which can do anything it wants to do—does what Ohio is doing today: mobilizing itself community by community to reach these goals.

✓ *We have decided what kind of country we want this to be. We know where we want to go in education.

exactly! see p. 2.

bcc: Gov. John Sununu
Hon. Ede Holiday
Hon. Roger Porter
Hon. Tony Snow

Worthington (OH) News
November 6, 1991

Teacher's union rule a threat to staff, community

Guest Column

Thomas J. Pollock

At the October 28 Worthington Board of Education meeting at Bluffview Elementary School, a teacher who had waited patiently for nearly three hours to speak, stood up, mustered his courage, and announced his resignation. His name was Jerry Baker.

I have taught with Jerry Baker for over 20 years, and I could fill this page talking about his personal qualities and about how much he has contributed to his profession. But I am writing this statement not so much to eulogize Jerry Baker as to publicize to this community what drove Jerry Baker out of our schools and what I feel is a threat to public education.

It began six years ago when the Board of Education, using the "win-win" approach to negotiations, made compulsory support of the teachers' union a condition of employment in Worthington Schools. The Board agreed to a provision in the contract that forces all current and future teachers to either a) join the union — WEA, COTA, OEA, NEA or b) to pay a "service fee" equal to 100% full union dues. The Board not only negotiated this policy into the contract, but it agreed to be the collection agent for the union: If a teacher does not join the union and pay his dues, the Board will force the 100% fee out of his wages and give it to the union. This practice continues.

To many educators in Worthington this was a shocking outrage, and we protested in the most vigorous ways we knew how. We felt betrayed by the Board. We felt that the Board "used" independent teachers as a bargaining chip in the negotiations and traded away our professional status. We also could not imagine why a local board of education would do a thing so contrary to its own vested interest, and we believed its action was not representative of the residents and taxpayers of the Worthington community.

Many of us were damaged. Our morale collapsed. We no longer felt like professional educators. We had become employees, members of a bargaining unit, and something inside of us despaired. We had lost our professional dignity and felt exploited and excluded by both the union and the school board. We suffered and protested in vain, and we continue to suffer and protest in vain.

Jerry Baker is one of those individual teachers who has been damaged, and he is the first public victim or casualty of compulsory unionism in our schools. Others have been similarly damaged and are working in our schools under extreme duress, and others are evaluating their position and trying to decide if they want to continue their career in Worthington Schools.

I feel that this Board policy is a threat to public education in this way: It is a hiring practice that in effect says that Worthington Schools only welcome those teachers who will

join and support the union or who are willing to allow the Board to force from their wages an amount equal to full union dues if they do not join. It is a hiring practice that not only does not attract teachers who are independent spirits or teachers who place an extraordinary value on their individual rights and professional freedom, but actually discourages such teachers from applying.

By discriminating against those teachers who do not choose to associate with and support the state and national union, this condition of employment, I argue, threatens the diversity of our teaching staff. The exceptional teacher who wants to labor in freedom and will not work for an employer who has bound him over to the union and will not agree to work in a climate where he feels exploited and devalued, that exceptional teacher will not choose to come to Worthington Schools. And when we lose those remarkable individuals, we have lost something of incalculable value. Academic diversity is absolutely essential if we want to provide a climate of openness and tolerance in our schools and if we want our children to learn from educators

Continued...

who represent a broad philosophical spectrum.

This danger was dramatically evidenced in the winter of 1989 when the teachers' union compiled a list of those teachers who dared to cross the picket lines to substitute during the Groveport-Madison strike. The union sent this "blacklist" to the superintendent of Worthington Schools, Dr. Hoefler, and indicated that the teachers on it were not welcome to teach in our schools.

I hear the argument that this is an internal union matter and the teachers should settle it among themselves, but I respond by pointing out that Worthington Schools belong to the residents and taxpayers of this community and that they have elected a Board of Education to oversee the management of their schools. It is the Board of Education that is responsible and accountable to the people, not the teachers' union. Perhaps the decisive question is this: Do the residents and taxpayers of this

community want compulsory support of the teachers' union to be a condition of employment in their schools? Does this Board policy represent the will of the people?

I grieve for Jerry Baker, but I salute him. He is a courageous individual who places an extraordinary value on individual freedom and on his professional integrity, and for six years he has worked his heart out to reform what he feels is an unjust public policy and a danger to the teaching profession. He should not pass out of our company without the recognition and respect that he deserves. We are all indebted to him. We are losing not only a fine educator, but a friend, and a colleague, and a champion of individual rights.

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED DATE 11-14-93 BY 10431 11-43 P.02

"SCHOOL AND COMMUNITIES, PARTNERS FOR A STRONG AMERICA"

This year's November 17-23 National Education Week promotes the concept that education is a shared responsibility and that it will take community-wide efforts of parents, teachers, and all citizens to improve our schools.

But the notion that such a "partnership" between school and communities can be forged is an illusion for most Americans. The truth is, the power of ordinary citizens to make educational decisions in their own communities has all but vanished.

Teacher unions, empowered by state monopoly bargaining laws which they themselves lobbied into existence, systematically obstruct any cooperative effort to bring about educational change.

School policies and budgets in 34 states employing 67% of the nation's teachers are thus controlled by union officials. And in 22 of those states, employing 54% of the nation's teachers, they now have the power to subsidize and increase that control by "taxing" nonunion teachers for representation forced upon them.

With these laws, the public has been summarily eliminated from the education decision-making process, except, of course, to pay the bill. And with these laws, thousands of competent, dedicated, and experienced teachers have had their voices silenced and their contracts revoked for refusing to play by the union's rules.

In reporting the results of their spring "fax survey," the editors of Agenda: America's Schools For the 21st Century recently disclosed the discontent among their readers with the effectiveness of the nation's reform movement. Teachers unions are indeed "roadblocks to reform," stated the survey respondents overwhelmingly, along with the federal government and "the sheer inertia of an established bureaucracy."

For a look at the tyrannical union machine which continues to roll on and over the nation's efforts at educational reform, let's consider some current education issues and the positions of the National Education Association (NEA), as expressed in the union's publications:

ISSUE**NEA POSITION**

Federal Monopoly Bargaining law	favor
State monopoly bargaining laws	favor
Union dues mandate for non-union members	favor
School board penalties for not bargaining	favor
Coordinated, regional, & statewide contracts	favor
Right to strike	favor
National curriculum	oppose
National achievement standards	oppose
National standardized testing	oppose
Teacher testing for license renewal	oppose
Merit pay	oppose
Differential pay for "core" teachers	oppose
"Contracting out" of school services	oppose
Parental choice including private schools	oppose
Tax credits for use in private schools	oppose
Performance contracting	oppose
Privatization	oppose
Alternative certification	oppose
Mentor teaching programs	union controlled
Teacher evaluation, accreditation	union controlled
National Teacher Standards Board	union controlled
Teacher licensure Boards	union controlled
Site-based management committees	union controlled
Curriculum, textbook committees	union controlled
School calendar	must be bargained
Length of school year	must be bargained
Class size and teaching loads	must be bargained
Extra-curricular assignments	must be bargained
Part-time faculty, substitutes	must be bargained
Personnel policies, procedures	must be bargained
Job descriptions	must be bargained
Teacher layoffs and recalls	must be bargained
Lock-step salary schedules	must be bargained

Thus, holding out the promise of "labor peace," teacher union officials wield the veto axe over contract negotiations that speak to a myriad of educational reform efforts. And where bargaining laws are designed to maximize this singular power, attempts to establish statewide, even district-wide innovative programs must first pass union muster.

To get the reform movement on track, the nation must rid itself of the bureaucratic machinery so entangled by these restrictive monopoly bargaining laws. Only then will education policy decisions be returned to the citizens who pay for the schools and true "partners for a strong America" emerge.



FORT HAYES

METROPOLITAN

EDUCATION CENTER



546 JACK GIBBS BLVD. COLUMBUS OHIO 432

ELITE YOUTH SCIENCE ... A program designed for junior and senior students to further develop their talents in knowledge in mathematics, computer science, chemistry and physics through direct interaction with members of the scientific community. Upon completing this program students can pursue: **IMMEDIATE EMPLOYMENT** - companies such as Ross Lab. and General Motors. **TWO YEAR COLLEGE/SPECIALTY SCHOOL** - not available. **FOUR YEAR COLLEGE** - O.S.U., University of Chicago, many more.

FINE ARTS

UNITS ... Students work with teachers in various studio areas: Painting, Drawing, Ceramics, Sculpture, and Printmaking. Art history and appreciation are a part of each studio area. Portfolio preparation and of finished work is an important part of the total program. Upon completing this program students can: **IMMEDIATE EMPLOYMENT** - Art Helper or Installer in a Museum or Gallery. **TWO YEAR COLLEGE/SPECIALTY SCHOOL** - not available. **FOUR YEAR COLLEGES** - Art Institutes, Kansas, Cleveland, San Francisco.

ADDITIONAL INFORMATION - Contact your home school Counselor or the Career Counselor at Fort Hayes Metropolitan Education Center - (614) 365-6681, Ext. 237.

Questions You May be Asking About Fort Hayes Career and Specialized Programs

WHO CAN ATTEND? ... Any student enrolled in a Columbus Public High School may attend.

DO YOU ATTEND? ... Eleventh graders attend the first year of the program in the morning and take academic classes at their home school in the afternoon. Twelfth graders take the second year of the program in the morning and attend their home school in the mornings for academic classes.

DO YOU APPLY FOR A PROGRAM? ... All tenth graders are encouraged to visit Career Programs which are held here. Visits are scheduled through the High School. Should you miss the visit, please contact either a counselor in your home school or the Career Counselor at the Career Center. You must complete an application form and turn it to your grade level counselor. You may also contact the Career Counselor here at Fort Hayes (614) 365-6681 Ext. 237.

IS TRANSPORTATION PROVIDED? ... Yes, bus transportation is provided or you may drive to the Career Center.

DO ADULTS ATTEND PROGRAMS? ... Yes, adults may enroll as space is available in day classes. In addition, a number of adult education classes are available in the evening.

WHO ARE THE INSTRUCTORS? ... All of the instructors have had experience in the career area they are teaching and have professional college training.

HOW MUCH DOES IT COST TO ATTEND? ... There is no charge to high school students, however there are lab fees for some programs and "tools of the trade" may be required. In addition, career apparel requirements exist in some programs.

DO YOU NEED TO GET INTO A PROGRAM? GOOD ATTENDANCE, PASSING GRADES, GOOD ATTITUDE, AND A CAREER GOAL.

GENERAL SCHOOL INFORMATION

Interim Reports

October 1 (mailed)
December 10 (mailed)
February 18 (mailed)
April 28 (mailed)

Grade Cards

November 13
January 29
April 1
June 10 (mailed)

DATES TO NOTE

October 18	CPS Teacher Meetings (No School)
November 4	End of 1st Grading Period
November 5	Election Day (Vote for Columbus Schools)
November 27	Schools Close 1/2 Hour Early
November 28/29	Thanksgiving Holiday (No School)
December 20	Schools Close 1/2 Hour Early
December 23	Winter Recess Begins (No School)
January 6	Schools Open
January 17	Semester I Ends
January 20	Martin Luther King Day (No School)
January 21	Semester II Begins
March 20	End of 3rd Grading Period
April 16	Schools Close 1/2 Hour Early
April 17 - Apr. 24	Spring Recess (No School)
April 27	Schools Open
May 25	Memorial Day Holiday (No School)
June 1-4	Semester II Final Exams
May 30	Bus/Health Career Program Grad. 2 PM
	Career Program Arts and BYSP Grad. 4 PM
June 4	Semester II Ends/Last Day of School
	Fort Hayes H.S. Graduation, Vets Mem., 8 PM
June 15	Summer School Begins
August 26	School Year 1992-93 Begins

OUR MISSION

ated. . . WE CARE. Our team of educators makes every effort to get involved with students. Through our involvement we are able to discover what students do well in, determine their weaknesses. We will set forth the instruction, opportunities, and expectations for students to be successful. Fort Hayes expects student achievement and excellence in student performance. Through this, we are preparing -- preparing each student for his or her future!

