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Questions & Answers about . . .

A Wellness
Program for
Mothers-to-be
and Their
Babies
Ohio Family &
Children First
Initiative



Help Me Grow is part of the Ohio Family and Children First Initiative and is endorsed by Governor George V. Voinovich and First Lady Janet Voinovich. Our thanks go to these sponsors: Ronald McDonald Children's Charities; McDonald's; Nationwide Insurance; Pfizer, Inc.; and Kroger Food & Drug.



Our thanks go to these groups for endorsing Help Me Grow

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Association of Ohio Children's Hospitals
Association of Ohio Health Commissioners
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Questions & Answers about Help Me Grow . . .

What is Help Me Grow?

If you are going to have a baby, you need to get regular health care during pregnancy to help make sure your baby is born healthy. You need to eat healthy foods when you are pregnant and then, after your baby is born, make sure your baby eats healthy foods, too. Also, you need to make sure your baby gets regular health checkups. Help Me Grow is a program to help parents do all these things to keep their children healthy. The Help Me Grow program will help more pregnant women get health care during pregnancy. It will help more pregnant women and babies get healthy foods to eat. Also, it will help make sure more children get all their shots, or immunizations, by age two.



Help me grow™

Call free 1-800-755-GROW
(1-800-755-4769)
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Why is Ohio sponsoring Help Me Grow?

Too many babies start life in Ohio with the odds stacked against them. For example, out of 435 babies born each day in Ohio in 1993:

- **Sixty-five babies were born to mothers who did not get health care until very late in their pregnancy.**
- **Six babies were born to mothers who did not get health care at all during pregnancy.**
- **Thirty-three babies were born at low birthweight.**
- **Four babies died before their first birthday.**

Also, in 1995, up to one third of Ohio's two-year-old children have not had all their shots. They need these shots to protect them against diseases that could kill or cripple them. These are problems Help Me Grow is trying to solve.

How Can I Learn More About My Baby's Health?

We can send you easy-to-read health tips for you and your baby in a "Help Me Grow Wellness Guide." These health tips are important if you are pregnant or if your baby is under two years old. The guide also includes coupons you can use to get goods and services free of charge or at a discount, as long as you keep your health care appointments. **You can get a free copy of the guide by calling the Help Me Grow helpline at 1-800-755-GROW. Your call will be free of charge.** If you are a client of the Child and Family Health Services program (CFHS) or of the Women, Infants, and Children program (WIC), you can get your free copy of this guide at your next appointment.

Can I Get Other Help from Help Me Grow?

Yes. Call us at **1-800-755-GROW**. We can tell you where to find low-cost health care. We can tell you how to sign up with our food and nutrition program (WIC), if you qualify. We can also tell you how to find other services that may help your family.



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**The Ohio
Family
and
Children
First
Initiative**



**A Wellness
Program for
Mothers-to-
Be and Their
Babies**



I WANT TO HELP MY BABY GROW...

Please send me a **free** Help Me Grow Wellness Guide, filled with health tips and dozens of valuable coupons!

Name

Address

City County

State Zip code

Phone ()

Are you pregnant? ☐ Yes ☐ No

Do you have a child under the age of two? ☐ Yes ☐ No



Help me grow™

Please tear along the dotted lines and mail this card today, or call the toll-free helpline at **1-800-755-GROW**. Keep the small card at left handy to call the Help Me Grow helpline.

The Ohio Family and Children First Initiative
A Wellness Program for Mothers-to-Be and Their Babies

Tear off and save this card

HEA 4008 (Rev. 5/95)

Tear off and mail this card

The Ohio Family & Children First Initiative

*A Record of Results
Toward
School Readiness*

**Office of Governor
George V. Voinovich**

July 1995

An Overview:

The Ohio Family & Children First Initiative promotes coordination and collaboration among state and local governments, non-profit organizations, businesses and parents for the benefit of Ohio's children.

The Initiative specifically focuses Ohioans on obtaining National Education Goal One: By the year 2000, all children in America will start school ready to learn.

The Ohio Family & Children First Initiative marks a historic first. Never before have the state's education, health and social service systems and Ohio families concentrated on achieving the shared policy goal of school readiness. This collaboration is critical because no single system has the resources or capacity to meet this goal alone.

To accomplish this goal, the Initiative focuses on three main objectives:

1. Assuring that infants and children are healthier;
2. Increasing access to quality preschool and child care for families desiring enrollment;
3. Improving services to aid family stability.

To achieve these objectives, the Initiative is bringing service providers together to cut through red tape, increase local flexibility, and refocus programs on families and children (rather than bureaucracy). In addition to helping prepare children for school, these efforts are designed to help families overcome barriers to self-sufficiency and improve the overall success rates of state programs. Policy and funding emphasis is on prevention and early intervention activities that will minimize the need for more costly efforts later.

Recognizing the importance of caring and educating Ohio's children, Governor George V. Voinovich and the Ohio General Assembly have increased funding for programs for children and families 34 percent since 1991. This prioritized funding for children occurs at a time when overall state spending has grown at the slowest rate in 40 years.

To succeed, the Initiative recognizes that its design must be "homegrown." Seventy-four of Ohio's 88 counties have either voluntarily created, or are now forming, a Family & Children First Council. As counties customize their Councils to local needs, a wide range of service delivery challenges are being addressed utilizing a variety of leadership and management models.

At the state level, the Initiative's coordinating body is the Ohio Family & Children First Cabinet Council, composed of the Superintendent of Public Instruction and the directors of the Departments of Alcohol & Drug Addiction Services, Budget & Management, Health, Human Services, Mental Health, Mental Retardation & Developmental Disabilities, and Youth Services.

The Cabinet Council provides statewide policy leadership and spearheads efforts to streamline state management operations and to redirect funding toward prevention and early intervention activities. Fulfilling local requests for technical assistance is another Cabinet Council priority. The Cabinet Council also determines the viability of "Regulation-Free Zone" waivers requested by the counties.

At both the state and local government level, the Initiative builds on and unifies previous successful partnerships such as the Clusters for Youth with Multiple Needs and the Early Intervention Collaboratives. It also opens the door to creative partnerships with non-profit entities, businesses, charitable organizations and philanthropic organizations.

At the state level, the Initiative's "Help Me Grow" has engaged corporate sponsorship to produce one of the largest public health and family support campaigns ever undertaken in Ohio. Major corporate sponsors include Ronald McDonald's Children's Charities, McDonald's Restaurants, Nationwide Insurance, Pfizer, Inc., and Kroger Food & Drug. Ohio's major state health care provider associations are also crucial members of this public-private partnership.

The emergence of a deeper respect for parents and family members within the service delivery system is clearly the best and most important public-private partnership of all.

For further information regarding the Family & Children First Initiative, please contact the Office of Governor George V. Voinovich, Jacqui Sensky at (614) 644-0973.

Accountability for Results:

The Ohio Family & Children First Initiative supports the school readiness goal through administrative and fiscal strategies designed to meet specific performance results. These target performance indicators are:

- By June 1998, 84 percent of the eligible three and four-year-olds at or below 100 percent of poverty who can be identified and whose families desire services, will have a space available within an early childhood program.
- By January 1996, 75 percent of all two-year-olds will have received their complete series of immunizations, up from the current level of 62 percent.
- By June 1997, the number of children experiencing multiple out-of-home placements will be reduced from the current 49.4 percent level to 44.4 percent. Special emphasis will be placed on single, quality placement experiences for younger children.
- By December 1995, all children from birth through age five, who are suspected of having a disability and whose families desire services, will be identified, located, and evaluated for services.
- By June 1997, the number of low-income pregnant women entering medical care during the first trimester of pregnancy will increase to 75 percent of those Medicaid eligible from the current 37 percent level and to 75 percent of those utilizing Maternal and Child Health clinics from the current 45 percent level.
- By June 1997, the number of alcohol and other drug-addicted pregnant women entering medical care and receiving treatment for substance abuse will increase by 100 percent.
- By the end of 1995, the number of children awaiting for a permanent family placement will decrease by 33 percent, declining from the current level of 3,224 children waiting to approximately 2,160.

Examples of state Initiative successes to date include:

* **Family Representation.** All Family & Children First committees include representatives of families.

* **Head Start and Public Preschool.** Ohio successfully tackled service integration issues vital to enrolling an additional 6,369 children in Head Start in the 1994-95 school year. Ohio leads the nation in state funding for Head Start and leads all major industrial states in the percentage of eligible children in the classroom. Sixty-four percent of Ohio's eligible children now participate in Head Start and Public Preschool, which also meets the Head Start Performance Standards.

The Budget for FY 96-97 calls for additional funding to provide placements for 70 percent of all eligible children. This means state funding for more than 6,000 additional slots. By June of 1997, over 57,000 Ohio children will attend Head Start and Public Preschool annually.

* **Head Start, JOBS & Child Care Partnership.** Ohio is taking the lead nationally in partnering Head Start programs with full-day JOBS child care programs. This technically and fiscally complex partnership will allow sites to provide children with full-day child care which includes Head Start's educational and social services. This comprehensive care is being provided in both Head Start and child care center locations. Pilot programs are now serving approximately 500 children in Cuyahoga, Franklin, Greene, Jefferson, Lucas, and Lawrence Counties. The FY 96-97 Budget allocates \$6 million annually to provide full-day services in this integrated model. This ensures funding for up to 800 children, almost twice as many as currently served.

* **Drug Prevention with Head Start.** The Ohio Department of Alcohol & Drug Addiction Services and Head Start have teamed up to provide drug prevention education to Head Start providers and to parents and children enrolled in Head Start.

* **Ohio Early Start.** Currently, children from birth to age three who are identified with developmental disabilities receive early intervention services. Ohio Early Start allows babies and toddlers and their families, who are identified *with significant risk* of abuse, neglect or future developmental delay, to also receive services. A total of \$8 million in federal and state funds will serve 2,000 young children in FY 96 and 4,000 in FY 97.

*** Help Me Grow.** The Initiative is launching a public/private partnership around the need for comprehensive prenatal/postnatal and well baby care for expectant mothers and their babies. The "Help Me Grow" campaign involves a public education campaign, a wellness guide featuring incentives for health care visits and a comprehensive state helpline which provides information to families seeking local referrals or assistance. Primary corporate sponsors include Ronald McDonald Children's Charities, Kroger Food and Drug, McDonald's Restaurants, Nationwide Insurance and Pfizer Pharmaceuticals. First Lady Janet Voinovich serves as Help Me Grow's official spokesperson.

In its five months of operation, 38,000 wellness guides were distributed to pregnant women and families with children under the age of two through the helpline and 44,000 more through CFHS and WIC clinics. For your free wellness guide and valuable coupons call 1-800-755-GROW!

*** Immunization.** The number of fully immunized two-year-olds is up from 51 percent in 1991 to 66 percent today. Funding of \$6.1 million in FY 96 (a 56% increase over FY 95) and \$7 million in FY 97 (a 15.9% increase over FY 96) will ensure even more success. Basic childhood immunizations will be administered to an estimated 128,000 children each year. A statewide immunization recall and tracking system will provide reminders and information supporting timely immunizations. This central registry will electronically store children's immunizations histories and will allow providers access to up-to-date information as well as generate reminders to parents.

*** GuardCare.** The Initiative worked with the Ohio Adjutant General to obtain federal approval for National Guard medical personnel to provide preventive health services in underserved areas of Ohio. Through GuardCare, children will receive immunizations, well-baby care and dental care while guardsmen complete required training exercises. To date, the Guard has administered 740 childhood series immunizations to more than 400 patients and performed more than 140 vision, hearing, dental and physical screenings. Between January and September 1995, GuardCare personnel anticipate conducting 104 missions in Franklin, Pike and Ross Counties.

*** Kiwanis/Rotary Partnership on Immunization.** These two community service organizations are partnering with the Initiative, the Ohio Department of Health and local health departments to promote the importance of childhood immunization. This is the first joint project between these service organizations in their histories. The organizations will be individually reminding new parents about the need for immunizations, staffing immunizations efforts at county fairs, health fairs and other outreach sites, asking organizational members who are medical personnel to staff immunization drives, mounting educational campaigns, etc.