AN INVITATION

Fort Hayes family, invite you to share some of your time and energy with our school. Call us for a conference with a counselor, teacher, or administrator. Another way to participate is through involvement in the Fort Hayes PTA or the Friends of Fort Hayes. Parents and community members are in a position to help educate our children. We seek school-business partnerships, parent school partnerships, and inter-school partnerships. Call Fort Hayes at 365 6681 to donate time, money, and resources!

THE FORT HAYES METROPOLITAN EDUCATION CENTER

"Performing Towards Excellence"

OPEN HOUSE '91

"ESTABLISHING EXPECTATIONS OF EXCELLENCE"

WEDNESDAY, SEPTEMBER 24, 1991

Welcome to Fort Hayes! Our educational team encourages you to become a part of our Fort Hayes family. With active parental, family, and community involvement Fort Hayes becomes stronger, generating the educational vitality required to stimulate academic achievement, excellence in student performance, and school pride.

7:00 PM . . . Arts/Academic High School in Theatre
7:00 PM . . . Vocational Fine & Performing Arts and BYSP in Gallery
7:30 PM . . . Vocational Business & Health in B112

SCHEDULE OF ACTIVITIES: High School

7:00 pm	Theatre	General Session for High School
7:25 pm	Homeroom	Parents & visitors are to report to their student's homeroom to obtain a class schedule card.
7:35 pm	Period 1	Please follow the student schedule issued in homeroom. The ten minute class sessions provide an opportunity to "meet the teacher." Each brief class permits parents to experience the classroom and obtain an overview of the class. Should parents need more time than tonight's class sessions provide, please stop by the high school office (B110) to request a teacher conference.
7:45 pm	Period 2	
7:55 pm	Period 3	
8:05 pm	Period 4	
8:15 pm	Period 5	
8:25 pm	Period 6	
8:35 pm	Period 7	
8:45 pm	Period 8	
8:55 pm	Period 9	
9:05 pm	Period 10	
9:15 pm	Dismissal	

Parents and visitors are invited to participate in the Business Building Mall activities, stop by the College Readiness Program at the Information Desk, explore the facilities, and explore other classrooms or programs located in any of the five buildings. All of these opportunities are informal in nature. Guests may enter and exit at their leisure. Guests are also urged to visit the many Career Center classrooms! Obtain a Fort Hayes PTA membership and refreshments at the PTA table in the Business Building lobby.

- Child Care Assistant
- Chemical Laboratory
- Communications Art
- Communications Photography
- Dance
- Data Processing
- Dental Assistant
- Dental Laboratory
- Decor Arts
- Instrumental Music
- Medical Assistant
- Nurse Assistant
- Pharmacy Technician
- Special Services Technician
- Radio, TV Production and Broadcasting
- Surgical Technician
- Theatre
- Vocal Music

Integrated Chemistry and Physics
Advanced Mathematics
Advanced Placement Calculus
Advanced Placement Computer Science
Research and Science Issues
Advanced Placement Chemistry
Advanced Placement Physics



Dr. Jerry L. McAfee, Principal
Mrs. Sally Krisko, Assistant Principal
Mr. Gary McKenzie, Supervisor
Mrs. Marsha Sullivan, Administrative Assistant
Mrs. Charmaine Ware, Administrator

Evening Opportunities

- Vocational F&P Arts and BYSP – Shot Tower Gallery
- Vocational Health & Business – Business Building, B112
- Arts/Academic H. S. – Performing Arts Building, Theatre

Performance Works In Progress

Parent-Teacher Conversations

Career Program Sharing

School Expectations

College Readiness Information

Visitations with Guidance Counselors

PTA Memberships

Friends of Fort Hayes Memberships

Refreshments

Bob -
Annette Polly Williams
was the state coordinator
for Jackson's 1984 + 1988 campaigns.

You can call her legislative office at
(608) 266-0960 if you have
more questions.

Anne.

State 84, 88
Coordinator both

(608) 266-0960

(414) 374-7474

606 - M. Walker

728-1180

(404)
Hanta

(Duggan/Simon)
November 18, 1991
Draft One
Ohio

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
[TIME]

Thank you, George. I am delighted to be here with George Voinovich. He's doing a terrific job. He's leading the great state of Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on a truly historic mission to change American education -- to help our country become all that it should be.

It's a pleasure to be with Ted Sanders again. Ted served as Deputy Secretary of Education in my Administration until Ohio had the good fortune to hire him as State Superintendent of Schools. He's an eloquent voice for higher standards, for less bureaucracy, and greater choice for parents in their children's schooling. I also want to greet members of the Council of 100 and the Governor's Education Management Council, and of course the many students and parents here today.

Today is a landmark on our drive for better education. Only seven months ago I announced the America 2000 strategy. Now, with the launching of Ohio 2000, half of the 50 states have enlisted in the revolution to make our schools do their best.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. During the first years of our independence, our founders resolved that the

western territories would not be mere colonies of the thirteen original states. Instead, western settlers were assured the right to form new states with status equal to that of the original thirteen. On this we built our free society, with government close to the people and limited in power.

The early laws that charted Ohio's future also made education an American priority -- a unifying national cause. An ordinance of 1785 provided for the subdivision and sale of western lands -- what we'd call "privatization" in today's terminology. This same law directed that each new town set aside one lot -- one thirty-sixth of its real estate -- for the maintenance of schools. Two years later, Congress enacted the famous Northwest Ordinance, making education a cornerstone for building the new nation. The Ordinance stated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

One of the seminal ideas of our founders was that public benefit did not always have to depend on government activity, government spending or government control. This was and is the proper basis for defining public education. Americans always have sought to provide quality education as universally as possible. Throughout our history, schools have served the same public purpose, whether their organizers were privately financed schoolmasters, or town councils, or religious orders or

denominations. Any school that serves the public and is held accountable by a public authority provides public education.

A key tenet of America 2000 is real freedom for parents to choose their children's schools. We won't have full choice until parents are allowed to spend their public education dollars at any school that renders public education. In other words, we need to regain the traditional American understanding that public purposes do not necessarily demand government agencies. I am not opposed to ~~the~~ government; I'm proud to lead the federal government. But everything has a proper place in our society, and we must not allow the government to monopolize public education. Unleashing market forces will encourage creative competition among public, private and parochial schools. This will improve education for everyone.

I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated schools. This will help, though it does not have nearly the liberating potential or basic fairness of letting tax dollars follow the student to any accredited school of the parent's choice. Now, with new leaders like George Voinovich and Ted Sanders, I'm looking to Ohio to go the full distance in giving parents choice in education.

In federal aid programs for college students, and in many state programs, we don't exclude students who choose private schools, including religious schools. We let the dollar follow

the scholar. That is the full scope of choice we must have if we want America 2000 to become a reality. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. Far-sighted organizations such as Battelle and Ross Laboratories are sponsoring focussed science and vocational programs that good jobs immediately upon graduation.

Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy. They can help educators replace the old labor-versus-management antagonisms with real teamwork. They can help our schools meet world class standards.

Something is wrong when our school administrations spend more on complying with government regulations than on classroom results. According to Governor Voinovich's Task Force on Education, the Ohio Department of Education spends most of its resources not on promoting better results in our schools, but on complying with regulations.

No wonder studies show that more spending on education does not generally translate into better results. An Ohio think tank, the Urban Policy Research Institute, recently made such a finding about education in this state. So, George and Ted: I'm looking

to you not only to make Ohio a national leader in giving choice to parents, but also in cutting needless bureaucracy and regulation.

States and local communities can put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the powers that be in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future. Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. But Ted Kennedy and his Senate Labor Committee are wedded to the past. They've put fresh makeup on some liberal ideas that died of natural causes before you high school kids here were born.

The Kennedy bill cuts out all the fundamentals of educational reform: parents, family, and freedom from bureaucracy. It's cynical pork-barrel politics at its worst. It's a brazen attempt to protect the privileges of special interests like the NEA. Those interest groups are scared to death of giving parents more choice. They're terrified at letting taxpayers keep more of their money. Ted Kennedy's bill ought to be called the "Educrat Preservation Act."

I'll assure you this: I won't sign Ted Kennedy's travesty. I'm not going to have any part of his backroom deals with the NEA bosses. They may have a vested interest in past failures, but we

need to fight for a future that works -- a future that gives our kids the very best we can offer.

I'll take my case to the people. We'll enlist parents. We'll mobilize the rank and file of our teachers. Good teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession, a vocation. Good teachers don't want debase themselves with work-to-the-rule labor tactics. They don't want Catch-22 certification requirements. They want to teach.

We'll join business and church and community leaders to our parents and teachers -- and we'll forge a coalition that can't be stopped.

Just thinking about the potential of this coalition has the old thinkers rattled. Most of you know about Polly Williams of Milwaukee. She's the state representative whose constituents are mostly black and poor. She's a Democrat. She was chairman of Jesse Jackson's [state] [city] campaign organization.

Polly Williams watched as the government poured more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. She recognized that her constituents -- poor working people, people on public assistance -- needed power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition. It's working people, it's poor people, it's middle-

income people who have the most to gain if we reform our educational system.

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. By the year 2000 -- little more than eight years away -- Americans must pull down the barriers to excellence in education. More money isn't the answer: Those barriers are the legacy of the tired old thinkers, of the outmoded politicians and interest groups. We need to empower teachers not to punch time-clocks, but to teach. We need to give parents the real choice that is their due. In sum, we need to give America's young people the quality of education they deserve.

Thank you, and may God bless you.

#

OFFICE OF THE GOVERNOR

Creating Opportunities for Success

Ohio's First Annual Progress Report on Education

September 30, 1991



STATE OF OHIO
GEORGE V. VOINOVICH, GOVERNOR

INTRODUCTION

by Governor George V. Voinovich

From its very beginnings, the dream of an educated citizenry served as one of Ohio's foundations. In fact, the rudiments of the public school were established in what is today Ohio, as the Northwest Ordinance of 1787 declared: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Ohio was the site of America's first kindergarten and its first junior high school. McGuffey was an Ohio college professor when he wrote the incomparable *Readers* that still bear his name. And in the nineteenth century, Ohio established itself as the nation's leader in free public education, as The Ohio State University became the first land grant university to be chartered under the Morrill Act.

Today, Ohioans can no longer make that claim. By almost any standard, our schools are *only average* among the fifty states. Our students' performance on reading, mathematics, science and writing tests is not good enough. In fact, an estimated quarter of our high school students drop out before earning their diplomas—and far too many of our graduates do not possess the skills and basic knowledge needed for success in college—or to function fully as workers or citizens.

Creating Opportunities For Success is Ohio's first annual progress report on education. Prepared as part of a national effort to achieve six national education goals, which were adopted two years ago by President Bush and the nation's Governors, this report examines the current condition of Ohio's public schools, and identifies barriers to educational excellence that must be overcome.

Most important, this document signals a commitment to begin measuring our progress on these six national goals. It helps us understand where we want to go—and how we plan to get there. Yet, the success of our efforts will be shaped, in part, by our capacity to form broad coalitions—partnerships for change. Through these partnerships, our goals will be further clarified; our reform strategies will be made more specific. Hopefully, our expectations can be raised even higher. And in some communities, the national goals will be customized to reflect the needs and aspirations of local citizens.

Never has there been a time when it was more important that every Ohio child get an excellent education. Never before have global competition and technological innovation demanded a more highly skilled and knowledgeable work force. And never before has democratic self-government needed a more literate and competent citizenry.

Education has become a prerequisite for economic self-sufficiency, just as it is essential for Ohioans' personal growth and development. So we expect our schools to teach basic skills and knowledge, to help children think creatively, to give young people an appreciation for the arts and humanities, to improve students' communications and problem-solving capabilities, and to give them a sense of discipline and self-confidence.

Yet, this is not what we are getting from our schools today. Therefore, school reform has become a rallying cry for the nation — and the restructuring of our schools is now the nation's Number One domestic priority.

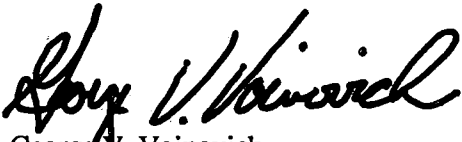
The people of Ohio are committed to bringing about a transformation of our schools — to create an education system capable of meeting the demands placed upon it. But we know that tinkering at the margins won't do it, just as we understand that turning around a single school, or making a single change in all schools, won't work. Only comprehensive, systemic change will allow our schools to teach children what they need to know.

Ohioans also understand that while money is important, it is not the most important issue. Getting more out of what we already spend must be our first objective. And we know that it is unrealistic to expect our schools to do the job alone. For example, the quality of health and other social services — and access to those services — will have to be improved before all Ohio children enter school ready to learn. Creating schools that are free of drugs and violence will require the coordinated efforts of many public agencies and private citizens. And leadership from the business community will be required before we can make the systemic changes that will help students develop the skills they will need to perform effectively in the workplace.

To achieve these goals, we will need to adopt new and challenging curricula, recruit and retrain skilled educators, and make fundamental changes in the ways schools are financed and managed. In addition, we will be required to establish new accountability standards that permit us to measure the outcome of schooling and to determine teaching effectiveness. Only with these measures will we be able to reward students, parents, teachers and administrators for their hard work — and also hold them accountable for poor performance.

In the 1990s, our six goals will be to ensure that (1) every Ohio child will enter school ready to learn; (2) our high school graduation rate will be improved; (3) Ohio's students will be competent in math, science, English, history and geography; (4) our young people will be Number One in the world in the fields of science and mathematics; (5) every adult Ohioan will be literate, with the skills needed to participate fully as a worker and citizen; and (6) our schools will be free of drugs and violence, and will be disciplined places where our teachers can teach and our children can learn.

By moving toward the realization of these goals, we will be creating opportunities for success — for all of Ohio's children.



George V. Voinovich
Governor

EXECUTIVE SUMMARY

Creating Opportunities For Success is Ohio's first annual progress report on education. Prepared as part of a national effort to achieve six national education goals by the year 2000, it examines the current condition of Ohio's schools, identifies the barriers to reform and sets forth the state's evolving strategy for meeting these goals.

Systemic change — a fundamental restructuring of Ohio's education system — will be required to achieve these six goals. Tinkering at the edges of the system won't do it, just as turning around a single school, or making a single change in all schools, won't work.

In addition, the establishment of goals will have little value unless our progress toward meeting them is measured accurately and appropriately. Today, our knowledge is limited. In many areas, we do not have adequate outcome data from which assessments can be made. So while portions of this document rely on proxy data for what we really want to measure, future reports will provide the basis for collective, continuing efforts to raise our expectations, achievements and knowledge for improving education in Ohio.

The six national education goals were established by the President and the nation's Governors in 1989. These are the highlights of Ohio's first annual progress report on the condition of its public schools:

GOAL #1: By the year 2000, all children in America will start school ready to learn.

When they enter school, too many of Ohio's children cannot perform at their best. They cannot perform at their best because of health or family problems, or because they have not had access to needed preschool or child care programs. In 1989, for example, 30,000 Ohio babies were born to mothers who did not receive prenatal care during the first three months of pregnancy; and only 35% of Ohio's ADC-eligible children ages three and four receiving public assistance were served in Head Start programs.

Several steps already have been taken to improve the learning readiness of Ohio children, including increased funding for **Head Start** and child care programs. Future initiatives will include improved preventive health and immunization programs, the establishment of "one-stop" family resource centers, and the expansion of the **GRADS** program.

GOAL #2: By the year 2000, the high school graduation rate will increase to at least 90%.

Ohio's 1990-1991 adjusted graduation rate is estimated at 75.5%. This compares to a national adjusted graduation rate of 71.1%.

To achieve this goal, eight Ohio school districts are presently implementing **Classroom of the Future** pilot projects, which involve a complete restructuring of the educational process. Other prevention strategies include innovative school-to-work transition programs, occupational work adjustment programs for academically and economically disadvantaged youth, and special programs for teen parents. Ohio's

newly-established Education Management Information System (EMIS) will greatly enhance our ability to collect reliable graduation/dropout data.

GOAL #3: By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

In the 1990-1991 school year, only one-third of the 130,000 ninth-grade students who took high school proficiency tests in reading, writing, mathematics and citizenship passed all four tests on their initial attempt.

Numerous initiatives are under way, or are being developed, to achieve this goal, including: a reading program to help first-graders who are performing near the bottom of their class to be successful readers; and the **Young Scholars** program that targets minority middle school youth who, with guidance and proper incentives, will complete both a rigorous high school curriculum and attend college.

GOAL #4: By the year 2000, U.S. students will be the first in the world in science and mathematics achievement.

In the 1990 NAEP Trial State Assessment Program in eighth-grade mathematics, 60.4% of participating Ohio students scored "basic" or above, compared to 58.2% nationally. Only 0.7% of Ohio children scored "advanced" or above, compared to 0.8% of children nationally.

A number of important mathematics and science education initiatives are already being implemented, including **Project Discovery** and the **Early Math Placement Testing Program**. In the future, the integration of these and other initiatives will be one of Ohio's priorities.

GOAL #5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Based on 1980 census figures, over 2 million Ohioans have completed fewer than 12 years of school. Over 800,000 adult Ohioans need literacy education.

To achieve this goal, several initiatives are already in place, including the **Tech-Prep** and the **Job Opportunities and Basic Skills (JOBS) Program**. Future initiatives will include the development of baseline information on Ohio's basic literacy needs, and increased coordination among all state and local agencies with responsibilities for job training and the delivery of workplace basics.

GOAL #6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Little information is currently available about the extent and character of alcohol and drug use by Ohio students, or about perceived and actual discipline problems in schools. Steps will be taken to gather this baseline data; and current programs will be maintained and expanded as funds become available.

OHIO IN TRANSITION: EDUCATION'S ROLE IN A CHANGING SOCIETY

Ohio's economy has been in the throes of tremendous change for more than two decades. In 1971, Ohio was at a peak of economic well-being. Today, we are rebuilding our traditional industries and creating the businesses of the twenty-first century — after experiencing the wrenching effects of an economy in transition. The state's past leadership in employment and income — with jobs, new businesses and a rate of economic growth that far exceeded the national level — is now a distant memory.

In addition, Ohio also has experienced dramatic social and demographic change during the past 20 years. Today, our citizens are older, and our families are smaller. A growing number of children under the age of 18 live with only one parent, often the mother. Many of these young people are growing up without the involvement and support of their fathers.

Today, children are Ohio's poorest citizens. Fully one-quarter of the state's children under the age of six live in poverty. Sixty percent of Ohio mothers hold down jobs, which means that they must struggle to strike a balance between childrearing and their job responsibilities.

Since 1970, the proportion of Ohioans over age 65 has increased by more than 33 percent; and during the 1990s, the most rapid growth in Ohio's population will be among people age 65 and older. Also, the number of African-American, Hispanic and Asian Ohioans has increased during the past decade, while the number of white Ohioans has gone down.

These and other economic, social and demographic changes have great importance for Ohio schools — and for the role they play in our state. Consider, for example, that growth in our aging population has created a need for increased state spending for health care, transportation, housing and other services targeted at this sector of our population. With this increased spending, Ohio's schools must compete more actively for limited state dollars.

Similarly, these changes have given education added importance. In the 1950s and 1960s, a youngster could drop out of high school before receiving his or her diploma -- and that student still had a chance to get a decent job. That is no longer the case, since school diplomas increasingly control access to jobs and careers.

Today, we expect more of our schools. A quarter of a century ago, we asked our schools to teach students the basics: English, mathematics, science, history, and perhaps a foreign language. We also expected school officials to offer courses in music, home economics, "shop," and physical education.

In contrast, our schools today are being asked to teach a much broader range of courses — and to offer a more diverse set of services. We have asked them to take the lead in combating teen pregnancy, drug abuse and other societal ills. We have given them responsibility for preschool, child care and latchkey programs.

For a growing number of special needs students, Ohio schools are offering special education programs and intervention services. They have set in place a variety of vocational and adult education programs, and are coordinating the activities of business advisory councils.

Given the seriousness of our most pressing social ills, and the growing diversity of Ohio's student population, it is difficult to argue against these and other new initiatives. Society's profound economic and demographic transformations — and our evolving expectations — have changed the role of public education.

Now is the time for change. It is time to rethink and retool the processes we use to achieve excellence in our schools.

NATIONAL PERFORMANCE GOALS FOR EDUCATION

In 1989, the President and the nation's Governors gathered in Charlottesville, Virginia, to adopt an historic set of six national education goals. Establishing a common framework — a shared vision for educational reform — these leaders voiced a commitment to achieve new heights of performance by students of all ages.

Together, the nation's policy-makers said: "The time has come, for the first time in U.S. history, to establish clear national performance goals — goals that will make us internationally competitive." Then they laid the foundation for a complete restructuring of American schools by establishing the following national education goals:

GOAL #1: READINESS FOR SCHOOL

By the year 2000, all children in America will start school ready to learn.

GOAL #2: HIGH SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL #3: STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

GOAL #4: SCIENCE AND MATHEMATICS

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

GOAL #5: ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL #6: SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

These are ambitious goals — new standards for America's educated citizenry of the 21st century. None of them are beyond our reach — in Ohio or across the nation.

The Business Roundtable's Public Policy Agenda

These goals cannot be achieved by our education system as we presently know it. Substantial changes will have to be made — changes that are driven by a commitment to systemic change, performance, competition and accountability.

Ohio's success in meeting these goals will be shaped also by our ability to act on the nine-part public policy agenda set forth by the Business Roundtable. Specifically:

- Health and other social services must be sufficient to eliminate — or at least lower — significant barriers to learning.
- To ensure that all Ohio children start school ready to learn, a high-quality pre-kindergarten program must be available — at least for all disadvantaged and special needs students.
- Ohio's new education system must be performance or outcome based.
- Assessment strategies must be as strong and as rich as the outcomes. Without the capacity to measure progress, we will be forced to regulate programs instead of focusing on results.
- Accountability must be at the center of Ohio's new education system. School success must be rewarded and school failure penalized.
- The realization of these education goals demands that staff development be given greater emphasis.
- School-based staff must play a major role in making instructional decisions.
- Technology must be used effectively to improve student performance and enhance teacher productivity. It also must become a resource for expanding access to learning.
- Ohio's new education system — and the people who are its ultimate resources — must be committed to four operating assumptions: (a) all students can learn at significantly higher levels; (b) we know how to teach all students successfully; (c) curriculum content must reflect high expectations for all students, but instructional time and strategies should vary to ensure success; and (d) every child must have an advocate.

Because education goals will have little value unless our progress toward meeting them is measured accurately and appropriately, it is important that Ohio and the nation develop and implement education progress reporting systems. Beginning in September 1991, the National Education Goals Panel will issue a series of annual reports on national progress towards achieving the national education goals.

Creating Opportunities for Success is Ohio's first attempt to measure our progress toward these goals at the state level. Initially, we will discover our strengths and the areas where progress is being made. We also will find areas where far too little has been accomplished.