*** Earlier Prenatal Care & Increased Well-Child Care.** The Department of Health has redirected state and federal funds to 16 local agencies to help them provide additional prenatal and well-child clinical services to more women and children. In target neighborhoods, outreach workers help identify pregnant women and secure for them early and continuous prenatal and well-child care for their infants. More than 19,000 families have been served. Initial results are encouraging. Of all women receiving ODH-funded prenatal care, the percentage of women getting care in the first trimester of pregnancy has increased from 47.7 percent in FY 1992 to 66 percent in FY 1995.

*** Drug-Free Babies.** Increased funding and emphasis on providing treatment to pregnant women with substance-abuse problems is paying off. In 1994, a total of 303 drug-free babies were born to women enrolled in residential treatment programs. Based on a moderate average of just over \$46,000 for the first year of treating drug/alcohol exposed infants, the efforts of these residential programs have saved over \$13.9 million with immeasurable emotional and quality of life savings for the families and children involved.

*** State Subsidy to Children with Multiple Needs.** In the past, local clusters seeking state funding for services to multi-need youth submitted a 21-page application with case-specific back-up materials. The state then conducted extensive case reviews prior to funding. Today, local clusters submit a two-page form. In addition, more children are being served with home and community-based services as opposed to institutional services. Between FY 93 and 94, residential placements dropped by almost 23 percent.

*** Public-Use Facility Licensure.** Complex licensing requirements and multiple facility inspections traditionally have proven discouraging and expensive to Ohioans operating child care centers, head start classrooms, etc. A new public-use facility licensure model is being piloted in four local sites (Cincinnati, Toledo/Lucas County, Clermont County, Stark County) and legislation is being drafted for statewide implementation for consideration by the Ohio General Assembly by Fall 1995.

The new model consolidates and coordinates the facility licensure functions of seven state agencies. These functions focus on the health and safety of a building. This consolidation results in universally agreed upon standards, dramatically reducing the amount of paperwork, time and money spent to obtain facility licensure by providers.

***LINCCS Computer Project.** The LINCCS project, Linking Interagency Networks for Comprehensive Computer Systems, is connecting computer systems that already exist in several state agencies so that information can be easily and regularly exchanged regarding children from birth to age eight. At the state level, accurate aggregate data without personal identifiers will improve policy development, budget planning, accountability, service delivery design and evaluation. The privacy of individual children and families will be protected throughout the project.

The LINCCS project is a cooperative effort between the Department of Health, the Department of Education and the University of Cincinnati. It is funded for three years by a U.S. Department of Education grant.

*** Expanded Mental Health Services.** The Department of Mental Health changed state law to allow collaborative programs for "at risk" children to be supported along with programs for children with "severe emotional disturbance." This important change permits mental health funding to intervene earlier with children with the hope of avoiding more severe mental health problems later in their lives.

*** Home and Community-Based Waiver Services.** Ohio has expanded the number of available openings and streamlined the administration of home and community-based waiver services for children. These waivers and other reforms allow an additional 650 children with disabilities and medically-fragile conditions to remain at home rather than in nursing home or hospital settings. Even with dramatically increased numbers of applicants, state enrollment processing time has also been reduced from over 100 days to 42 days.

*** Prescribed Pediatric Child Care Centers.** Two comprehensive child care centers, with prescribed pediatric care units, are open and in the pilot phase. These centers allow children with disabilities and/or medically fragile conditions, to attend child care along side typically developing children. The EduCare Center in Toledo opened in 1993, and a new unit at The Ohio State University Child Care Center began operation in 1994.

*** Collaborative Early Childhood Centers.** Early Childhood Centers have become more collaborative, involving as many as 13 agencies in some communities. Collaborative funding and technical support for these centers involves the departments of MRDD, Mental Health, Human Services & Education. To date, a total of \$14 million has been spent on 21 centers.

*** Family Resource Centers.** In February 1995, the Initiative awarded \$1.2 million to Family & Children First Family Resource Centers in 18 Ohio counties. Several different resource center approaches were funded, including centers that will be school-linked, school-based or mobile units. The 18 projects are located in Adams, Ashtabula, Athens, Belmont, Clark, Clermont, Delaware, Franklin, Greene, Lorain, Madison, Marion, Mahoning, Mercer, Ottawa, Shelby, Wayne and Wyandot Counties. Grants ranged between \$50,000 and \$90,000.

*** Respite Care.** Through the Initiative, the Departments of Mental Retardation and Developmental Disabilities and Mental Health are sponsoring Project Help. This project will create more community respite care for families caring for children with disabilities. Respite care permits parents and family members to take a break from the often round-the-clock needs of their children. Over the next three years, Project Help will utilize \$820,000 to increase respite care opportunities.

* **Parental Leave.** Paid adoption and maternity leave benefits have been extended to all state employees, mothers and fathers. This policy sets an example for all Ohio employers. Since March 1994, 117 mothers and fathers have utilized adoption leave. Another 2,591 parents have taken leave due to the birth of a child. Interestingly, more than twice as many fathers as mothers have utilized the state's new parental leave option.

* **Adoption Regulation.** The state has reduced rules pertaining to adoption by 25 percent, thus minimizing administrative barriers to adoptions.

* **Adoption Placement Awards.** The state now provides an incentive for public and private adoption agencies to improve the placement of children with special needs and sibling groups. To reduce the number of children awaiting permanent families, agencies receive a financial bonus upon securing the successful placement of these children in an appropriate adoptive home. In its first months of operation, 72 children have found adoptive homes.

* **Adoption Congress.** In 1995, the Initiative and the Department of Human Services hosted Ohio's first Adoption Congresses. These Adoption Congresses showcased Ohio's waiting children and sought to link them with approved adoptive families. The first two efforts matched 58 African-American children with potential permanent homes. These efforts also strengthened the partnership between public children service agencies and private adoption home-finding agencies.

* **Adoption Video.** A statewide video which features 90 children available for adoption has been produced by the Initiative and is currently being copied for distribution to public children's service agencies, public libraries and two major supermarket chains with stores throughout Ohio. The sixty-minute video, entitled "Ohio's Waiting Children," answers many questions most commonly asked about adoption, the adoption process and the featured children.

* **Regulation Free Zones.** To date, 9 requests to waive state regulations in order to permit local project flexibility have been received by the state Family & Children First Cabinet Council. Three waivers were granted, three requests were facilitated with technical assistance from the state, one request was denied due to federal constraints and one request was denied due to fiscal liabilities.

* **Family Reunion Conference.** The Initiative joined with many other Ohio organizations to host the first-ever Family Reunion Conference. This Conference, designed for families, provided a forum for families and service providers to exchange information and perspectives on today's issues. More than 600 Ohioans participated.

*** Philanthropic Grants.** The Ohio Family & Children First Initiative has successfully secured grants to pursue its school readiness goal from community and national philanthropic foundations. Grants have been secured from organizations ranging from the federal government to the Annie E. Casey Foundation, the William Kellogg Foundation, the Robert Wood Johnson Foundation, the Cleveland Foundation, the Child Care Action Campaign/Chief State School Officers and the National Governors' Association, to name a few. Over the past two years, the Initiative has successfully secured more than \$13 million in competitive grants to further its work.

Examples of county Initiative successes to date include:

*** Participation.** Seventy-four of Ohio's 88 counties have voluntarily formed or are now creating Family & Children First Councils and are now working cooperatively toward coordinated service delivery.

*** Service Coordination Plans.** All thirteen pilot sites have successfully implemented Service Coordination Plans, a break-through in coordinating the activities of courts, schools and social services around the needs of abused, neglected, dependent, delinquent or unruly children. The plans feature binding local dispute resolution mechanisms. This mechanism helps ensure that children receive necessary services without their families or a local service agency having to resort to court action. The Ohio General Assembly has now approved statewide implementation of binding Service Coordination Plans in all 88 counties.

*** Inter-System Training.** Hamilton County is providing new employees of its education, health and social service systems with information about all services available to families. Employees of non-profit providers are also participating in this comprehensive, orientation training. Lawrence County is also providing cross-system training for support services to families as well as on the use of a new intake and referral process.

*** Streamlined Intake/Referral.** Ashtabula, Erie, Fairfield, Hamilton, Lawrence, Montgomery, Stark, the Hopewell region and several other counties are piloting intake and referral systems which eliminate red tape, computerize cross-agency systems and seek to make more appropriate referrals to families seeking services.

*** Case Management.** Lorain County has developed a single case management cross agency focus team that more accurately emphasizes case management as a partnership.

*** Crisis Response System.** Hamilton County is implementing a 24-hour emergency response for families in crisis, regardless of the service system involved.

* **Health Care Improvements.** Athens County is utilizing a health prevention model to expand its parent visitor program to include health-focused and in-home support services. Van Wert County now provides new in-home and respite care programs to families as well as funds for two nurse practitioners.

* **Mobile Early Childhood Unit.** Stark County now operates a mobile early childhood unit through its county MRDD Board. The unit brings screening and testing services to families. Stark County is also activating a health care outreach project focusing on at-risk pregnant women.

* **Alternative School.** Marion County set up an alternative school for children who present themselves with continued possible expulsion. While experimental during the last half of the 84/95 school year, it will be continued during the 95/96 school year.

* **Services to Adolescents.** Cuyahoga County has adopted a new emergency response and stabilization service for high-risk teenagers. Marion County has provided leadership to an adolescent sex offender treatment program and treatment foster care system for multi-need youth.

* **Toy Lending Library.** The Hopewell Consortium has established a Family Resource Network. This is a lending and information sharing library which makes adaptive equipment, interactive toys, and educational materials accessible to families. The library places special emphasis on the needs of children age birth through three and children with special needs.

* **Family Partnerships...a few examples:**

- All County Family & Children First Councils have a minimum of three family representatives. Many counties have a much higher number of family representatives and have established additional family and community input mechanisms.
- Hamilton County developed and printed a parent brochure. This brochure, "16 Tips for Dealing With Professionals" was written and designed by parents and was paid for with private donations.
- Lorain County has established a Listening Bureau that travels through the county seeking input and recommendations from residents which is used in establishing Council policy.
- Erie County has developed a comprehensive social service directory and recently implemented an information and referral service.

Portage County now has a Parent Advisory Committee that elects family representatives to the County Family & Children First Council.

Next Steps:

These are just samples of the good work being achieved by Family & Children First Councils throughout Ohio. Many Councils are working on complex shared financing arrangements and management processes as well as changes at the programmatic level.

Building on this record of success, a number of proposals are under development for implementation this fall. The following projects will fundamentally reform existing state systems in order to better meet the needs of children and their families.

*** Prevention Block Grant.** Nearly every state department participating in the Ohio Family & Children First Initiative administers various categories of funding available for prevention services. This fall, the State will begin to pool prevention funds, which will then be made available to the counties. It will be up to the county to develop and implement local prevention plans, as long as their plans address progress in state-defined prevention indicators.

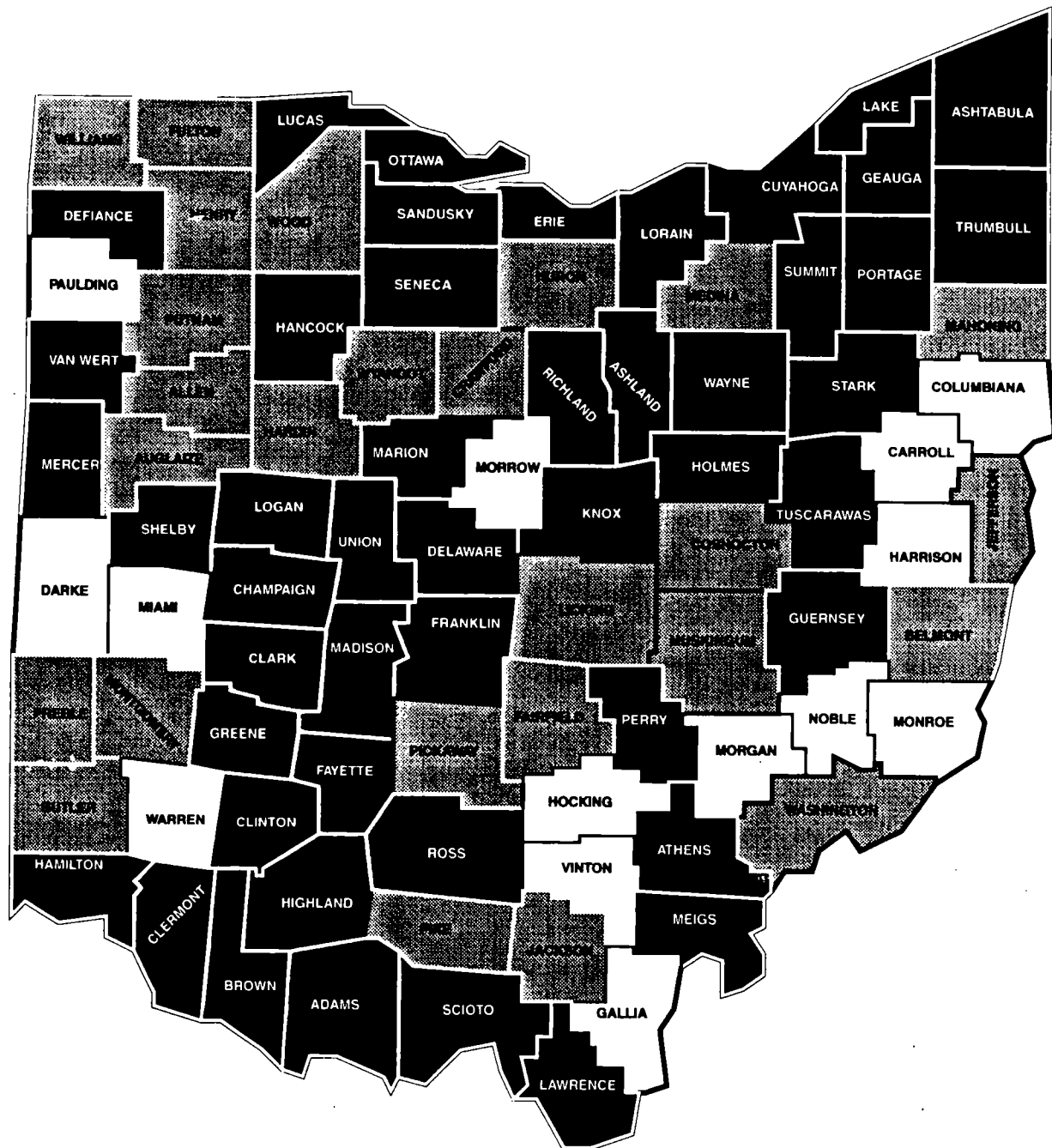
*** Out-of-Home Placement Diversion.** This fall, the State will establish a system of incentives to communities to divert children away from *unnecessary* out-of-home placements. As selected counties reach their targeted diversion goals, they will receive incentive grants from the State. In order to participate, counties will be required to have in place and intersystem diversion team to evaluate all potential placements. This team must have access to pooled community funds to provide the services that can prevent potential out-of-home placements not required for the safety or treatment of the child.

*** Bureaucratic Rule Reduction.** In dealings with state systems, families and family-serving agencies often run into administrative hurdles caused by bureaucratic requirements. This fall, Governor George Voinovich will be announcing the elimination of a package of rules to encourage maximum local program flexibility and to reduce paperwork. The Voinovich Administration anticipates eliminating a minimum of 10 percent of the rules governing seven state agencies.

*** System Access.** The State is taking the lead in developing a common data dictionary to be used by child-serving agencies to reduce unnecessary and duplicative paperwork and/or computer work locally. The data dictionary will be in place by October.

*** Cross-System Training.** As a first step toward assuring collaboration in cross-training initiatives, all state training grants issued to local jurisdictions will soon include legal language facilitating the blending of state training funds.

OHIO FAMILY AND CHILDREN FIRST COUNCILS



- Counties with Family and Children First Councils
- ▨ Counties developing Family and Children First Councils



Ohio's Children A Fact Sheet

Governor George V. Voinovich and the Ohio General Assembly have increased funding for programs for children and families 34 percent since 1991. This prioritized funding for children occurs at a time when overall state spending has grown at the slowest rate in 40 years.

Through the Ohio Family & Children First Initiative, the state's education, health and social service systems have also focused policy and management efforts on ensuring that all Ohio children enter school ready to learn.

Health Care:

ACCESS TO HEALTH CARE -- Ohio has the lowest percentage of uninsured children in the nation. (5.1 percent)

PRENATAL & WELL CHILD CARE -- Early entry into prenatal care in our Maternal and Child Health Clinics has improved from 44.5 percent in 1991 to 66 percent in FY 1995. Ohio has also tripled the number of family members now receiving Healthy Start services.

INFANT MORTALITY -- Ohio reduced its infant mortality rate from 9.4 per 1,000 live births in 1992 to 9.1 percent in 1993.

IMMUNIZATION -- The number of fully immunized two-year-olds is up from 51 percent in 1991 to 66 percent today. In FY 91, the immunizations of 121,000 children were subsidized. By FY 94, the state assisted 345,000 children in receiving their vaccinations. A statewide computerized tracking system will come on line in FY 96.

WIC -- Seventy-two percent of Ohio's eligible women, infants and children are receiving WIC..above our 67 percent national goal. Driving hard bargains on food prices, and keeping administrative costs below the national average, help Ohio fund an additional 3,600 participants each month.

Early Childhood Education:

EARLY START -- This new program will serve approximately 4,000 infants and toddlers by the end of the biennium who are at significant risk of abuse, neglect or future developmental delay. A combined state/federal allocation of \$8 million in the FY 96-97 biennium will serve those age birth to three and their families.

HEAD START -- Ohio leads the nation in state funding for Head Start and leads all major industrial states in the percentage of eligible children in the classroom. 64 percent of Ohio's eligible children now participate in Head Start.

State Head Start spending was \$18.5 million in FY 90-91. Over the current biennium Ohio will spend \$145.6 million, covering 70 percent of those eligible, or 57,000 children.

PUBLIC PRESCHOOL & SPECIAL EDUCATION PRESCHOOL -- Public preschool programs now conform to comprehensive Head Start standards and serve 8,500 children. Another 16,350 children receive Preschool Special Education services. Approximately 2,000 more children will be served for FY 96-97, with a biennial budget of \$102 million.

CHILD CARE -- In FY 91, 26,000 Ohio children received subsidized child care each month. Today, that figure totals more than 45,000. Families earning up to 133 percent of the poverty level may receive subsidized child care on a sliding fee scale basis.

Family Support & Stability:

CHILD SUPPORT -- From 1991 through 1994, Ohio's total child support collections increased by 30 percent to \$1.144 billion and the number of paternities established increased by 52 percent to 32,000. During the Voinovich Administration, the state passed, for the first time, its full federal compliance audit and initiated a major public awareness campaign utilizing Ohio's "Most Wanted Child Support Poster."

ADOPTION -- State adoption assistance is up 225 percent while the state has reduced its rules/regulations pertaining to adoption by 25 percent to minimize administrative barriers to adoption.

EARNED INCOME TAX CREDIT -- Ohio's promotion of the Earned Income Tax Credit resulted in 31,000 more low-income people taking advantage of the credit and put \$464 million dollars into the pockets of lower-income working families.

PARENTAL LEAVE -- Paid adoption and maternity/paternity leave benefits have been extended to all state employees. This policy sets an example for all Ohio employers. In its first year of implementation, 117 parents have utilized adoptive leave. Another 2,591 have taken leave due to the birth of a child.

July 1995

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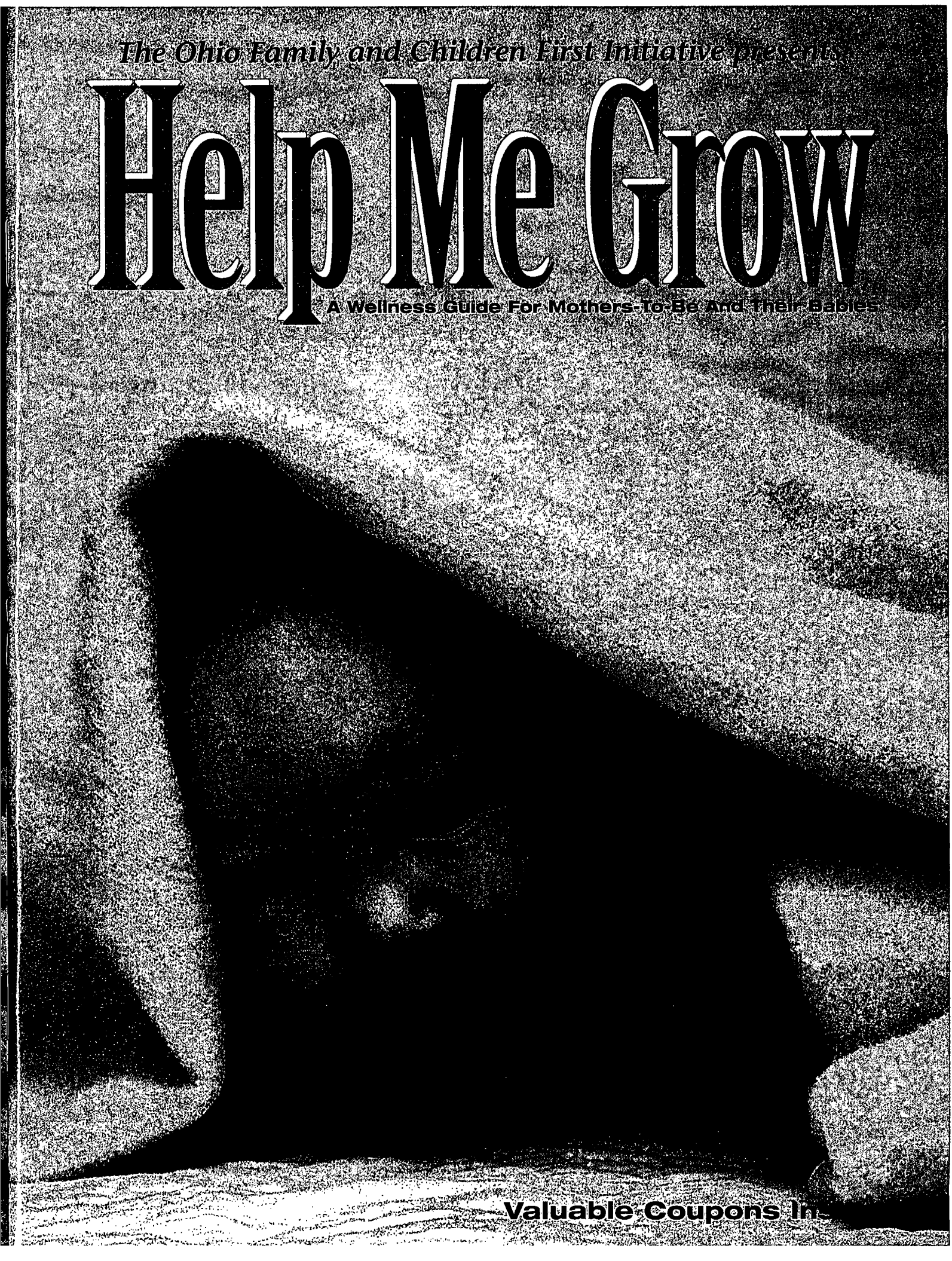
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The Ohio Family and Children First Initiative presents

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A Wellness Guide For Mothers-To-Be And Their Babies



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The Ohio Family and Children First Initiative

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A Wellness Program for Ohio's Mothers-to-Be and Their Babies

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The Help Me Grow Wellness Guide:

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**Community &
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Working Together
Towards a
Shared Agenda**

A Summary of Results from the May 23rd "Communicating Change Workshop"