It should be emphasized that this report also reveals where our knowledge is limited. In many areas, we do not have adequate outcome data from which assessment can be made. Consequently, proxy data are used for what we really want to measure. Much of the information reported here will not be baseline data, because appropriate indicators have not yet been developed and/or data have not been collected. *This report and future progress reports will provide the basis for collective, continuing efforts to raise our expectations, achievements and knowledge for improving education in Ohio.*

READINESS FOR SCHOOL

GOAL #1:

By the year 2000, all children in America will start school ready to learn.

Too many Ohio students leave school without the knowledge and skills they need for economic self-sufficiency and personal growth. In some cases, the explanation is found in classrooms across the state — and in an education system that has not kept pace with the needs of society. But in others, the problem is that many Ohio children are not ready to learn when they start school. They cannot perform at their best because of health or family problems — or because they have not had access to needed preschool or child care programs, mental health care, or child protective services.

To ensure that our children are ready to learn when they enter school, Ohio is committed to three objectives during the 1990s. First, children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Second, all disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

Third, every parent in Ohio will be their child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.

Where We Stand

In 1989, 30,000 Ohio babies were born to mothers who did not receive prenatal care during the first three months of pregnancy. These babies accounted for 18% of Ohio's 163,776 live births that year.

In addition to this primary readiness measure, the following contributing indicators reflect Ohio's current standing:

- In FY 1989, over one-half million children were eligible for Ohio's Medicaid public health program. During the 1980s, children's usage of Medicaid increased by more than 30%.
- Only 35% of Ohio's ADC-eligible children ages three and four receiving public assistance are being served in Head Start programs.
- From 1988 to 1989, the percent of infants born at low-birthweight increased from 6.8% to 7.3%. More than 11,500 low-birthweight babies were born in Ohio in 1989. The percent of black infants born at low-birthweight was 13.1% in 1989.
- Over one-fourth of Ohio's two-year-olds are not fully immunized against childhood diseases.

- Less than 3 % of Ohio's 435,000 children on ADC under age 13 received day care assistance in 1990. Just 5% of children in low-income working families get day care aid.
- In 1989, 50% of three- and four-year-olds with disabilities received preschool services through the Ohio Department of Education or the Ohio Department of Mental Retardation & Developmental Disabilities.
- There were 22,928 live births to teen mothers in Ohio in 1989, nearly 14% of the state's total live births.
- Approximately one-fourth of Ohio's children live in single parent homes. In 1989, 45,886 children, or 28% of all live births in Ohio, were born out of wedlock, while another 46,022 were affected by divorce or dissolution.

What Needs To Be Changed

To ensure that all Ohio children enter school ready to learn, several barriers must be overcome. For example:

- **Accessibility:** Child care services presently are not affordable or accessible to many Ohio families. Available services meet only a fraction of the total need for child care in Ohio, particularly infant care. Also, the state does not have adequate assessment mechanisms to determine the quality of these services, beyond the fact that they meet minimum health and safety standards. Finally, prenatal care is not available to many poor and uninsured Ohio families.
- **Coordination:** Too many policy decisions that affect the learning readiness of Ohio's children are being made — and carried out — by autonomous bureaucracies, without sufficient coordination and cooperation with other agencies. Consequently, these organizations frequently work at cross purposes — to the detriment of Ohio's children.
- **Staffing:** Child care centers tend to experience inordinately high rates of staff turnover — primarily because of low salaries. In Ohio schools, staff are not adequately trained to recognize health problems and to suggest appropriate treatment.
- **Awareness:** Many Ohioans are not aware of the impact that health nutrition, parent involvement, and developmentally appropriate early childhood programs have on a child's ability to succeed in school.
- **Data Issues:** Many health care programs are being hindered by antiquated health data; and human service delivery systems are often handicapped by agencies' failures to coordinate data collection activities and to share information once it has been collected.

What Ohio Is Doing Now

State and local officials already have taken important steps to improve the learning readiness of Ohio's children. The Office of the Governor is working with the Ohio Business Roundtable's Education Task Force, the Ohio Department of Education, the Ohio Head Start Association, the Ohio Chamber of Commerce, local business

advisory councils and the Ohio Association for the Education of Young Children on two projects related to the school readiness goal.

In a **School Readiness Indicators Project**, key indicators of school readiness are being developed to help identify the strategies needed for insuring that children develop to their fullest potential. The intent of the second project — the **Early Childhood Service Availability Assessment Project** — is to draw local attention to the needs of children.

Other on-going initiatives include:

- Legislation passed by the Ohio General Assembly, which allows school districts to contract with Head Start agencies and other licensed child care programs, is improving the coordination of service delivery.
- The Ohio Department of Education has just completed a comprehensive four-year study of kindergarten and preschool. Special attention was given to the effects of full-day and half-day kindergarten on school performance.
- Recent action by the Ohio General Assembly has made an estimated \$100 million available for child care programs. With these dollars, families' child care choices will be expanded substantially. It is important that these dollars be used effectively, and that the Ohio Department of Human Services develop appropriate quality standards for these programs. Equally important, this legislative action has made these dollars available — for the first time — to public schools. It opens doors to new after-school and latchkey programs, which are important because recent research shows that children who are appropriately supervised after school do better academically.
- The Ohio Department of Mental Retardation and Developmental Disabilities is involved in piloting **Early Childhood Centers**, through which several agencies collaborate to provide services to children and families. Examples of services and programs include: Women, Infants, and Children(WIC) Supplemental Nutrition Program; Head Start; child care; public school preschool; Montessori preschool; therapy services; parent support groups; and mental health services.
- Even in a tight fiscal environment, the State of Ohio will increase its funding of **Head Start** by 50% in FY 1992, and by 33% in FY 1993. By the end of the 1992-1993 biennium, state and federal funds are projected to serve half of the state's ADC eligible children — compared to the 35% of ADC-eligible children being served at the end of the 1990-1991 biennium. This represents a 40% increase in the number of children being served since the previous fiscal year.
- The Ohio Department of Education has developed the **Ohio Early Childhood Curriculum Guide**, which is designed to assist school districts in implementing developmentally appropriate practices in programs serving children from birth through age eight.

What Ohio Needs To Do

Future initiatives will include:

- Improve the efficiency of existing preventive health programs to ensure that all Medicaid recipients receive prenatal care in the first trimester, and that all children receive preventive services. Also, efforts will be continued to ensure that every Ohio county has maternal and child health services available to poor families. State government presently pays for nearly 30% of Ohio births, including two-thirds of births to teens. Yet, the majority of pregnant women on the Medicaid program receive inadequate prenatal care — and only a fraction of the nearly half million youngsters with Medicaid cards are receiving the preventive checkups, immunizations and treatment necessary to prevent costly emergency room care.
- Step up state support to immunize young children against childhood disease. There is a need for measles, mumps and rubella booster shots for 12-year-olds. An estimated 70,000 doses a year, which are funded in the current biennium, will significantly increase the number of children who are fully immunized.
- Consistent with the August 1991 recommendation of the Governor's Task Force on Education, state officials should work together to identify and build on existing education and social service coalitions at all levels of Ohio's education system. This inter-agency collaboration is critically important for low-income children as they transition from comprehensive Head Start programs to the public schools. Gains made in Head Start often dissipate by third grade, which may be linked to the lack of child and family support practices. Generally, it is important that modes of collaboration among early childhood providers be formed around a shared vision of developmentally appropriate practices and transition to public school.
- The Ohio Departments of Human Services and Education should work together to provide family resource centers in public school settings. These "one-stop shopping centers" will enhance school readiness and success for children through additional service support; promote healthy development of children; prevent child abuse and neglect; assure simplified access to health care and health educational services locally; provide preventive education and services to reduce teen pregnancy, juvenile delinquency and substance abuse; and designate a time when both teachers and parents can talk with professionals who offer case management and support services for children and families with specific problems.
- **Ohio's Graduation, Reality, and Dual-Role Skills (GRADS)** program is a school-based program for pregnant students and young parents in grades 7-12 in comprehensive junior high, senior high, and vocational schools. Through this program, nearly 9,000 students have accessed the WIC program, received assistance through the food stamp program, and received health care services. This successful program may be expanded to more schools and more school districts — to ensure that more of Ohio's 30,000 teen parents without high school diplomas are introduced to GRADS. (See page 16 for a discussion of GRADS' positive impact on dropout rates).
- Promote parent participation in early schooling and link learning at school with learning at home. Family resources should be linked with job training and education programs for parents seeking economic self-sufficiency. As part of this initiative, parent education programs such as **Training Ohio's Parents for Success (TOPS)** and **Parents As Teachers (PAT)** should be expanded.

HIGH SCHOOL COMPLETION

GOAL #2:

By the year 2000, the high school graduation rate will increase to at least 90%.

In *Educational Renaissance*, Marvin Cetron and Margaret Gayle remind us that children "are not stupid, and they have even less tolerance for wasting their time than do most adults." They continue: "To keep them in school, they must be convinced both that getting an education is worth the effort required ... and that they can succeed in learning. This is a hope that many youngsters today gave up early in their school careers."

The message here is clear: "The only thing that will keep tomorrow's high school students from making the same decision is a record of success in learning established early in their school careers."

Simple as it sounds, this goal will be one of the most difficult to achieve. It will require dramatic reduction in Ohio's dropout rate in less than a decade. It will necessitate initiatives that encourage high school dropouts to later complete a high school degree or its equivalent. And it will depend upon our capacity to eliminate — or at least reduce — the gap in high school graduation rates between minority students and their non-minority counterparts.

This effort will be further complicated by the fact that consensus has not yet been achieved on the appropriate definition of "school dropout," or on how dropout rates should be calculated. In this respect, two developments merit special attention. First, through its leadership role in the National Cooperative Education Statistics System, Ohio is working with other states to develop accurate and appropriate dropout indicators. Once developed, these agreed-upon definitions and indicators will facilitate national and cross-state comparisons of dropout and graduation patterns.

Second, beginning in 1991-1992, Ohio's newly-established Education Management Information System (EMIS) will greatly enhance our ability to collect reliable graduation/dropout data — and to track individuals who return to school. And beginning in 1995-1996, graduation rates will be based on the number of ninth grade students in 1991-1992 who actually earned a diploma four years later — with appropriate adjustments for those moving in and out.

Where We Stand

Ohio's 1990-1991 adjusted graduation rate is estimated at 75.5%. The most recent national graduation data — for 1988 — indicate a national average of 71.1%. In addition to this primary measure, two contributing factors give us a partial view of where Ohio stands:

- In 1990, approximately 10,700 adult high school non-completers under age 30 earned the General Educational Development (GED) Certificate of High School Equivalence in Ohio.
- In 1990, the Governor's Commission on the Socially Disadvantaged Black Males in Ohio reported that, of the Ohio population ages 16-19 not graduating from high school, the unemployment rate for black males is 52.9%, compared to 33.8% for white males in the same age group.

What Needs To Be Changed

Attitudes: Many Ohio families and their children still do not see any particular advantage to completing high school. Similarly, some educators still believe that some children's likelihood of completing school is severely limited by their abilities. Both of these attitudes must be changed.

Data Issues: Presently, it is difficult, if not impossible, to collect accurate graduation/dropout data, and to track individuals who return to school. Once the EMIS is fully operational, our ability to assess Ohio's progress on this goal will be greatly enhanced, given that we will have information based on a uniform dropout definition.

Methodology: Greater emphasis needs to be given to early intervention in the elementary and middle grades. Also, dropout prevention and intervention strategies should not focus exclusively on the conditions and characteristics of students and the families (e.g., cyclical poverty, school absenteeism, and lack of parental involvement). Instead, attention also should be given to how school policies and practices (e.g., inappropriate placement, ineffective disciplinary procedures, and insensitivity to multi-cultural education) place students at risk.