Mooney/Wagner Team	Smith Team	Bradshaw Team	Blackwell Team	Ware Team	Curtis Team
Created a new language for talking with community	Improve media coverage	We reinvested the community as a partner in the success of the school	Established a process to identify all stakeholders and to assess their perception of the issues	District & community engage in regular dialogue which results in a shared agenda	District conducts on-going and proactive communications & public relations plan
Built support for sustaining stable funding	Internal stakeholders are involved in engaging all stakeholders	We used the media to facilitate community-wide dialogue	Develop a comprehensive consulting process with the community	Decision making is pushed to its lowest level	CPS develops & promotes greater parental involvement in schools through more decision-making, marketing promotion of volunteerism
We developed a more effective communication plan & vehicles	An effective public engagement process has been developed	We used a variety of techniques to define the issues	Stakeholders met, were trained & planned strategies	Honest is the norm in district communications	Student achievement continues to rise by early educational experience and teacher involvement
We invited and encouraged participation from all stakeholders	Community will support the schools financially, morally, and "hands on"	We developed effective relationships between business & schools	There was a plan developed to educate the various community groups	The relationship between the schools and all elements of the community were strengthened	CPS promotes community-based support through regular community involvement in joint projects
Focused on and improved results	Long term goal set up and review is established	We expanded the walls of the classroom to meet the needs & challenges of the community	Our governance system is in alignment with our community commitment	Diverse groups become active in support of education	Students take responsibility for their education
Adopted creative & new strategies	External stakeholders are involved in securing public support			The school environment becomes a place where all children learn	CPS, along with business and community, seeks sound funding for schools by changing the way schools are funded

Cincinnati Public Schools
 "Communicating Change Workshop" Strategic Plan

June 6, 1995

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District conducts on-going & proactive communications and public relations plan	CPS develops and promote greater parental involvement in schools through more decision-making, marketing promotion of volunteerism	Student achievement continues to rise by early educational experience and teacher involvement	CPS promotes community-based support through regular community involvement in joint projects	Students take responsibility for their education	CPS, along with business and community, seeks sound funding for schools by changing the way schools are funded
A widespread community relations plan (i.e., speakers bureau, direct mail) is developed <u>sustained</u>		Every child came to kindergarten physically, emotionally, mentally and socially ready to learn and <u>succeed</u>	Enjoyed the commitment of The Cincinnati Archdiocese to support the CPS reform plan	Students were considered an important component	The 1995 levy passed. The State commits more money to CPS
Working with the media to have fair and honest reporting on school issues		More and meaningful leadership role for teachers	All of the stake holders invested in the process	A youth led school police core insured a positive environment in each school	The financing of program was shared by state, local government
Positive P.R. was used when introducing the new plan		Teachers have assistants that are well trained	Established strong ties between each school and their local neighborhood business district	Students were engaged in community projects	Property taxes were eliminated Income and sales taxes funded schools
The media is supportive, yet balanced in regards to the districts <u>challenges, goals, plans, etc.</u>		Dispelling the myths that teachers have about administration	Each school building reported progress to their community monthly		City government worked collaboratively with schools
Convinced local media decision-makers of the importance of quality, competitive public education in Cincinnati		The board and the administration keeps its focus on high academic standards for all kids	All area universities were deeply involved in reform efforts		Local and State PTA's and PTO's supported the new planned

Cincinnati Public Schools
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Page 2

District conducts on-going proactive communications and public relations plan	CPS develops and promote greater parental involvement in schools through more decision-making, marketing promotion of volunteerism	Student achievement continues to rise by early educational experience and teacher involvement	CPS promotes community-based support through regular community involvement in joint projects	Students take responsibility for their education	CPS, along with business and community, seeks sound funding for schools by changing the way schools are funded
Development of professional promotional materials targeted potential new CPS parents		Test scores continue to rise, discipline improves, graduation rates increase	A full commitment to diversity		Taking the burden of public education off the backs of the homeowner only
The district effectively communicated its sound financial practices		Proven models were implemented	Open and honest dialogue with the community		Made support for CPS a major goal of City government
The media provided daily positive reinforcement					Significant incentives/rewards were provided for successful results
All past experiences were reviewed and discussed					
Community recognition of outstanding teachers and students was constant					

AFFINITY DIAGRAM
Gold Team

Created a new language for talking with community	Built support for sustaining stable funding	We developed a more effective communication plan & vehicles	We invited and encouraged participation from all stakeholders	Focused on and improved results	Adopted creative new strategies
Ate a lot together, relaxed have fun	Budget was developed after the strategic plan was adopted	CPS communicated effectively re: choices; magnet schools & other unique programs	Teachers served on Action Plan Teams	Honest reaching out to stakeholders	Year round schools were expanded as schools of choice
Listened to each other	Stakeholders invited to demand politicians to give priority to stable funding in schools	We hosted wide range publicity campaign regarding the strategic plan	Students helped define strategies (long term)	Made parents feel good about their kids	Student promotion standards & assessments were refined, validated and extended thru H.S.
Create some neutral public space where people can come to talk	Voucher bills defeated	Develop a regular newsletter that goes to every family - monthly basis - reporting on state of things	Begin a visioning process re: possibilities	Customer satisfaction increased	Considered neighborhoods in a new relationship to schools re: alternative sites close to home
		Kept a tab daily in paper about our shared views	Student leadership emerged to defend, improve public schools	We became a customer service/ focused organization	Attendance was monitored more closely and parents were involved immediately if students were truant or cutting class
		We published progress reports regularly	Make choices on a few issues to work on	Our student enrollment increased	Alternative classes and sites for violent, disruptive students were expanded
		Got the media to buy-in	Found ways to involve "seniors" in working the schools	Both district and community members developed common beliefs	Large H.S.'s were broken up into learning communities based on inter-disciplinary teams
			Parents served on Action Plan Teams	Redefined objectives of public school education - Expectations were expanded beyond tests	Made it physically possible for parents to visit kids schools- (days) attend meetings (evenings)
			Parents were involved in designing solutions to problems, e.g. transfers, drop outs	Set some goals	There were consequences to all actions considered anti-social
			Asked students their ideas	Got past the idea of change (fear) & commitment to change	We eliminated the division of classes among employees
			Involve all churches, synagogues in discussion of needs of schools		
			Invite every school to send a student representative to school board meetings, public forums		
			Businesses gave parents time off for school conferences and pledged to give jobs to students who stay in school ???????		
			Told business leaders to listen to citizens		

District held parent/community focus groups on major reform initiatives on a regular basis. Focus groups engaged in ongoing information sessions about schools.

School/Communities are significant groups

District and community engage in ongoing dialogue which results in shared agenda.

Identify groups we need to engage in focus group activity

The religious leadership in Cincinnati has become advocates for the public schools

Senior citizens are active within the public schools

Taxpayers' groups are participating in discussions about the goals and future of the schools

Social service agencies reduced turf issues - become more involved in schools

Neighborhoods take more responsibility for their students' well being in and out of schools

Bureaucracy was reduced to its lowest possible level.

Teachers and administrators were trained to deal with all types of students from an educational perspective

District published annually school and district profiles

Media enlisted to help provide honest info to the community - persuaded not to focus on negatives

Each school and its staff were responsible for making certain that all students met minimum requirements upon graduation

Public town meetings were held, with a variety of groups attending

Parents were brought into the school decision-making process

Minority communities were welcomed into decision-making process

AFFINITY
DIAGRAM

The relationship between
the schools and all
elements of the community
was strengthened

Various special- interest
groups involved in
planning and
development of issues

Schools became
involved in other
community issues.

District and community engage in regular dialogue which results in a shared agenda

Decision-making is pushed to its lowest levels

Schools and parents made a concerted effort to understand and resolve their mutual concerns

Honesty is the norm in district communication

Diverse groups become active in support of education

The school environment becomes a place where all children learn

Teachers become more skilled in working with parents

Schools become parent-friendly centers

The public perceived its schools to be safe and orderly

The goal that every child learns and prospers in the schools becomes increasingly a reality

District allocated on per-pupil basis to schools for more local decision-making in how schools are to meet standards

The school district was able to gain the trust and confidence of the public

Teachers and administrators were solid in the belief that all children could learn

Prior to framing the problem to be solved, broad-based input was received

School administration was honest with the public

Teachers were comfortable - how to criticize administrators, school board, and themselves

The root causes of problems were treated, not the symptoms of the problems

Pleasant Ridge

We expanded the walls of the classroom to meet the needs and challenges of the community.	We used the media to facilitate community wide dialogue	We developed effective partnerships between business and schools	We reinvested the community as a partner in the success of the schools
Seamless schools where student needs are #1 priority	Newspapers provide free space for 'celebrations' of student/teacher success	Industry identifies successful CPS graduates who are employed by them in media	CPS recognizes outstanding parents for contributions to school
Student forums are conducted every quarter to discuss outstanding teaching methods (every grade level)	Local cable company is actively engaged in dialogue process	Local business publicly commit to hiring local grads	Community volunteers distribute information throughout community
	CPS starts own cable show on schools	Business and industry asks to see high school transcripts when hiring	High schools are organized into units/houses/terms and hey communicate with active parent group
	Promote successful program	Businesses provide shadowing and interview experiences for students	Collaboration among school community re: teachers/ administration/ community
	Fair media coverage	Business community donates \$ for technology for schools	CPS sponsors city wide support and rally at various sites simultaneously
	Engaged media	Industry informs school district of their expectations	CPS speaks and distributes information at all local churches
	Define and publicize what a high school diploma means	Career pathway lend to jobs in local companies	CPS and volunteer board establish mini-community boards in regions across the city
	CPS newsletter celebrates monthly the accomplishments of students groups and specific teachers, etc.	Businesses give parents 4 hours paid time to be engaged in school activities	Schools are the center of the community with recreation, libraries and continuing education

We used a variety of techniques to develop and define the issues

Community	Business	Parents	Students	Teachers/ Administration
Surveyed community to know their concerns	Revitalize Partners in Education program	Parent forums conducted every quarter sponsored by industry with educational incentives	Community service instituted so community sees students as helpful, not a threat	Trust is established through dialogue
Forums were held by various levels of school leadership	Create speakers bureau	Computer labs are opened at night for parents to take classes in return for printing of parent newsletter	Student alumni are engaged and see themselves as stakeholders	Everyone is willing to listen and compromise
Participated in 1 to 1 dialogue	Provide jobs for students in order to build positive relations and dialogue	Agencies are gathered from variety of sources i.e.. supporters and opponents of system	Peer mediation teams from high school go into community to help solve problems	Recognize different issues within different segments of the community
Coffees at private homes to write neighbors			Service learning bring the best and creative thinking of students to help solve community problems	Reach out to segments of community who were/are not participating in the process

Roberts Table**Orange Team**

Improve Media Coverage	Internal Stakeholders are involved in engaging <u>all</u> stakeholders	CPS establish a process for engaging the community
Establish "Media Task Force" of community and CPS people	CPS personnel understands deeply the reform issues	Develop public engagement process/strategies time lines
All media to report in a balanced way	Stakeholders have defined learning goals and benchmarks	The administration communicates well with the community
Local student talk show where students can express and voice opinions	Funding of education shifts to more equitable, less visible system	CPS is trained in how to listen and respond to citizens' concerns and to work in partnership to effectuate positive change
Media covers 10 positive solutions that schools are involved in per year.	Choice vs. cost issue fully accepted and understood	A community group exists to continuously engage the public
	There are clear student learning and performance standards developed <u>with</u> the community	Student survey of perceptions different than adults
	Students participate in public engagement process	Teachers communicate well with parents and students (relative to continuous assessment
	Students organize to provide public positive image	In house parent support groups take place; community, citizens and parents volunteer and hands-on participation take place
	Principals recognized as pivotal stakeholder	Collaboration with local government
	Various stake coordinate their efforts	

*Loss
Blanchard*

Affinity Diagram

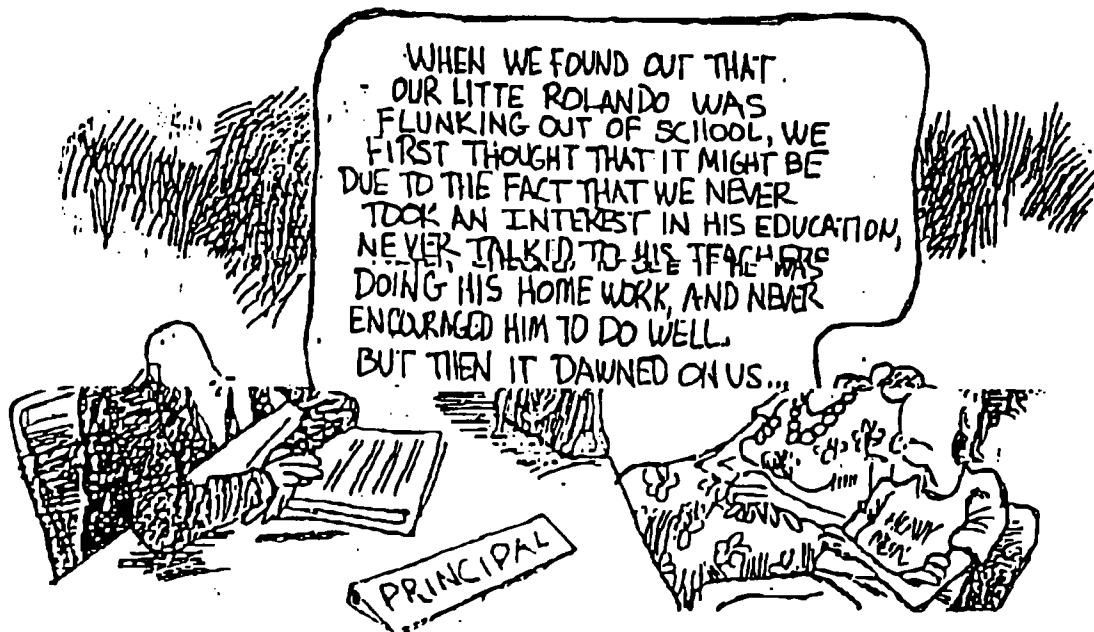
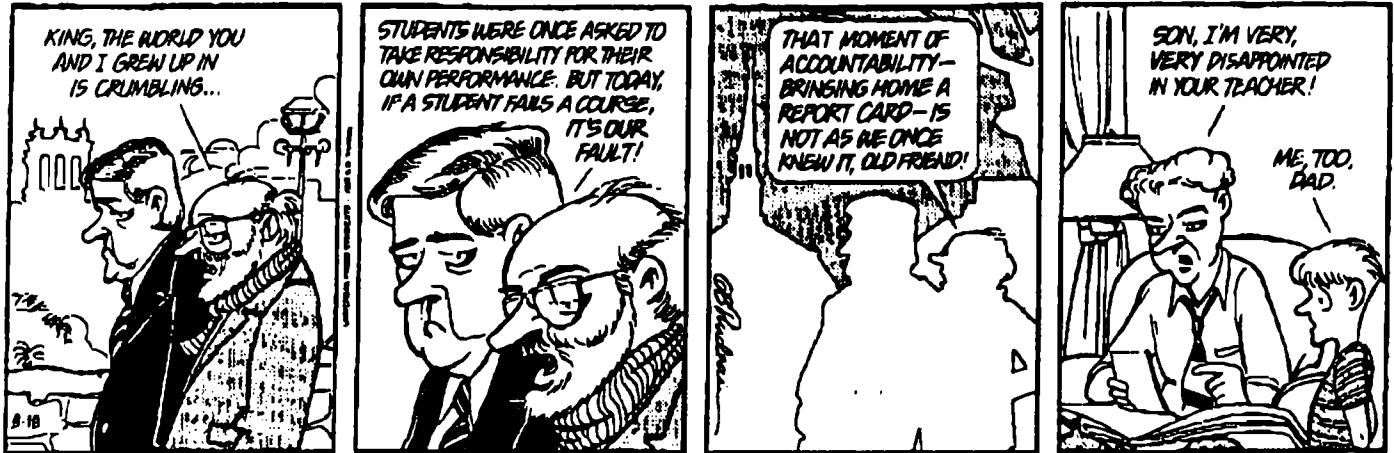
Tool in Place to Identify Stakeholders.	Develop a tool to assess perceptions of stakeholders.	Established a process to identify all stake holders and to assess their perception of the issue.	Stakeholders met, were trained and planned strategies.	Media must be engaged regularly about their responsibility in covering/ presenting public schools.	Other
Superintendent's Advisory Committee	Criteria	Research why people chose <u>not</u> to attend CPS.	Seek first to understand - then to be understood.	Held open forum discussions of TV to inform public of potential programs - strategies.	Met with parents and teachers and all staff at each school site for consensus.
Board of Education Rec's.	Surveys	Provide opportunities to hear from the stakeholders community groups.	There was a plan developed to educate the various community groups.	CPS and rep. consti. groups developed strategies/ plans to inform public, appropriate to stage public was at.	Research needs of pre-school parents (possibly by community).
Urban Systemic Initiatives	Focus Groups	The components of public perception of education were defined, e.g.: Financing, efficiency, and effectiveness (quality).	Staffs, by school, were convened regularly and focused on threme: "We are all in this together."	Educating community - media.	Met with ministerial groups of the city to get input and suggestions.
LSDMC's	Group Feedback	Develop a comprehensive consulting process with the community.	Provided training for LSDMC's to enhance their abilities to function.	Initiated letter writing campaign to newspapers in support of proposals.	Have the Board of Education travel in teams of two to community sites, on a set schedule to engage the community regarding educational issues.
Others as Identified.		Began a series of community roundtables/dialogue sessions to begin the engagement process.	LSDMC's were convened by quadrant on a quarterly basis to make recommendations to the School Board.		The "stage of engagement" for each component was assessed (by CPS and helpers).
		Have the Board of Education form a community-wide advisory network of critical friends, possibly LSDMC chairs, etc.	Developed on semi-annual plan (format) to openly report to the community on goals, results, plans, problems, changes, etc.		Ways were developed and implemented to engage non-public school stakeholders in understanding public schools.
		School Board and Superintendent monitored engagment process with regular progress reports to entire community.	We bridged the gap between business and community in the reform-movement.		Non-traditional approaches valued (community schools).

Affinity Diagram

Tool in Place to Identify Stakeholders.	Develop a tool to assess perceptions of stakeholders.	Established a process to identify all stake holders and to assess their perception of the issue.	Stakeholders met, were trained and planned strategies.	Media must be engaged regularly about their responsibility in covering/ presenting public schools.	Other
		Develop an on-going relationship beyond crisis periods.	Develop a community-wide consensus on a strategic plan for CPS.		CPS (teachers, administration, school board), community and business work together to develop strategies.
		Honesty and openly involving all key stakeholders in the development of the solutions.	LSDMC's are active and representations in each school community to pull in full community input.		School Board and Superintendent implemented engagement process BEFORE policy and budget proposals are announced publicly.
		School Board holds its community meetings in community recreation centers which are adjacent to schools. ("Neutral" location.)			True involvement in various decision making opportunities.
					Parents and the public developed choices and priorities before any decision regarding levies was made by the School Board.
					Our Governance system is in alignment with our community commitment.

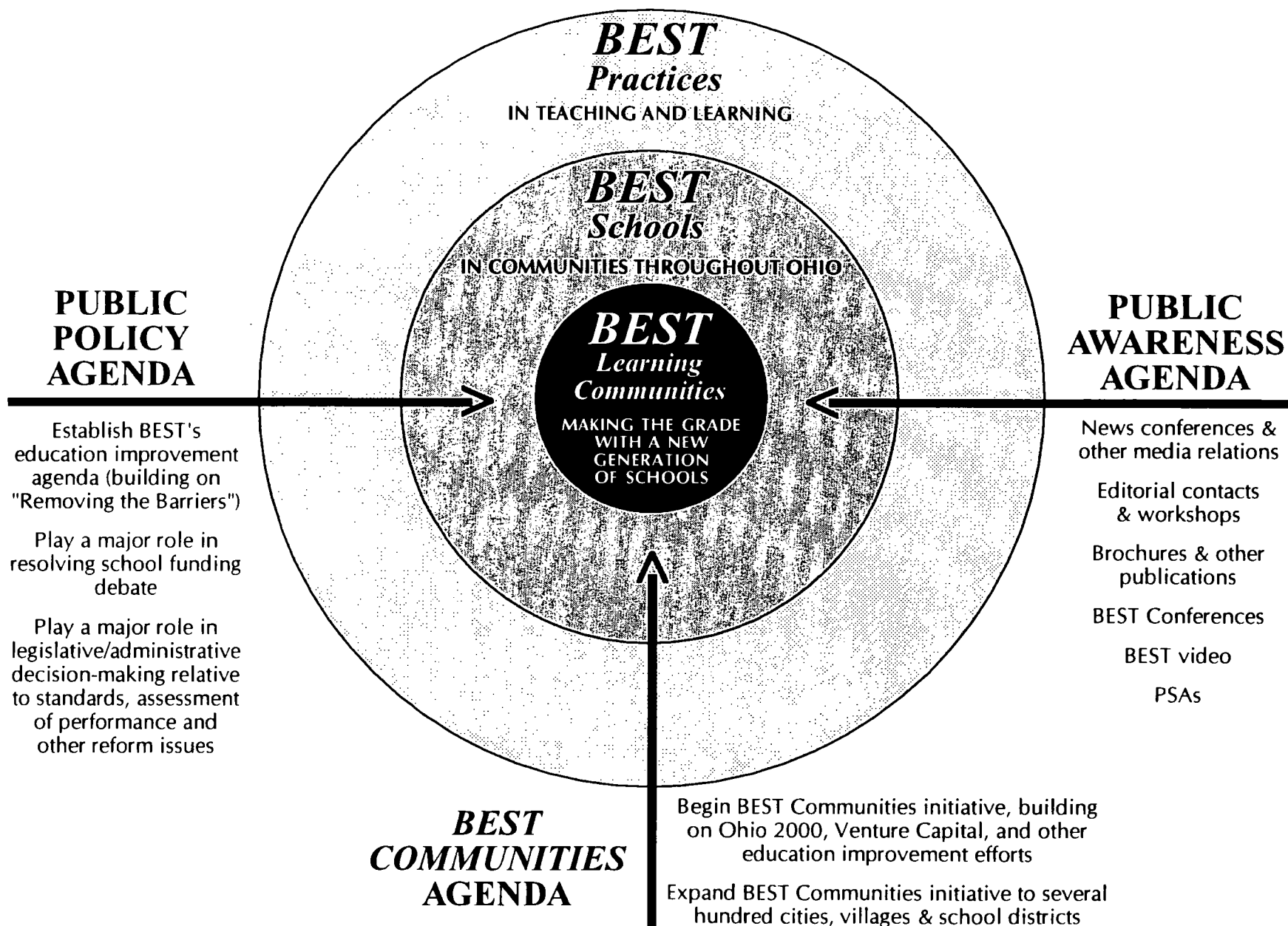
DOONESBURY

By GARRY TRUDEAU



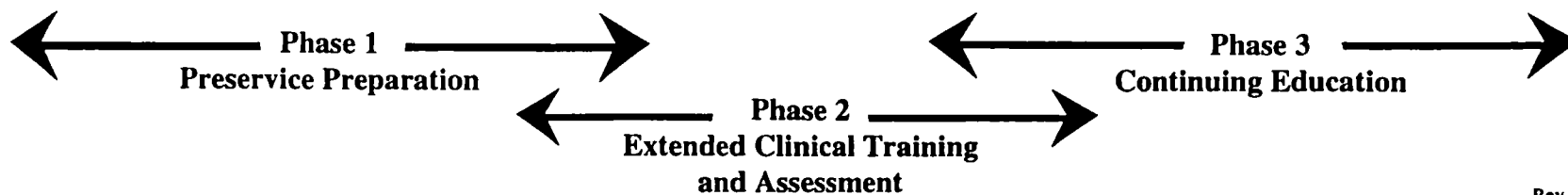
The *BEST* Agenda

MAKING THE GRADE WITH A NEW GENERATION OF SCHOOLS



Ohio's Continuum for the Teaching Profession

	Recruitment →	Preservice Program →	Intern License →	Internship →	Full Licensure →	Professional Development →	Advanced Certification
Teacher	Prospective teacher makes individual career choice.	Prospective teacher completes rigorous preservice preparation program.	Qualified candidate obtains a beginner, or conditional license.	Initial teacher preparation is extended through first year or two of teaching.	Successful candidate demonstrates knowledge and skills and obtains full licensure.	Teacher takes responsibility for continuing education throughout the teaching career.	Teacher may voluntarily stand for advanced certification after at least three years of teaching.
School (building, district, and county levels)	Sponsorship of Future Educator Association Programs to recruit minority candidates.	Schools serve as sites for field and clinical experiences, especially professional development schools.		Joint responsibility with teacher education institutions for extensive clinical assistance during first year or two of teaching.	Recommendation for full licensure.	School provides opportunities for professional development including peer coaching, sharing across classrooms, workshops, etc.	
Regional Professional Development Centers						RPDCs serve as catalyst ensuring wide range of professional development opportunities for educators.	RPDCs assist with recruitment and candidate preparation.
Teacher Education Institutions	Institution-specific recruitment programs.	Institutions of higher education work with schools to provide quality preservice preparation programs.	Institutions of higher education recommend candidates for intern license.	Joint responsibility with schools for extensive clinical assistance during first year or two of teaching.		Institutions of higher education offer courses, workshops, and other opportunities for professional development.	Institutions of higher education assist in the recruitment of prospective candidates.
State	State-wide recruitment programs, especially targeted to underrepresented populations.	State and/or NCATE accredits teacher education unit and programs.	State issues intern license based on completion of program and tests of pedagogy and subject matter.	State provides rigorous assessments of teacher skills and performance during internship.	State issues regular license to candidates successfully completing internship assessments.	State requires evidence of ongoing professional development for maintenance of regular teaching license.	State funds initiatives to recruit candidates, pay for fees, and reward recipients.
National Board for Professional Teaching Standards						Preparation for NBPTS certification constitutes one option for professional development.	NBPTS measures mature teaching skills and offers advanced national certification to master teachers.