What Ohio Is Doing Now

The realization of this goal also will require a systemic restructuring of public schools. Piecemeal efforts will not suffice. Presently, there are several national systemic change models, two of which have been funded in Ohio. For example, eight school districts are implementing Classroom of the Future pilot projects, involving the development of integrated curriculum, site-based management, comprehensive staff development, teaching teams and use of technology in the classroom. *In these and other programs, mastery of learning is the constant, while time is the variable.*

Other prevention strategies already in progress include:

- The GRADS school-based program for pregnant students and young parents should be expanded to more schools and more school districts. Why? Because the dropout rate for GRADS participants is just 12 percent, compared to 60% among all teen parents.
- Jobs for Ohio's Graduates (JOG) is a school-to-work transition program that targets at-risk seniors who will have difficulty graduating, or being successful in the labor market. In 1990-1991, this program served 3,107 seniors from 80 high schools. In 1989-1990, 91.5% of the senior class graduated and over 80% of those graduates were employed or continued their education nine months following graduation.
- During FY 1992, Effective Schools Process (ESP) funding of \$1.45 million is providing 339 school-based grants throughout Ohio. Eighty-one percent of the 75 high schools receiving grants this year have programs designed to improve instructional and support services to students at-risk of not graduating with their class.
- GOALS is a program for teen parents who have dropped out of school. It assists participants in completing their high school education, or obtaining a GED, and provides instruction in parenting. Of the 1990-1991 partici-

pants, 50% enrolled in Adult Basic Education, GED Test Preparation, or another remediation program. Fourteen percent entered employment upon program completion, and 10% entered skill training or higher education.

- **Ohio's Occupational Work Adjustment (OWA) and Occupational Work Experience (OWE)** programs serve academically and economically disadvantaged at-risk students. In 1990-1991, the OWA program served 10,591 14- and 15-year-old students with substantial success: it decreased absenteeism by 39%, decreased suspensions by 24%, and decreased failure rates by 48%. During the same school year, the OWE program served 14,000 economically disadvantaged at-risk students age 16 years or older with the following results: the number of absences from school was down 13.6% from the previous year, and the total number of failed classes was down 55.9%.
- **Ohio's Learning, Earning, and Parenting, (LEAP)** requires all pregnant and parenting teenagers, who are on welfare and have not graduated from high school, to return to school to complete graduation requirements. Presently being implemented in 12 Ohio counties, LEAP is funded by the Ohio Department of Human Services and the Ford Foundation, with collaborative support from the Ohio Department of Education. During 1989-1990, the first year of the program, 446 participants received diplomas or passed the GED Tests. During the 1990-1991 school year, 3,205 LEAP participants were enrolled in Ohio schools.

What Ohio Needs To Do

Future initiatives targeted at the high school completion goal should include:

- Adopt a statewide policy on dropout prevention, intervention, and remediation/retrieval. This initiative should include communication of the state's new dropout definition and reporting system to educators and the general public. It also should be designed to foster collaboration among a wide range of education and human service organizations and provide resources for dropout prevention/intervention programs in every Ohio school district.
- Conduct annual assessments to identify non-graduates, no-show students, and persons who do not complete the GED program. Each high school should be encouraged to design appropriate follow-up programs, based on the results of the assessment.

GOAL #3:

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

If there is a "bottom line" to Ohio's drive for education reform, this is it. This is what parents want for their children. This is why teachers commit themselves to the classroom. And this is why Ohio taxpayers spend \$8 billion a year for elementary and secondary education.

Our expectations for ALL ohio students must be high:

- The academic performance of Ohio's elementary and secondary students will improve significantly, as the percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively increases. Also, the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

Ohio's success in meeting these objectives will be reflected in several indicators: the increased proportion of students who demonstrate at least a "basic" level performance in national assessment programs; the increased proportion of ninth-grade students who pass Ohio's high school proficiency test, in their first attempt; and the increased proportion of Ohio 11th- and 12th-grade students who take Advanced Placement examinations.

Where We Stand

In the 1990-1991 school year, more than 130,000 Ohio ninth-grade students took, for the first time, high school proficiency tests in reading, writing, mathematics, and citizenship (includes history and geography). *Only* one-third of the students passed all four tests on their initial attempt, and Ohio's minority students scored substantially lower.

1990-1991 OHIO NINTH-GRADE PROFICIENCY TESTS

	% Pass (After 1st Attempt)	% Pass (After 2nd Attempt)
Reading	78	87
Writing	76	82
Mathematics	43	54
Citizenship	55	70
All Four Tests	33	NA

1990-1991 OHIO NINTH-GRADE PROFICIENCY TESTS Black and Hispanic Students Only

	% Pass (After 1st Attempt)	% Pass (After 2nd Attempt)
Reading	60	75
Writing	63	71
Mathematics	16	23
Citizenship	32	46
All Four Tests	12	NA

Additional measures indicating where Ohio stands on Goal #3 include:

- In the 1990 National Assessment of Educational Progress (NAEP) Trial State Assessment Program in eighth-grade mathematics, Ohio's average scaled score was 264, as compared to 261 for the nation. Of Ohio students, 60.4% demonstrated at least "basic" level performance on this indicator, versus 58.2% for the nation.
- In the 1989-1990 school year, 11,599 Ohio students took 16,599 Advanced Placement examinations on which they earned an average score of 3.07. (NOTE: Scores can range from 1 to 5, with students getting credit at most Ohio colleges for scores of 3 or higher.)
- In the 1990-1991 school year, 13,736 of approximately 108,000 Ohio high school graduates qualified for the Award of Merit, given to students who complete a challenging college prep or vocational curriculum, and who meet stringent performance criteria established by the State Board of Education.
- 1989-1990 standardized achievement test results for grades four, six, and eight show that a slightly larger percentage of Ohio students, compared to the national norming group, score at or above the 25th, 50th, and 75th national percentile ranks in reading, language, and mathematics.

What Needs To Be Changed

To attain state objectives in student achievement, several barriers must be overcome. For example:

- **Expectations:** Before this goal can be met, Ohioans' attitudes about the effectiveness of education must be changed. Educators, parents and public officials must agree that all children can learn — and that even our "above basic" students are not achieving at a level comparable with their counterparts in other industrialized nations. For example, in the 1990 NAEP Trial State Assessment Program in eighth-grade mathematics, only 0.8% of students nationally scored at the "advanced" level or above. In Ohio, only 0.7% of students scored at the "advanced" level or above.
- **Methodology:** Adequate measures of student achievement are not available — and must be developed. Assessment strategies must be as strong and as rich as the outcomes.

What Ohio Is Doing Now

Several important steps toward improving student performance have already been taken — and during the 1990s, each of them should be pursued aggressively. They include:

- The **Ohio Ninth-grade Proficiency Tests** and related student intervention programs were implemented in 1990-1991.
- During the current school year, the **Education Management Information System** will be operational, increasing the Department's capability to retrieve and compile data by grade, building and district.
- **Ohio's Reading Recovery** program is helping first-graders who are performing in the bottom fifth of their class to be successful readers. After five years, approximately 85 percent of the program's participants return to their class, after completing an average 30 hours of lessons, to perform near the average level of their class.
- The **Teaching Leadership Consortium-Ohio, Inc.** is attracting quality students from traditionally under-represented groups into teacher education. This consortium also is promoting changes in institutional policies, procedures, and curriculum to reduce organizational barriers and increase and retain the population of minority educators. The consortium consists of five state-supported universities, the Cleveland Foundation, and the Ohio Board of Regents -- and is funded by the Ford Foundation.
- For youth offenders who are assigned to the Ohio Department of Youth Services, a diagnostic assessment is conducted for each student prior to enrollment in a DYS educational program. The results of the assessment serve as the foundation for the student's educational placement and subsequent educational services.
- The State Board of Education has authorized school districts to adopt policies guaranteeing specific levels of competency of their graduates with

the provision that the district must provide additional educational opportunities for any graduate with whom an employer is not satisfied.

- The Ohio Department of Education has, with the assistance of Ohio educators, begun to implement the **Third-Grade Guarantee**. Each participating school district has a list of necessary outcomes that all students are expected to achieve by the end of second grade.
- The Ohio State University has initiated the **Young Scholars** program that targets minority youth who are currently enrolled in middle school, and who, with guidance and the proper incentives, will both complete a rigorous high school curriculum and continue their education at the university.

What Ohio Needs To Do

Future initiatives should include:

- While a national assessment system is not available in all subjects at the designated grades, where possible, Ohio's measurement strategies should be brought in line with national initiatives in this area.
- Introduce a science proficiency test, beginning in 1995.
- Gather enrollment data for advanced placement and distance learning options which are offered in local high schools.
- Replace the current standardized achievement tests, which are required at four grades, with statewide criterion-referenced measures administered to all students in grades four, eight, and twelve. In contrast to norm-referenced tests, criterion-referenced tests are designed to see if students have achieved a certain set of skills and knowledge.

GOAL #4:

SCIENCE AND MATHEMATICS

By the year 2000, U.S. students will be the first in the world in science and mathematics achievement.

Less than 50% of American students can solve abstract math problems. In a 1988 international assessment of mathematics achievement, American students scored lowest of five nations — behind students in the United Kingdom, Spain, Ireland and Korea. That same year, American students ranked among the lowest countries in an assessment of science achievement. And one year earlier, only 12% of the nation's newly qualified teachers had received degrees in science, mathematics or computer science.

These four indicators highlight the conditions that led the President and the nation's Governors to focus one of the six national education goals on science and mathematics. They confirm what many parents, educators, business leaders, and public officials have known for some time — the United States is no longer a leader in these fields. And they document our failure to give many students the basic workplace skills that they need — and that business requires to remain competitive in the global marketplace.

To achieve this goal — both in Ohio and across the nation — a concerted effort must be made to meet three objectives:

- to strengthen mathematics and science education throughout the system, *especially in the early grades.*
- to increase the number of teachers with a substantive background in mathematics and science.
- to increase the number of undergraduate and graduate students, *especially women and minorities*, who complete degrees in mathematics, science, and engineering.

Where We Stand

In the 1990 NAEP Trial State Assessment Program in eighth-grade mathematics, 60.4% of participating Ohio students scored "basic" or above, compared to 58.2% of participating students nationally. Among Ohio students, 15.6% scored "proficient" or above, which was achieved by 15.5% students nationally. Nationally, 0.8% of the children scored "advanced" or above, while 0.7% of Ohio's participating children achieved this performance level.

In addition to this primary measure for mathematics, other indicators for Goal #4 include the following:

In 1990, Ohio's total number of new teacher certifications was 7,549. Of these, 392 (or 5.2%) received certification for mathematics, while 307 (or 4.1%) were certified for secondary science education. Substantive backgrounds in mathematics and science are often lacking in elementary teachers, which are not reflected in these figures.

- Only 43% of ninth-grade students passed the mathematics part of Ohio's proficiency test on their first attempt. **Only 16% of African-Americans and Hispanic students passed.**
- 1990 data indicate that a total of 434,406 students are enrolled in undergraduate, graduate and professional programs at Ohio's state-assisted colleges and universities. Of that number, 12,441 (or 2.9%) were in science programs, less than one percent were in mathematics, and 9.4% were in engineering and engineering technology. Only six-tenths of one percent of the students enrolled in these three areas were African-Americans.

What Needs To Be Changed

Coordination: Mathematics and science are not integrated into other academic areas, or into daily life.

Data Issues: Presently, Ohio has no higher education tracking system that follows students through their total years in education. Consequently, the baseline data needed for the assessment of education issues do not exist. A science proficiency test, based upon a yet-to-be developed competency-based model curriculum, has been proposed.

Expectations: Failure in mathematics and science is acceptable in Ohio. Parents, students and their peers have low expectations. As a result, society is faced with a self-fulfilling prophecy in action.