State Initiatives Supporting the Teacher Preparation Continuum

Recruitment	Preservice Program	Internship	Professional Development	Advanced Certification
• Camp Attracting Prospective Educators (CAPE) • Ohio Future Educators of America • W.E.B. DuBois Academy • Teacher Leadership Consortium • Minority Recruitment Initiative	• New standards based on NCATE and INTASC Standards	• Entry Year Program • Beginning Teacher Residency Pilots with Performance Assessment • Troops to Teachers Program • Portfolio Assessment Pilot	• Regional Professional Development Centers (RPDCs) • Project Discovery • Vocational Education Regional Professional Development Centers (VERPDCs) • Special Education Regional Resource Centers (SERRCs) • Venture Capital • Leadership Academy • OASIS • Reading Recovery • New standards requiring life-long learning for educators	• Meetings to introduce NBPTS certification to eligible teachers • NBPTS Promotion Initiative • Certification equivalence to licensure renewal requirements

1995-97 Budget Requests Supporting the Teacher Preparation Continuum

Recruitment	Preservice Program	Internship	Professional Development	Advanced Certification
• Funding to support a cohesive teaching force diversification program, connecting existing programs such as CAPE, OFEA, the Teaching Leadership Consortium, the Ohio Minority Recruitment Consortium, and the W.E.B. DuBois Academy	• Venture pool for teacher education institutions, to develop collaborative training programs with K-12 schools, and to assist institutions in meeting new standards	• Continued funding of beginning teacher residency pilot programs	• Expanded funding for RPDCs to include funds for capacity-building within the RPDCs and to better serve urban areas possibly through collaborative urban institutes with higher education • Funding for Urban Rural Principals Academy • Increased funding for: <u>Leadership Academy</u> - to include 120 additional superintendents <u>Reading Recovery</u> - to come closer to our target of reaching 20% of first graders <u>Venture Capital</u> - to support current Venture Schools and add 700 more <u>Project Discovery</u> - to offset loss of NSF funding in second year of biennium	• Funding for recruitment initiatives • Funding for NBPTS assessment fees • Funding of a \$2,500 salary stipend for successful passage

Executive Summary

In response to the order of Judge Linton Lewis, Perry County Court of Common Pleas, in the case of DeRolph v. State (Case No. 22043), State Superintendent of Public Instruction Ted Sanders and the State Board of Education were required to develop and deliver to the Ohio Legislature proposals for the elimination of wealth based disparities in school funding. This report represents the fulfillment of that order.

The work is the result of a consensus built among the members of a panel of five school finance and tax policy experts who together analyzed Judge Lewis's decision and developed alternatives for school funding in Ohio. The Panel's efforts focused on the following eight tasks:

- ♦ Identification of a set of guiding principles by which to develop alternatives;
- ♦ Estimation of the cost of an adequate basic education;
- ♦ Estimation of adequate funding for vocational, gifted, and special education;
- ♦ Estimation of funding for providing adequate services to disadvantaged pupils;
- ♦ Development of a methodology for estimating pupil transportation costs;
- ♦ Alternative methods of calculating state and local shares of total education expenditures;
- ♦ Alternative methods of equitably distributing state share of education expenditures;
- ♦ Development of a mechanism for funding construction, renovation and repair of school facilities.

The experts made the following six expenditure recommendations and proposed two alternative methods for financing these expenditures.

Basic Cost of Adequate Education: Isolate 'Basic Costs' of regular education (instructional plus noninstructional, excluding such costs as Federal Aid and Vocational Education). Select appropriate educational inputs (e.g., pupil teacher ratio) and outputs (e.g., proficiency test results) for assessing general qualities of school districts. Set threshold for inputs and outputs. Select all schools that meet the input/output criteria. Establish adequate cost of basic education as weighted average of those schools' basic education expenditures (\$3,928 per pupil in FY94 dollars).

Vocational, Gifted, and Special Education: Maintain unit funding. Fund all eligible units. Unit calculation has not kept pace with increases in real costs, therefore raise minimum teacher salary from \$17,000 to \$26,180 and raise fringe benefit factor from 15% to 26%.

Disadvantaged Pupil Impact Aid: Eliminate current tiers. Use following: $DPIA = \%ADC \times$ Foundation amount (\$3,928 in FY94).

Transportation: Transportation costs can be satisfactorily estimated based on the number of pupils transported per bus mile travelled in each district. Formula is included in the report.

Recognition of Regional Cost Variations: Although regional costs vary by approximately 36%, the panel recommends limiting the adjustment to 7.5% during initial implementation in order to lower the overall cost impacts.

Capital: Standardize cost allowances per pupil/per square foot based on national averages. Prioritize projects based on combination of need per-pupil and local wealth. Establish adequate initial fund for working toward eliminating \$10 billion estimated needs. Conduct new facility survey.

Alternative #1: Foundation with Percentage Equalized Charge-Off

Total Program Costs = (\$3,928 x ADM) + Gifted Ed. + Spec. Ed. + Voc. Ed. + Trans. + DPIA
Total Program Costs are then adjusted by the Cost of Doing Business Factor.

Calculation of State and Local Shares:

The panel devised a percentage equalized charge-off formula. Each district would pay a percentage of the Total Program Costs based on the district's combined per-pupil property wealth and income. The poorest district would pay about 10%, the median wealth/income district would pay about 46%, and the 5% wealthiest districts would pay 100% of the Total Program Costs.

Funding Beyond the Total Program Costs: Tier II

The panel recommended that districts be given the opportunity to raise additional revenue beyond the basic amount. Furthermore, the state should match such additional local effort up to a maximum of 15% of the Total Program Costs. Thus, a two tier system of state funding would be created.

Guarantee:

For the first year of implementation, the previous year's state per-pupil SF12 aid, plus DPIA, plus equity aid would be guaranteed. The guarantee would be reduced to 80% in year 2, 60% in year 3, 40% in year 4, 20% in year 5, and eliminated in year 6.

Alternative #2: Tax Restructuring with Two Funding Tiers

Total Program Costs = (\$3,928 x ADM) + Gifted Ed. + Spec. Ed. + Voc. Ed. + Trans. + DPIA
Total Program Costs are then adjusted by the Cost of Doing Business Factor.

Tax Restructuring:

Repeal all existing property tax operating levies for school purposes;
Levy, with voter approval, a statewide property tax for schools at the rate of 15 mills;
Increase State personal and corporate income and sales taxes sufficiently to replace local property taxes and to pay the following Tier I and II costs

Tier I:

State pays 100% of Total Program Costs

Local Tier II:

Authorize local income or property (real only) taxes with voter approval.

State Tier II:

Match local Tier II revenues with State dollars up to a ceiling equal to 15% of the amount provided for basic education and categoricals under Tier I according to formula used in percentage equalized approach in Alternative 1 (above).

Cost Comparison of Funding Alternatives

Current system	\$7.6 billion
Alternative #1	\$9.3 billion
Alternative #2	\$8.2 billion

IV. DEFINING ADEQUATE EDUCATION COST

Statistical data compiled by the Department of Education shows large differences in the amount of per pupil expenditures among Ohio's school districts. The poorest districts spend under \$3,000 per pupil, exclusive of federal aid, while the wealthiest district spends over \$12,000 per pupil. The trial court in *DeRolph v. State* found that the plaintiff districts, which spent in the low three thousands per pupil range, did not have the necessary resources to provide a "thorough and efficient" education.

The development of plans for reforming Ohio's school finance system proceeded on the assumption that some level of spending between the lowest and highest per pupil expenditures could provide an adequate education. In this way, the first principle of the reform plans became the identification of a standard for pupil expenditure at which a school district could provide an adequate education to its students without necessarily offering every imaginable opportunity for academic or vocational enrichment. The Expert Panel concentrated its initial efforts on the problem of developing a methodology by which the State could identify a standard per pupil expenditure sufficient to provide for an adequate education.

A. COMPONENTS OF BASIC EDUCATION COST

Every student does not make the same demands on a school district. This fact complicates the comparison of district expenditures. A student who lives four miles from a rural school costs a district more to educate than a student who lives a few blocks from a school in town. The difference is transportation costs. A student with a handicap may require special education services not needed by most students. Students from areas with concentrations of poverty may require other kinds of special services.

In order to control for such differences in the demands placed on different school districts, the comparison of expenditures should apply only to districts' basic costs, adjusted for the cost of doing business (for a fuller discussion of the cost of doing business adjustment, please refer to page 29). Basic costs are those costs of a school district that remain after removing its funds derived from federal, transportation, disadvantaged pupil impact aid (DPIA), vocational education, and special education subsidies. This remainder, adjusted by the cost of doing business factor and divided by the regular pupil enrollment of the district, yields the per pupil basic cost. A technical appendix provides additional detail about the method for isolating basic education costs.

Having established the concept of a basic cost per pupil, it is necessary to quantify the amount of per pupil expenditure that will cover the basic cost adequately.

B. METHOD FOR DETERMINING BASE COST OF AN ADEQUATE EDUCATION

The attempt to define a standard for basic education began with the assumption that among Ohio's 611 school districts would exist some districts where existing funding levels supported adequate inputs into the education process and obtained satisfactory results in terms of educating pupils successfully. These effective districts would provide a basis for defining the

average standard cost of providing an adequate education. To identify these districts, all districts were ranked according to their performance in certain categories of inputs and outputs. A consensus of expert opinion held that a school district ranked in the 70th percentile or better in all six output measures, and at least in the 70th percentile on at least four of eight input measures, but not lower than the fiftieth percentile on more than two of those input measures, could reasonably claim to provide an adequate education.

Once the school districts which met these criteria were identified, a calculation of the basic education cost in each district would provide the basis for computing an average adequate education cost in districts with a successful program.

1. Outputs of an Adequate Education

The next table shows the criteria used to measure outputs of the education process.

Output Measures and Cutoff Criteria

OUTPUT	70TH PERCENTILE
Passed 9th Grade Proficiency Test*	
Reading	98%
Writing	99%
Citizenship	96%
Math	89%
Passed 12th Grade Proficiency Test	60%
Dropout Rate	1.33%

* Data based on cumulative pass rates after the fourth administration of the 9th grade proficiency test

Districts with outputs equal to or better than the scores shown in the "70th Percentile" column would qualify as providing an adequate education as measured by the output criteria. For example, a district with a dropout rate of 2% would not qualify as a successful district under the output criteria because its rate would exceed the 70th percentile dropout rate of 1.33%.

2. Inputs to an Adequate Education

The table below shows the input measures and the cutoff criteria used to evaluate school districts in the comparison. For example, a district with a beginning teacher salary below \$19,453 would fall below the 50th percentile. A district with a beginning salary of \$20,500 would exceed the 70th percentile.

Input Measures and Cutoff Criteria

INPUT	50TH PERCENTILE	70TH PERCENTILE
Beginning Teacher Salary	\$19,453	\$20,445
Adjusted Average Teacher Salary	\$30,183	\$31,736
Pupil Teacher Ratio	18.7	17.6
Pupil Administrator Ratio	190	165
Pupil Support Staff Ratio	161	126
Pupil Advanced Placement Course Ratio	599	280
Number of High School Courses	63	73
Students in Extracurricular Programs	72%	87%

Therefore, a school district would meet the requirement of providing an adequate program on the input side by meeting or exceeding the amounts shown in the "70th Percentile" column in four categories and by falling below the amounts shown in the "50th Percentile" column in two or fewer categories.

In identifying these criteria, the panel recognized that many paths can lead to an adequate education. The use of one set of criteria served as a basis for quantifying an essentially qualitative concept. The application of this method to obtain a basic funding level still allows school districts to exercise flexibility in designing an appropriate education program as long as the output measures are satisfied.

3. Selection of School Districts Providing an Adequate Education

Based on the input and output criteria, an analysis of school districts' actual performance identified the districts which qualified as providing an adequate education. In order to keep the focus of the comparison on districts providing a "basic" education, districts in the top 5% and the bottom 5% of expenditures per pupil were excluded. The inclusion of these districts would tend to inflate the cost of a basic education by including the cost of the high expenditure districts' premium programs.

Also, because some measures of inputs and outputs appeared to be sensitive to extremes of enrollment size, the comparison excluded the smallest 5% and largest 5% of the districts. By excluding these very large and very small districts, the comparison attempted to determine the true cost of a basic education undistorted either by efficiencies or diseconomies of scale.

After making these adjustments, only eight districts in the state satisfied the selection criteria. The table below shows those districts.

Districts Meeting Selected Input/Output Criteria

District	County	Base Cost Per Pupil	Inputs > 70th Percentile	Input < 50th Percentile
Minster Local	Auglaize	\$3,306	5	2
Olentangy Local	Delaware	\$3,478	4	1
Hudson Local	Summit	\$3,768	5	2
Revere Local	Summit	\$3,719	5	1
Madeira City	Hamilton	\$3,905	4	1
Brecksville-Broadview Hts.	Cuyahoga	\$4,182	5	2
Wyoming City	Hamilton	\$4,341	6	1
Bexley City	Franklin	\$4,572	5	1

It should be remembered that only districts ranked at least in the 70th percentile on all output measures qualified for this list. The average cost of the education offered by these districts, weighted by the enrollment of each district, established the standard for defining the cost of providing the basic education component of an adequate education. This weighted average for the eight districts equaled \$3,928 per pupil.

Based on comments from the Reaction Panel, the Department of Education staff eliminated the enrollment size constraint thereby including districts of all sizes in the analysis. The addition of larger and smaller districts did not change the outcome of the inquiry. Only the same eight districts met the standards for input and output as defined by the Expert Panel.

C. WHAT IS THE BASIC COST OF AN ADEQUATE EDUCATION?

After computing the basic cost for each of the eight selected school districts, the average cost of a basic education could be computed by determining the weighted average per pupil basic costs for all of those districts. Based on this method, the average cost of a basic education equaled **\$3,928** per pupil for the 1993-94 school year. As noted above, this cost is exclusive of regional cost variations (cost of doing business) and expenditures of federal dollars, transportation expenses, DPIA subsidies, vocational and special education expenditures.

D. SUMMARY: SIGNIFICANCE OF THE METHOD FOR DETERMINING BASE COST OF AN ADEQUATE EDUCATION

In the past, the General Assembly has determined a basic per pupil subsidy for education. This determination usually occurs in the context of the preparation of the State's biennial budget. The historical method for calculating the basic education standard has involved an assessment of how much money the State can afford for education and, by working backward, the derivation of a per pupil basic subsidy amount.

This report presents for the first time in Ohio a computation of the cost of a basic education determined by an objective method. The method uses the actual experience of school

districts to approximate the per pupil expenditures for the basic program needed to produce levels of inputs and outputs representative of an adequate education.

**Special Policy Forum
Crafting the Message of Reform**

**The Radisson Hotel Burlington
Saturday, July 29, 1995
1:30 pm - 6:30 pm**

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The Policymakers' Program

***Crafting the Message of Reform
Special Policy Forum
July 29, 1995
Burlington, Vermont***

DEVELOP A COMMUNICATION STRATEGY

Instructions

Your group has one and one-half hours to develop a comprehensive communication strategy for the Governor for one of the following case scenarios. The goal of this exercise is to develop an approach that *increases public awareness, builds public support, and ultimately engages the public* in the Governor's reform agenda.

If you would prefer, your team may work on an actual scenario that is emerging within your state.

Case Scenarios

1. In order to improve the well-being of all children and streamline the delivery of services, your Governor has decided to combine the departments of human services, child welfare, and education into a department of children's services. The Governor has asked you to develop a communication strategy that will generate constituent support for passage of the plan in the legislature and for implementation of the new department.
2. As part of her campaign to raise requirements for high school graduation, the Governor has decided to develop a graduation exam based on a standards-driven curriculum. The graduation exam will include two parts: a portfolio assessment (i.e., a collection of student work) and a written examination. All students must pass this examination to graduate from high school. How will you convince parents, teachers, community members, and state agency staff to support this proposal?
3. The Governor has decided that his major re-election theme will focus on healthy children and strong families. He has been convinced that reaching this goal will only occur through the implementation of a mandatory home visiting program for all families identified as being at high-risk for child abuse, neglect, or other negative outcomes for children. The Governor recognizes that he will face opposition to this, yet wants to move forward. He has asked you to develop a communication strategy that will sell this agenda to the legislature and the public.

Discussion Questions

1. What is your message?
2. How and when do you involve your Governor?
3. Who is your target audience?
4. What problems do you anticipate?
5. How does your strategy address these problems?
6. What products will you use to deliver your message?
7. How will you know if your communication strategy worked?

If you have time, you can also develop a product to market your message (e.g., a slogan, poster, or public service announcement).

***Crafting the Message of Reform
Special Policy Forum
July 29, 1995
Burlington, Vermont***

AGENDA

PURPOSE: *An interactive forum to help Governors' staff develop effective strategies for communicating and engaging the public in Governors' systemic reform initiatives with a special focus on reform in education and children's services.*

- | | | |
|-----------|--|--|
| 1:30 p.m. | Welcome and Introductions | <i>Paul Goren, Linda McCart, and
Page Boinest, NGA</i> |
| 1:45 p.m. | The Need for Reform | <i>Barry Van Lare, NGA</i> |
| 2:00 p.m. | Defining the Message | <i>Jacqui Romer-Sensky, Deputy Chief of
Staff, Office of the Governor, Ohio</i>

<i>Cheryl Mitchell, Deputy Secretary,
Agency of Human Services, Vermont</i> |
| 2:30 p.m. | Identifying Issues, Concerns, and Barriers
to Communicating Reform Messages | <i>Moderator: Linda McCart, NGA</i> |
| 3:00 p.m. | Selling the Message | <i>Robert Wehling, Senior Vice President,
Procter & Gamble</i>

<i>Richard K. Delano, Director, Education
Marketing Group, Scholastic, Inc.</i> |
| 3:30 p.m. | Case Scenarios: Crafting the Message
<i>Participants will work in small groups to develop communication strategies</i> | |
| 5:00 p.m. | Comments and Critique | <i>Moderator: Paul Goren, NGA</i> |
| 5:45 p.m. | Next Steps and Potential Resources | <i>Paul Goren and Linda McCart, NGA</i> |
| 6:00 p.m. | Reception | |
| 7:00 p.m. | Adjourn | |

This Policy Forum is a component of the Policymakers' Program, a special initiative of the National Governors' Association, the Danforth Foundation, the Education Commission of the States, and the National Conference of State Legislatures.

*Crafting the Message of Reform
Special Policy Forum
July 29, 1995
Burlington, Vermont*

REIMBURSEMENT FACT SHEET

ALLOWABLE EXPENSES

NGA will reimburse one night's hotel expenses (room charges and applicable taxes) for up to three representatives from each state. Additional nights and/or incidental charges to your room, including phone calls, faxes, and meals, are your responsibility. **All transportation costs, including airfare, are your responsibility.**

REIMBURSEMENT PROCEDURES

To receive reimbursement for your hotel expenses, please send an original receipt and a letter requesting reimbursement with the name, date, and place of the forum within two weeks of travel. Please indicate to whom payment should be made and where it should be sent. **Reimbursement cannot be made without an original receipt.** Processing reimbursement requests normally takes between two and three weeks following receipt at NGA. Please send your request for reimbursement to:

**Karen Krause
National Governors' Association
444 North Capitol Street, NW, Suite 267
Washington, D.C. 20001-1572**

If you have any questions, please call Karen at (202) 624-7835.

To: Michael Brandt

From: Bill Glasser

Please read the following article that I intend to submit to the Enquirer for their op-ed page. If you have any problems with it or want me to make any changes, please let me know as I don't want to say anything that you would not support.

The Schwab School, A Success Story

William Glasser M.D.

In September, you ran a story by Krista Ramsey about what we were trying to do to improve education at the Schwab Middle School. It explained that I had moved from California to Cincinnati for personal reasons and offered my services to Schwab. I am an expert on school improvement, have written many books on this subject, and work in schools all over the world. I offered to work at Schwab without pay because I wanted some first-hand experience in a school like this.

To do as much as had to be done, Carleen Floyd, a senior instructor who works with the Institute I head, The Institute for Control Theory, Reality Therapy and Quality Management, was hired for just one year. She agreed to work full time in the school and also, with no extra pay, to do the training on weekends that is needed for this program to succeed.

We promised we would help the staff to reduce discipline problems and suspensions, increase attendance and improve learning. We also promised to create enough systemic change, so that when we left in July, the school could continue to improve without us. Based on my book, The Quality School, some teachers in the school applied for a state venture capital grant, (25,000 a year for five years) and with this money we were able to guarantee that what we accomplished would cost no more when we left than what was normally spent.

As of this date, all we promised has been accomplished. The halls are quiet, students are working and orderly, suspensions are down and the test scores for our seventh graders are up significantly in math. Many of our overage students, who were in danger of dropping out, are going on to high school. Some will need this summer to complete the requirements, but a new quality summer program to extend the school year is in place.

What we found when we arrived was a supportive and highly competent principal and a dedicated staff struggling in a system that does not work and is the cause of almost all the problems. What we have proven is that it is the system that is the problem, not the students or teachers. To begin, we taught control theory, a new theory that teaches that the job of management is to provide

a need-satisfying workplace for both teachers and students. As this occurred, the definition of education was changed from the traditional "learn it or we'll hurt you" to the new "learn it and it will add quality to your life."

We have had the ongoing support of Superintendent Brandt, a very supportive visit by Kathleen Ware in November and several visits by Mark Ealy of the State Dept of Education, (he is in charge of seeing how the grant money is spent). With their help, we were able to get rid of the disabling fear that was rampant among the staff when we arrived. They feared they would be punished, even fired, for the failures of the school. We were able to replace this fear with the empowering "you are a professional teacher, teach as you think best" supportive system that is now working so well.

With seven teacher volunteers from our staff, in February, we were able to start a school within the school for over 200 over-age discouraged, often disruptive, students who were causing havoc in the regular classes. By getting these students out of these classes - they are doing well in their own mini-school - we were able to reduce both class size and behavior problems substantially in the rest of the school. In doing so, we provided the opportunity for the teachers to put what they know so well into practice. As the program continues, it will grow stronger and better. Most of the over age students will eventually move on or out and the rest of the school will continue to function as it is beginning to now.

We realize that there is still a long way to go but the process is well underway. When we got there the school was like a train lying on its side beside the track. Now it is on the track and beginning to move slowly ahead. How fast it will move is up to the principal and the staff.

I don't want to imply that this is the only good program in Cincinnati. There are many good programs, the pilot mini district is a good example of another one. Cincinnati Schools still have many problems but, as we and others have shown, they can be dealt with by the existing staffs if they are allowed to teach as they know best. For this to happen in our school, we owe many thanks to our principal Dennis Matthews. CPS is not a failing system, but it is seriously underfunded. As sure as night follows day, starved schools lead to fat prisons.

page two

The Cambridge Scholars program began the second week in February by taking in 240 students who had already been at Schwab at least 3 years and were failing all or nearly all subjects. The following statistics may serve to illustrate the program's impact:

- End of year enrollment – 205 (35 students gone due to withdrawals, incarcerations, expulsions).
- 170 of these students attended regularly enough to make progress toward promotion.
- 50 students met promotion standards at the end of the year.