Methodology: Lectures and board work are not effective for all students — many of whom are “turned off” to science and mathematics instruction. The “transmission of knowledge” doctrine typically found in science and mathematics programs — and in most subjects — needs to be replaced with an inquiry-based model of instruction.

What Ohio Is Doing Now

A number of important mathematics and science education initiatives, designed to produce a larger number of highly skilled college graduates in these fields, are already being implemented. These include:

- A model curriculum in mathematics has been developed and distributed by the Ohio Department of Education. The first such model curriculum in the nation, it correlates with standards developed by the National Council of Teachers of Mathematics.
- **Project Discovery** is a collaborative effort of the Ohio Department of Education and the Ohio Board of Regents through which they are creating a framework and process for the sustained professional development of middle school and junior high school mathematics and science teachers. This five-year project was developed by the State of Ohio and the National Science Foundation. Its goal is systemic change in the teaching of science and mathematics. The development of regional centers throughout Ohio will provide on-going professional development for teachers and will ensure solid grounding in content areas, practice with inquiry-based instruction, and experience with research that assesses improvements in student learning. An evaluation strategy is presently being developed, using a database to track and review the proposed training of 1,200 resource teachers, 8,000

classroom teachers, and the resulting education of 1.2 million students.

- The **Early Math Placement Testing Program (EMPT)** is a state-funded initiative designed to help high school students assess their ability to meet the college entry requirements in mathematics. A college mathematics proficiency test is given to high school juniors who are then counseled as to whether they could meet the entry requirements of the college or university they plan to attend in the field of study they plan to pursue. Since the test is given in the junior year, students have another year in high school to take a mathematics course to prepare them for college. Ohio has been a national leader in this effort, and over twenty states have adopted this model.
- The **Eisenhower Mathematics and Science Improvement Program** is a federally funded initiative to improve teaching and student interest and performance in mathematics and science — with special emphasis on increasing the participation of women and minorities in these fields. College and university faculty work with elementary, middle and high school teachers and students to improve teaching and learning.
- The Ohio Departments of Education and Natural Resources, along with the Ohio Environmental Protection Agency, are working together to support the **Environmental Education Fund**, which provides grants for environmental education programs.

What Ohio Needs To Do

While these initiatives reflect substantial efforts to strengthen science and mathematics achievement in Ohio, they are only the first steps. In the past, initiatives have been fragmented and not treated as elements of an integrated strategy to restructure science and mathematics education from kindergarten through graduate school.

ADULT LITERACY AND LIFELONG LEARNING

GOAL #5:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Customer service. New technology. Sophisticated statistical quality control. Just-in-time production. Participative management. These are just five of the forces of change that today are being felt in workplaces throughout Ohio. And just as they are transforming the workplace, they are changing the skills that employees must have to be competitive and productive in today's world of work.

Most employers know that the linkage between workforce skills and the competitive cycle is undeniable. Increasingly, individual workers are discovering that basic skills are the keys to greater opportunity and a better quality of life. Too often Ohioans fail to appreciate the connection between education and work.

During the 1990s, these school-to-work transitions will become even more pronounced. It is critical that Ohioans commit themselves to achieving five objectives during the 1990s, all of which are prerequisites to the realization of Goal #5:

- Every major Ohio business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills — from basic to highly technical — needed to adapt to emerging new technologies, work methods, and markets through public and private education, vocational, technical, work place, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of those qualified students — especially minorities — who enter college, complete at least two years, and complete their degree programs — will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Where We Stand

Based on 1980 census figures, over 2,078,000 Ohioans have completed fewer than 12 years of school. Also, over 800,000 adult Ohioans need literacy education, according to the 1986 English Language Proficiency Survey.

In addition to these primary measures, Ohio's contributing factors, as they relate to Goal #5 are:

- Ohio is served by 53 two-year colleges, 102 vocational planning districts and 131 adult basic education programs. The Board of Regents survey of Noncredit Continuing Education Programs indicated that over 305,000 adults were served in noncredit higher education programs. The Department of Education further reports that 296,556 adults participated in part-time and full-time adult vocational and technical education, and 95,476 participated in adult basic education in 1990.
- An assessment of the educational attainment of youth confined to the Department of Youth Services shows that only 3% of the youth of graduation age tested are on track academically. The majority of the youth are either two or three grade levels behind -- and most cannot read or write. Minorities are also grossly over-represented in Ohio's juvenile correctional institutions. While they make up only 15% of Ohio general population, 53.8% of the juveniles incarcerated in state facilities are minorities. This is a 4.4% increase from 1990.
- General Educational Development (GED) testing is available in every Ohio county. In 1990, 21,813 persons were tested, and 17,050 earned high school equivalency certificates.
- The average reading level of inmates in Ohio's prison system is at the seventh-grade level, while 20% of all inmates read below the fourth grade level. Seventy-five percent of the males and 60% of the females are high school dropouts, and 52% of the adults in prison are minorities.
- FY 1990 data for Adult Education Act funded programs indicate that over 95,000 persons are currently being served.
- In FY 1990, 31.5% of enrolled adult basic and literacy education students were African-American, Hispanic, Asian, or American Indian. More than one-third were between the ages of 16 and 24.

What Needs To Be Changed

Coordination: The delivery of workplace basics — and other adult education and literacy services — tend to be fragmented among a variety of public- and private-sector organizations. At the same time, there is considerable overlap and redundancy in the services of these agencies.

Perceptions: Many business decision-makers do not see the long-term benefits of their involvement in non-technical vocational education and workforce training programs. Some continue to believe that the accumulation of basic workplace skills is solely the responsibility of employees. Similarly, for many adult workers who could benefit from skills programs, there is a stigma attached to participation in basic, vocational, and technical education programs.

Data issues: At the present time,

- there is no mechanism for evaluating the capacity of the state's education system to adequately meet the education and training needs of business and industry;

- while local business advisory councils were mandated in 1989, there are no mechanisms for collecting and disseminating information about the number and nature of education and work-related partnerships;
- Ohio lacks a statewide information and student tracking system to monitor students' progress through the higher education system; and
- the limited information that is available has been gathered by a variety of public- and private-sector organizations — using disparate and sometimes inconsistent measurement strategies.

What Ohio Is Doing Now

“Partnerships” is the key to delivering effective, appropriate workplace basics. Programs must be designed, developed, and implemented on a cooperative basis, with the full support of public- and private-sector organizations, state and local agencies, business, and labor.

Through these joint ventures, workplace competencies can be defined. Industries' standards and expectations can be identified. Effective training programs can be devised. And ways can be developed to give workers truly “transportable” skills. Toward these ends, several Ohio initiatives are already in place, including:

- **Tech-Prep**, a competency-based program of combined secondary and post secondary educational and occupational experiences, is revising basic curricula and creating systemic changes in the way people are trained for technical occupations. Curriculum design is being handled collaboratively in regions, where the standards for this outcome-based program are being set in cooperation with private industry. Tech-Prep is a joint project of the Ohio Board of Regents and Department of Education.
- **Ohio's Job Opportunities and Basic Skills (JOBS) Program** is channeling low-income clients into education and training programs throughout the state. For example, during the first year of the JOBS program, enrollment in adult basic education programs increased by 26%. More than five thousand JOBS clients have been served in Ohio's state-supported two-year colleges by the Ohio JOBS Student Retention Program.
- A **workplace literacy program** is being developed by the Ohio Bureau of Employment Services. As part of the program, existing workplace literacy programs will be evaluated in order to design a comprehensive workplace literacy training strategy for Ohio. The Governor will present annual workplace literacy awards to Ohio businesses that have developed exemplary workplace literacy programs for their employees.
- Working through the **Governor's Human Resource Advisory Council**, which is mandated by the Job Training Partnership Act (JTPA), representatives of business and industry, labor and several state agencies are working to resolve issues pertaining to workforce development. This collaboration is being replicated regionally and locally in private industry councils and in educational agency advisory committees.
- **EnterpriseOhio**, a consortium of Ohio's two-year technical and community colleges, which share faculty, curricula and other resources to offer tailored workforce training programs to specific businesses, is preparing to

conduct a baseline study of its current services. Through this assessment, EnterpriseOhio will address quantitative data and measure the impact of the education and training provided.

- Through the **Career Passport Program**, administered by the Ohio Department of Education's Division of Vocational and Career Education, participants compile individual portfolios upon completion of a vocational program. The portfolio includes such items as documentation of work and/or community experience, a competency profile, student achievement levels, attendance records, leadership experience, and an outline of continuing education needs.
- Most Ohio colleges and universities have revised, or are in the process of revising, their undergraduate curricula endeavors to ensure that they strengthen critical thinking, effective communication, and problem solving. The Ohio Board of Regents is experimenting with outcome assessment strategies tied to program improvement.
- The Ohio Board of Regents has initiated an **Articulation and Transfer Program** to substantially increase the ease of mobility of students throughout the higher education system. Students who successfully complete the approved general education "module" at one college or university will be considered to have met the general education "module" at the institution to which they transfer.
- The Ohio Department of Rehabilitation and Correction's newly-established apprenticeship programs will prepare inmates for post-prison work opportunities through a combination of academic and on-the-job training. To ensure that newly-released offenders make a successful transition to the work world, mentorship assistance will be available to approximately 1,000 inmates within the next three years.
- A new 32-week **Student Transition to Education and Employment Program** has been developed by the Ohio Department of Youth Services. The youth begin skill training in carpentry and housing rehabilitation while incarcerated, and continue in the same program after they are released. In the community, youth receive support from a number of local agencies and organizations, which share responsibility for helping them to succeed. The first year results are very promising. Most of the youth who began the program completed it, and many of them have already become employed in good jobs.
- Ohio's adult vocational education program is working with representatives of business and industry to develop vocational competencies for the state's workers.
- The **Ohio Displaced Homemakers Program** is an example of a state-funded effort that is helping women beyond the traditional college age receive appropriate training and education.

What Ohio Needs To Do

New initiatives currently under consideration, or worthy of consideration, are:

- Develop baseline information on Ohio's basic literacy needs. Also, collect baseline data on the current level of collaboration between education and business, industry and labor — and develop measurable indicators of the effectiveness of the state's job training, literacy and workplace basics initiatives. Administered by the Ohio Department of Education's adult basic education program, this initiative will be accomplished through the **Ohio Adult Literacy Survey** — a component of the National Adult Literacy Survey.
- Establish a statewide information and student tracking system to monitor Ohio's **Articulation and Transfer Initiative**, as well as the **JOBS Student Retention Program** and other efforts. It is anticipated that this tracking system would link up with the **Education Management Information System (EMIS)**, creating, for the first time, the ability to maintain contact with students throughout their educational careers.
- Increase coordination among all state and local agencies with responsibility for job training and the delivery of workplace basics. Improved coordination will enhance collaboration among providers, and enhance communication between providers and the private sector. It also could lead to a shared definition of workplace literacy.
- Fund developmental education in Ohio's colleges and universities in order to address the needs of older students returning to college.
- Give direction to the state's business advisory councils. All city, exempted village, and county school districts are required to appoint such councils, but they should be assisted in developing their roles within local education systems.
- Give direction to **Ohio's Vocational Technical and Adult Education advisory committees**. In a 1991 survey of state's vocational education system, all groups of educational administrators reported extensive involvement with business and labor through advisory committees. However, most respondents indicated that such committees often meet only once or twice a year to review changes in curriculum, and to meet minimum requirements for secondary programs.

GOAL #6: SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Ridding our schools of drugs and violence will be a complex and difficult task. In 1988, nearly 10% of the nation's 12 to 17 year-olds reported they had used illicit drugs during the previous 30 days. Four percent of high school seniors said they used alcohol daily. Almost 2.5 million thefts, and 465,000 violent crimes, occurred in or around the nation's schools.

To clean up Ohio's schools — and their surroundings — a determined effort will be required. But most people think that such an effort will be worth it. They are convinced that drug-free, safe-from-violence schools will improve students' performance in the classroom — and that they will lead to dramatically lower dropout rates. And they have concluded that it can be accomplished when school administrators, teachers, and parents make up their mind to do so.

Toward this end, Ohio schools are committed to three objectives during the 1990s:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program.

Relative to these objectives, drug and alcohol curricula should be taught as *integral* parts of health education, and community-based teams should be organized to provide students and teachers with needed support.

Where We Stand

It is difficult to identify adequate primary measures of where Ohio stands today relative to Goal #6. Critically needed information about the extent and character of alcohol and drug use by Ohio students, and about perceived and actual discipline in school, is not readily available. There are, however, some contributing indicators that provide us with a partial view of Ohio's current status:

- In a survey conducted earlier this year, 99% of all Ohio school districts reported having a written policy in place, as required by the Drug-Free Schools and Communities Act (DFSCA).
- The Ohio Department of Alcohol and Drug Addiction Services (ODADAS) administers 30% of the Drug-Free Schools and Communities Act (DFSCA) funds received by Ohio from the federal government. In 1990, these federally funded services reached 77,514 people. Of these, 31.3%

were African-American. Most of the people served (59%) were between the ages of 13 and 18, while 38% were between the ages of 6 and 12.

- 95% of districts reported having an advisory council composed of parents, teachers, medical professionals, and representatives from state and local government, law enforcement agencies, and the community.
- 95% of districts reported having a systematic K-12 substance abuse education plan in place.
- Ohio's 53 local Alcohol, Drug Addiction and Mental Health Services Boards spend one-fifth of their funding on community-based prevention programming.

What Needs To Be Changed

To ensure that Ohio schools are drug-free and free-of-violence, several barriers must be overcome, including:

- **Expectations:** There must be a shared expectation that this goal can be achieved. Too many Ohioans — including educators, public officials and parents — recognize that our schools are surrounded by drugs and violence. They know that it is students who most often bring these social ills to school — and they doubt that our schools can be cleaned up. Our expectations must be higher. Also in some communities, violence is seen as a way of settling disputes, weapons are easily accessible, and few parents are actively involved in the education of their children. These attitudes and behaviors must change.
- **Data Issues:** Ohio needs to develop a reliable statewide data base on the incidence and use of alcohol and other drugs in Ohio schools. We need statewide indicators of student and staff victimization, weapons in school, and perceptions of safety and discipline in schools. At present, measurable data of this type simply are not available. *We also have little information regarding the relative effectiveness of various prevention programs.* In contrast, we do know that nicotine, alcohol, and a variety of illicit drugs are readily available in most communities throughout the state.
- **Staffing:** Many teachers lack adequate training in classroom management techniques — and in conflict resolution.

What Ohio Is Doing Now

In part, Ohio's strategy for making its schools drug-free — and for creating a disciplined environment conducive to learning — will be built around initiatives that are already being implemented. For example:

- The **Drug Abuse Resistance Education (D.A.R.E.)** program is using law enforcement officers — primarily in fifth and sixth grade classrooms — to give students accurate information about alcohol and drugs, and to show them how they can resist peer pressures. Over 350 officers have been trained to participate in this program.

- The Ohio Department of Aging is working with ODADAS to fund 10 pilot **Intergenerational Prevention Programs** around the state.
- **The Ohio Network: Training and Assistance for Schools and Communities (ON-TASC)** is training school administrators, teachers and community leaders to help solve local alcohol and other drug problems. **The Ohio Prevention and Education Resource Center (OPERC)** has also been established to provide information and training for Ohio prevention professionals, agencies, and the general public. Similarly, **Teen Institute** and **Youth to Youth** programs are training teens and adult advisors in the delivery of effective programs designed to prevent alcohol and other drug abuse.
- **Ohio's Effective Schools Program** promotes safe and disciplined schools by emphasizing a sense of mission, a positive learning climate and parent and community involvement.
- In 1990, the Ohio Department of Alcohol and Drug Addiction Services (ODADAS) joined with local Community Foundations to fund over two million dollars of community-based prevention programming.

What Ohio Needs To Do

New initiatives also are required, including:

- Conduct a statewide comprehensive **Incidence and Prevalence Survey** to generate information on students' use of alcohol and other drugs, preventive and primary health care needs, the incidence of violence and other discipline problems, and students' perceptions of the potential for violence and threats to their safety and well-being. Relative to drugs and alcohol, emphasis will be placed on the following types of indicators:
 - delays in the onset of the first use of alcohol and other drugs;
 - increases in the incidence of abstinence from alcohol, nicotine, or other drugs;
 - decreases in high-risk use of alcohol, nicotine, or other drugs;
 - decreases in the use of illicit drugs; and
 - decreases in the sale of illicit drugs.
- Evaluate the effectiveness of all substance abuse education and prevention programs, and incorporate the findings of this effort into prevention strategies and program design.
- Analyze the data collected by the **Commission on Dispute Resolution** to determine what effect, if any, the pilot programs have had on the general school climate — and more specifically, on the number of expulsions, suspensions, and violent incidents in participating schools.
- Beginning in 1992, include substance abuse education as a requirement for teacher certification in the State of Ohio. Also, substance education and

prevention curriculum should be included in the state's revised health course of study.

- Provide alternative education programs for violent students.
- Expand parent education programs, such as **Training Ohio's Parents for Success (TOPS)**, which teach parents effective discipline techniques and conflict resolution strategies.

WHERE WE ARE HEADED

During the next two decades, Ohio's education system will change more than it has changed since the beginning of the twentieth century. This change will be driven by a realization that knowledge and skills increasingly control access to jobs and livelihoods. It will be fueled by Ohio's — and the nation's — unwillingness to be second best when it comes to education. It will be motivated by a determination to keep the promise of an education system that enables all students to learn — and by a conviction that all children will have an opportunity to succeed.

Ohio's first annual progress report on education, *Creating Opportunities for Success*, is an important step toward achieving the six national goals for education. Yet, in addition to clarifying our goals — to reminding us of where it is that we want to go — it gives us a better understanding of where we are today, and of the obstacles that stand in the way of success.

As this initial report confirms, there is much being done in Ohio to counter these obstacles — and to ensure success for all students. But what we are now doing is not enough, just as tinkering at the edges of Ohio's education system will not take us any closer to our ultimate goals.

What is needed is systemic change — a fundamental restructuring of Ohio's education system. This will mean changing the way schools, districts and state education agencies are organized and conduct business. It will mean redesigning the entire system — from top to bottom. It will mean redirecting our focus towards results, not on programs and procedures; to improving the skills of teachers and administrators; to creating effective incentives for improved performance, and consequences for continuing failure; and to encouraging parents and students to become more involved — and to take more responsibility — for their education.

In developing an integrated strategy for education reform, we must be guided by at least five considerations:

1. **Education is not something that students “get.”** Instead, it is the outcome of a process — a relationship between teachers and students, where the students are active, inquiring participants.
2. **Our expectations must be high.** Just as maintaining the status quo cannot be tolerated, doing a little bit better is not good enough.
3. **Access to adequate measures of progress in student learning and system reform is a prerequisite for positive change.** Too often, however, such measures do not exist. Consequently, the development and use of new assessment measures is a necessary component of effective school reform.
4. **Coordination in the delivery of education services must be an integral part of any school reform strategy.** Similarly, reform must be supported by broad coalitions of interests, including parents, business and labor organizations, and political and community leaders in cooperation with teachers, administrators and board members.
5. **The success of reform efforts will be determined at the local level.** State officials can assist in establishing the goals — and in setting new and higher education standards. They can provide some of the financial and human

resources needed to meet those standards. Yet, it will be community's capacity to customize local strategies to meet the national goals, and to form broad coalitions of support, that will ultimately determine the success of this enterprise.

These are Ohio's education goals for the year 2000:

- GOAL #1 To ensure that every Ohio child will enter school ready to learn.
- GOAL #2 To improve our high school graduation rate.
- GOAL #3 To ensure that all Ohio students are competent in math, science, English, history, and geography.
- GOAL #4 To make Ohio's young people Number One in the world in the fields science and mathematics.
- GOAL #5 To make sure that every adult Ohioan is literate, with the skills needed to participate fully as a worker and citizen.
- GOAL #6 To make our schools free of drugs and violence — disciplined places where teaching and learning can thrive.

By working to achieve these goals, we will be creating opportunities for success for all of Ohio's children.

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Creating Opportunities for Success, Ohio's first progress report on achieving the six national education goals, was a collaborative effort of numerous state agencies providing services to Ohio's children, youth and adults.

The Governor would like to take this opportunity to commend those who lent their expertise and knowledge to this critical endeavor, with a special thanks to both the Ohio Department of Education and the Ohio Board of Regents for their contributions.

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Ohio Department of Mental Health
Ohio Department of Mental Retardation and Developmental Disabilities
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by the
Governor's Task Force on Education**

August 1991

OHIO DEPARTMENT OF EDUCATION ORGANIZATION STUDY

EXECUTIVE SUMMARY

The purpose of this report is to encourage and incite the leadership of Ohio to action in transforming the State's educational system. This report looks forward and we believe it is a catalyst and road map for bringing all the appropriate people together to create a successful future for Ohio's students.

The Governor's Task Force on Education began its organization study of the Ohio Department of Education in May 1991 and developed a clear understanding of the environment in which the Department currently operates.

The educational system is very large and complex, encompassing the Federal government; the State government, along with educational and other interest groups; regional structures, for example, County school districts; local districts; and, finally, the school, where teachers and students interact. The leaders and organizations within the system have taken different paths, with different agendas, all well meaning but with little coordination. The result is student success rates below the expectations of Ohio's leaders and parents. A significant conclusion about this complex system is:

The fact that the education system is:

- multi-functional
- multi-divisional
- multi-agency
- multi-district
- multi-facility
- multi-curricula

should not be the child's problem.

THE TIME FOR CHANGE IS NOW

Ohio is now at a turning point in history. Both Governor George V. Voinovich and the State Board of Education have embraced the Six National Education Goals, the State Board has appointed a new superintendent, the General Assembly is actively concerned about and involved in education, and the business community is committing time and resources to education. All of this interest and involvement is in addition to the ongoing commitment of the education community. The challenge for Ohio is to unite these interested parties into a powerful coalition for improving education.

FIRST, CREATE A SHARED VISION

The key stakeholders must develop a Shared Vision that will forge a consensus on educational objectives and priorities in a way that inspires and provides clarity to those charged with implementing the changes. Additionally, the roles and responsibilities for each stakeholder and organization must be defined. Only with a clearly defined role and mission can the Ohio Department of Education be successful.

COLLABORATION IS ESSENTIAL

Collaboration is integral to development of the Shared Vision. With such a complex system, the effective implementation of a Shared Vision must occur simultaneously at all levels of the system (state, district and school building), and this can only be accomplished by active collaboration among all the stakeholders. The various governmental agencies, especially at the State level, need to build on initial interagency collaborative efforts and dramatically improve joint effectiveness.

Collaboration is not a panacea and it is difficult to achieve. The organization of the state, like all organizations, is perfectly designed to get the results it gets. While this statement sounds simplistic, it demonstrates the need to change the structure and consider other organizing choices, if different results are desired. This report offers alternatives for improving interagency cooperation and a model to initiate needed changes across the system.

DEREGULATE EDUCATION

Even with a compelling Shared Vision and the most effective collaboration, real systemic change can occur only with substantial deregulation of the current education system, which is more highly regulated than most U.S. enterprises. The majority of the Department's resources are currently devoted to compliance activities. In principle, the educational system and the Department need to change from being activity/input oriented to responsibility/outcome focused. This issue deserves a special effort by a Departmental task force to identify the programs (Federal, State and local) that require the most paperwork and staffing directed solely toward compliance and mandates. The objective should be to deregulate the system and monitor outcomes and expectations, as opposed to seeking waivers of existing rules and mandates.

TRANSFORM THE DEPARTMENT OF EDUCATION

With a Shared Vision, better collaboration and the start of deregulation, the Department can begin to transform from primarily an auditing and monitoring operation to a research, support and service leader. In the past, the Department has effectively organized for and been successful in its compliance role. However, given the change in the mission and new focus of the Department, different organizing choices must be made.

The study recommends a change to a more customer/client-focused organization. The current organization structure is generally organized around funding sources or programs. The recommended approach will support greater technical assistance to districts, administrators and teachers, encourage collaboration both inside and outside of the Department, reduce duplication of services, and free resources to refocus on support. The two key principles in the new design are to organize services around the customers/clients and to focus on meeting the Six National Goals.

To that end, the Department should reorganize into three major groups, each headed by an Assistant Superintendent:

PROGRAM SERVICES -- Supports Principals, Teachers and Students. Three of the Six National Goals (graduation rates, competency in core subjects and developing leadership in mathematics and science) relate directly to the activity at the student/teacher interface. The key mission of this group would be to help districts achieve improved student outcomes, lead professional development of teachers and administrators, and perform other education assistance and compliance work.

SUPPORT SERVICES -- Supports Superintendents, Principals, and the Department's new Program Services group. This group would provide the analytical and evaluation support for current and future programs, testing and assessment, research in new techniques, Education Management Information System, as well as the non-educational support to the districts (for example, funds distribution and management assistance).

OPERATIONS -- Supports the Department internally. This group would serve as the administrative infrastructure for the Department, providing purchasing, personnel, information systems operations, communications coordination, and other support.

As part of the reorganization, the nature of many of the Department's job requirements will need to change. The Department already uses task forces and outside advisors extensively and should build on this successful approach. Within the three new groups, employees should be organized on a task-force or project basis, rather than a hard-line divisional/sectional basis. This design is intended to be very flexible with some employees working exclusively on a major program, while others work on multiple tasks. The idea is to develop a pool of flexible, multi-talented people who can simultaneously address a wide variety of challenges.

Other recommendations for internal Department changes encourage increased analytical capability, increased research effort, stronger management development, and, with the State Board of Education, a more collaborative budget process with the General Assembly. Finally, the Superintendent should form a task force to decide which Department functions should move from Columbus to a series of regional support centers to be closer to the customer.

The Task Force is confident that the Department can be successful in transformation. The Department has hard working people, dedicated to doing the right thing for students. A clear mission of support more than compliance will free them to do more of what they want to do and fulfill the desires that led most of them to join the Department initially.

As a result of the considerable interest, freely expressed by those people interviewed, this study offers suggestions for the State Board of Education to increase leadership capabilities by redirecting its activities away from administration and more toward policy. Finally, the study analyzes the myriad of State, regional and local organizational structures in Ohio and offers suggestions on potential improvements.

IMPLEMENTATION

Recommendations should be implemented in the context of Total Quality Management. Key principles of Total Quality that will be particularly important are customer satisfaction, outcome measurement, elimination of redundancy and rework, and continuous improvement.

Focusing on the concepts of customer satisfaction and continuous improvement will have the most benefit to all involved, not just the Department. Both of these force an organization to continuously reassess itself in the context of what is it doing to help the people and groups it was created to serve, and change itself and its design to better meet these expectations. The Department has just begun to implement Total Quality Management.

PRIORITIES

The most important first step is building the Shared Vision. This project should be led by the Governor, and include the new Superintendent, the leaders of the General Assembly, the State Board, and educational community and business leaders. This process should be able to be completed by Spring 1992.

People are already seeing the need for greater interagency collaboration on issues relating to children. The Governor can begin a concerted effort now on collaboration among the executive branch agencies.

Within the Department, and supported by the General Assembly, the task force on compliance and mandates needs to start this Fall to begin the process of deregulation of education in Ohio.

The other key priorities are the change in Department operating philosophy to emphasize research, support and service leadership; reorganizing the Department into three major groups while determining which functions can be regionalized; and having a single State Board of Education biennial budget, which is consistent with previously published policy change recommendations agreed by the the Governor and leadership of the General Assembly. See section VII. for a summary of recommendations.

THIS IS THE BEGINNING

This study reflects the thoughtful input of many people in Ohio who care about children and their success. Now is the time to transform the Ohio education system. This will take the full and concerted effort of all of the key stakeholders. This study is the beginning of a longer process that will ultimately lead to improved student outcomes and achievement of the Six National Goals. The Shared Vision, a commitment to collaboration and deregulation, and a vital and service-oriented Department of Education will allow that process to make Ohio's educational system a model for the entire United States, because our children will be successful.

VII. SUMMARY OF RECOMMENDATIONS

Many of these recommendations require collaboration among agencies or organizations. This is particularly true of the involvement of the General Assembly whose leadership and support is critical to needed changes. Recognizing these interdependencies, a person who should bring the coalition together to make it happen is identified for each recommendation.

Since resources are limited and recommendations are of different importance, key recommendations have been prioritized and assigned suggested conclusion dates. Those without dates need to be prioritized by the individual responsible with implementation, dates determined, and published.

<u>Priority</u>	<u>Page</u>	<u>Number</u>	<u>Responsibility</u>
1	10	2	<u>GOVERNOR</u> - Bring all stakeholders together to develop a Shared Vision of Education Goals which will drive the educational improvements and initiatives in the state. This requires the willingness to forego individual goals in order to develop <u>one</u> set of goals shared by all stakeholders. TIMELINE: Concluded Spring 1992
2	18/59	9/35	<u>GOVERNOR</u> - Develop formal modes of interagency collaboration and program development. Consider creating in the executive branch the Department of Children's Services. TIMELINE: Concluded Spring 1992
3	21	11	<u>SUPERINTENDENT OF PUBLIC INSTRUCTION</u> - Create a task force to assist deregulation which would identify policies and practices that are largely or solely for compliance and recommend ways to reduce this work while ensuring fiscal responsibility and equity. TIMELINE: Concluded Spring 1992
4	28	12	<u>SUPERINTENDENT OF PUBLIC INSTRUCTION</u> - Adopt a new operating philosophy which emphasizes research, support and service leadership. TIMELINE: Concluded Spring 1992
5	29	13	<u>SUPERINTENDENT OF PUBLIC INSTRUCTION</u> - Reorganize the Department into three divisions: Program Services, Support Services, and Operations. TIMELINE: Concluded Spring 1992
6	58	33	<u>SUPERINTENDENT OF PUBLIC INSTRUCTION</u> - Modify the Department's district support structure from a centralized approach in Columbus, to a more regional support structure around the state. TIMELINE: Conclude Fall 1992 (part of priority 5)

7 52 31/32 STATE BOARD OF EDUCATION - Alter the budget process to publish policy recommendations in advance of a single budget to gain consensus and clarity of priorities with the Governor and the General Assembly.
TIMELINE: For next biennium

The remaining recommendations are listed in order of the individual responsible.

GOVERNOR

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| 15 | 8 | Better integrate social services to serve children and families in the context of the educational system by building on existing educational and social services coalitions. |
| 19 | 10 | Further encourage interagency cooperation through incentives, an expanded interagency council, and reexamination of privacy laws and regulations which inhibit flow of necessary information. |
| 34 | 17 | Resolve the overlap in adult education between the Department and the Board of Regents. |

STATE BOARD OF EDUCATION

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| 60 | 36 | Develop a clear mission, consistent with the Shared Vision, for the SBOE, and be accountable to this role. |
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SUPERINTENDENT

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| 12 | 3 | Roles and responsibilities at the three main education levels, state, local school district and school site, need to be clearly <u>defined and activity coordinated.</u> |
| 14 | 4 | Stimulate innovation by encouraging schools and districts to experiment on their own and create a network to share results. |
| 14 | 5 | Develop strategies to implement school-based management and more autonomous district management. |
| 14 | 6 | Develop formal linkages with U.S. Department of Education to ensure new initiatives are compatible with federal and local initiatives. |
| 14 | 7 | Develop creative incentive programs to help drive change at the state, local district, and school site levels. |
| 31 | 14 | Flatten the Department organizational structure to four layers: Superintendent, Assistant Superintendents, Directors, and all others. |

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| 32 | 15 | Work should be based on projects and accomplished through fluid task forces rather than rigid organizational structures. |
| 32 | 16 | Increase the Department's research and evaluation capacity. |
| 35 | 18 | Combine into one organization the fiscal responsibility currently divided among five different divisions. |
| 36 | 19 | Create a partnership with a professional accounting organization to gain knowledge and expertise on an ongoing basis. |
| 38 | 20 | Develop an overall information system strategic plan to guide and support the Department's diverse needs. (A plan is currently under development.) |
| 39 | 21 | At the operations level integrate the MIS planning, design, and implementation of new systems and technology with the strategy being developed. |
| 41 | 22 | Develop and implement a proactive public relations strategy that demonstrates effective programs of the Department and enhances its image with stakeholders. |
| 42 | 23 | Put grant development in Program Services and the administrative and payment functions in Support Services. |
| 44 | 24 | Assign to an assistant superintendent the responsibility of developing and implementing a formal management, leadership and development and training program. |
| 45 | 25 | Expand the role of the Personnel function to include active participation in such areas as hiring, promotions, reorganization, and Department personnel practices. |
| 48 | 26 | Clearly establish decision making authority within the Department. |
| 48 | 27 | Re-evaluate the strong centrally controlled decision making process with a bias toward empowerment within the organization. |
| 50 | 28 | Adopt a practice, consistent with the new research and analysis capacity, that requires recommendations to include analysis of alternatives and criteria for recommendation selection. |
| 50 | 29 | Implement a practice of showing priorities in recommendations. |

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| 50 | 30 | Expand the use of the Executive Committee to "show-case" accomplishments of task forces and project teams. |
| 50 | 34 | Develop a strategy and plan to identify those support services and programs (e.g. psychological testing, bus service) districts receive from other entities (county boards, the new ODE regions, etc.) and allow the school districts to choose their suppliers. |

ALL STAKEHOLDERS

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| 8 | 1 | <p>All stakeholders should adopt the following principles to affect the transformation of education:</p> <ul style="list-style-type: none"> - All efforts focus on children; - Redefine education to include social services; - Collaboration is the underpinning to all change; - Adopt systemic change for system's problems; - Shift from audit and control to support and empowerment; - All activities must be outcome oriented and include accountability. |
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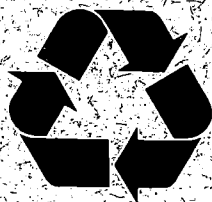
OTHER ISSUES

These issues require study by other task forces or resources.

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| 62 | 37 | The number of school districts, currently at 612, seems to be excessive as described by the majority of interviewees. |
| 63 | 38 | Interviewees indicated county school boards are not universally required or universally effective. |
| 63 | 39 | Current responsibilities of educators which do not directly link to education of children, such as busing, drivers education, and emergency medical services, might be privatized. |
| 63 | 40 | Teachers are the fundamental building block of any dramatic improvement to the Ohio education system. Win-win approaches that increase teacher participation in school based management, and the collective bargaining agreements that inhibit teacher's support and commitment both should be investigated. |

GENERAL ASSEMBLY

A number of recommendations in this report will require legislative changes for implementation. The General Assembly is identified as one of the key determiners of education policy and programs. The above summary shows the Governor or the Superintendent as being the individuals responsible for implementing the recommendations. However, it is essential that these recommendations be implemented with the active leadership and support of the General Assembly.



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