Since many of the students were passing 3 or 4 of the 5 required subjects, the Cambridge teachers were able to persuade the central office to fund a summer school program specifically for Cambridge students, where they could work on whatever was needed for promotion and leave whenever the promotion standards were met.

- 105 (out of 120 eligible) students enrolled in the Cambridge summer school.
- 85 students have made progress toward promotion.
- 27 students met promotion standards in the first 2+ weeks.
- Another 15 will meet promotion standards this week.
- Projected total promotions for summer school – 73.
- Total promotions for Cambridge program – 123.

Of the 35 students who were enrolled at the end of the year but had not attended school, 25 are currently enrolled in the Cambridge summer program. 5 have met promotion standards already, and another 15 will meet those standards in the next two weeks.

**Enrolled
at end of year**

Attended regularly

Promoted

205

170

123

SOURCES:

1. CDF Wasting America's Future
2. Center on Budget and Policy Priorities
3. KIDS COUNT
4. FLOTUS SPEECH
5. CHR NGA Speech
6. CHR Maternal & Child Health Speech
7. OMB Budget Analysis
8. POTUS Georgetown Speech

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BRIEFING PAPER

Questions Often Asked About Special Education Services

Where do I begin if I believe my child needs special education services?

Begin by asking questions and developing a better understanding of the *Individuals with Disabilities Education Act* (IDEA), Public Law 102-119. This law guarantees a free appropriate public education to children with disabilities. The tips and suggestions on the following pages will help you obtain special education and related services for your child.

You may also want to talk to parents of children who are already receiving special education services. Local parent organizations can assist you. For information about parent groups or state-wide disability organizations, check the enclosed NICHCY *State Resource Sheet* for your state.

What are the purposes of the IDEA?

The major purposes of the IDEA are to: (1) guarantee the availability of

special education programs to eligible children and youth with disabilities; (2) assure that decisions made about providing special education to children and youth with disabilities are fair and appropriate; and (3) financially assist the efforts of state and local governments to educate children with special needs through the use of Federal funds.

Are services available to very young children?

Services to very young children are also covered under the IDEA. Through Part H, the Program for Infants and Toddlers with Disabilities, states may make early intervention services available to eligible infants and toddlers (birth through two years). Under the IDEA, states *must* provide special education and related services to eligible preschool children (ages 3-5).

Services for these young children are provided in different ways than are services for school-aged children. For more information about early intervention and preschool programs, contact

N
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AGE OF ELIGIBILITY

Each state sets eligibility ages for services to children and youth with disabilities. For current information concerning this state, please contact the office listed under STATE DEPARTMENT OF EDUCATION: SPECIAL EDUCATION.

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Update 7/13/95

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National Governors' Association School-to-Work Roundtable

**NGA Annual Meeting
Burlington, Vermont
July 29, 1995**

Agenda

11:00 a.m. - 11:10 a.m.

WELCOME AND INTRODUCTIONS

Governor Jim Hunt, Jr., North Carolina

Governor Jim Edgar, Illinois

11:10 a.m. - 11:30 a.m.

SCHOOL-TO-WORK AND THE ELECTRONICS INDUSTRY

John Tobin, Director of Vocational and Technical Training
Siemens Corporation

11:30 a.m. - 11:50 a.m.

THE COUNCIL OF GREAT LAKE GOVERNORS: METALWORKING AND PRINTING INITIATIVES

Rick Norton, President
Norton Manufacturing, Inc.

11:50 a.m. - 12:10 p.m.

DISCUSSION

12:10 p.m. - 12:40 p.m.

SCHOOL-TO-WORK INITIATIVES IN OTHER INDUSTRIAL SECTORS

Private Sector Members of the Roundtable

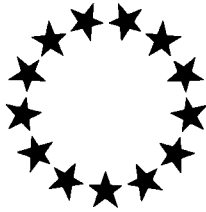
12:40 p.m. - 1:00 p.m.

THE ROLE OF GOVERNORS

Governor Jim Hunt, North Carolina

1:00 p.m.

ADJOURN



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July 29, 1995

State Progress in School-to-Work System Development

Summary

In the spring of 1995, the National Governors' Association (NGA) conducted a survey to determine the status of state efforts to develop and implement comprehensive school-to-work systems. The questionnaire addressed issues on which NGA recently has been concentrating, such as employer involvement; linkages among school-to-work and education reform, workforce development, and economic development initiatives; system governance; funding; accountability; and curriculum and program development. Forty-seven states and the commonwealth of Puerto Rico responded to the survey.

A section of the NGA school-to-work survey asked states to identify issues on which they need technical assistance or opportunities to learn about the experiences and approaches of other states. Fostering greater business participation in school-to-work activities, particularly building local partnerships and recruiting small businesses, is the issue on which most states are seeking help. Several states also expressed an interest in obtaining guidance on the development of industry-based skill standards. More specifically, they want help in crafting a curriculum that combines academic and work-based learning. Many states also expressed an interest in learning how other states are serving rural areas; encouraging parental involvement; addressing workers' compensation, child labor law, and liability concerns; involving organized labor, and establishing governance systems.

This *StateLine* addresses these and many other issues in state development and implementation of school-to-work systems. It is hoped that the survey findings, summarized in the attached tables, will inform state school-to-work planners on state strategies and approaches to date and identify those states whom they may want to contact for details about specific school-to-work activities.

Background

Enacted in May 1994, the School-to-Work Opportunities Act authorizes the U.S. Department of Education and the U.S. Department of Labor to give states grants for building school-to-work transition systems for all students. These systems should provide students with the opportunity to complete a coherent sequence of courses or field of study that prepares them for their first job and postsecondary education; include both a school-based and work-based component; integrate work-based and school-based learning; and provide connecting activities that coordinate the involvement of employers, schools, and students. All the states and territories received planning grants in 1994. Eight

states—Kentucky, Maine, Massachusetts, Michigan, New Jersey, New York, Oregon, and Wisconsin—also received five-year implementation grants that year. The national school-to-work opportunities office is currently reviewing 1995 state applications for implementation grants. Twenty additional states are expected to receive implementation grants this year.

Employer Involvement

One critical aspect of the school-to-work movement that distinguishes it from most other school reform initiatives is the focus on achieving *meaningful* employer involvement in the development, implementation, oversight, and assessment of state and local school-to-work systems and programs. Effectively engaging private sector employers, particularly small businesses, continues to be cited by school-to-work planners as one of the most difficult challenges they face. NGA's school-to-work survey attempted to ascertain the scope and nature of state efforts to reach out to employers.

Outreach Strategies. States are using different strategies to reach out to employers. Two strategies that 80 percent of the states mention are instituting employer-to-employer outreach and convening local and regional forums. Employer-to-employer outreach enlists employers that are already involved in school-to-work efforts to serve as ambassadors to encourage their colleagues to participate. Regional and local forums have been held to educate employers and other stakeholders about school-to-work activities and to increase their input and support. More than thirty states report that they also solicit the support of intermediary groups to help them reach employers. The most frequently cited type of intermediary organization is state and local chambers of commerce. Both the New Mexico and Vermont chambers of commerce have assumed leading roles as regional facilitators. Other intermediaries are state economic development agencies, industry and trade associations, labor organizations, and business-led local councils such as private industry councils established under the federal Job Training Partnership Act (JTPA). Many of these entities are also represented on state school-to-work advisory bodies.

Less frequently cited outreach approaches include media campaigns and mass mailings. In addition, twelve states report that the Governor has directly appealed to select employers or employer associations to encourage their involvement in school-to-work activities.

Types of Involvement. To date, most states have secured employer involvement in a variety of school-to-work-related activities (see Table 1). Forty-seven of the responding states involve employers in the development of the state school-to-work system. Similarly, forty-seven states have employers participating in local school-to-work programs. Forty states responding to the survey involve employers in the governance of their budding state systems, and thirty-eight states use employers that are already involved to reach out to other employers.

Most states have also secured the participation of employers in developing the infrastructure required to support a school-to-work system. Thirty-nine states report that employers are involved in the development of skill standards; thirty-three states indicate that employers are participating in curriculum development; twenty-eight states engage employers in developing outcome standards; and twenty-three states involve employers in the development of assessment tools.

Ten states indicate that employers are involved in efforts to quantify the school-to-work return on investment. This is a particularly critical and important activity because achieving the scale envisioned by the architects of the federal School-to-Work Opportunities Act of 1994 will require the

compilation of hard data that demonstrate that participation in school-to-work efforts can reap positive economic benefits for participating firms and that the initial dollars they invest will pay dividends in the future. Appealing merely to the community service spirit of employers will achieve only marginal participation by a fraction of private sector firms.

Most school-to-work planners are not limiting employer outreach to private sector employers. In several states, as well as in many rural and urban communities, public sector agencies are the largest employers. More than two thirds of the states indicate that their employer recruitment strategy includes outreach to public sector entities. Most of these states specifically target state, county, and municipal governments; public hospitals; and school districts. For example, former Maine Governor John R. McKernan Jr., an outspoken school-to-work proponent, asked each state agency to provide school-to-work opportunities for youth apprentices. Montana, Nebraska, and Tennessee are specifically targeting public utilities. Tennessee lists the Tennessee Valley Authority as one of the industries it is targeting. Texas, Vermont, Utah, and Wisconsin are reaching out to involve colleges and universities. Utah is seeking to involve federal agencies, including the Forest Service and the Bureau of Land Management.

Targeting of Industry Sectors. Linking school-to-work and state economic development initiatives often results in the development of employer outreach strategies targeted toward sectors of the economy deemed to be expanding and critical to the state's economy. Twenty-six states report that they are targeting specific industry sectors and/or industry clusters. Often, the industries are selected because of high wages or expanding employment opportunities. For example, New Jersey is targeting industries that offer average wages that exceed \$12.83 per hour. In contrast, Oklahoma is relying on the retail and service sectors—sectors that provide the first jobs for most youth—to ensure a sufficient number of school-to-work opportunities, though the state is also targeting a number of other key industries. The Maine Youth Apprenticeship Program, which makes certain “high-growth/high-tech sectors a priority,” has found the health care, insurance, and precision metal industries receptive to school-to-work involvement.

In many states, the targeting of industries is driven by economic development priorities. In Oregon the legislature identified the key industries for economic development focus. Puerto Rico is targeting tourism and hospitality because it is the commonwealth's largest industry sector. In states such as Connecticut, industries are grouped to parallel the career clusters that the state has developed for its school-to-work programs.

Twenty of the twenty-six states identifying specific industry sectors or clusters for targeting are targeting manufacturing (see Table 2). Nineteen states are targeting medical and health-related industries, and eighteen states are targeting the tourism and hospitality industries. Other industries being targeted include business and administration (fourteen states); bioscience/technology (thirteen states); communications (twelve states); environment, natural resources, and agriculture (twelve states); electronics (thirteen states); banking and finance (twelve states); metalworking (nine states); plastics (eight states); printing (eight states); human services (seven states); and engineering and industrial technology (six states).

Instead of targeting industries at the state level, in Texas the identification of high-skill and high-wage industries for school-to-work programs will be done regionally. Other large states, including Illinois, Massachusetts, Ohio, and Pennsylvania, are targeting twelve or more different industries. Many smaller states are targeting just a few key industries. For example, North Dakota is targeting agricultural processing and manufacturing; Rhode Island is targeting the plastics and communications industries; and West Virginia is targeting the hospitality industry. Several Great Lakes states are

collaborating on two skills standards projects that involve the metalworking and printing industries. Not surprisingly, Indiana, Illinois, Minnesota, Ohio, Pennsylvania, and Wisconsin list metalworking and printing among the industries they are targeting.

Some industries are being targeted by only one state because of their unique and significant presence within the state. For example, Massachusetts is targeting marine science and technology; New Mexico is targeting the semiconductor industry; North Carolina is targeting textiles; and Oregon is targeting aerospace, fisheries, and forest products.

Several states report that all industries have been receptive to their employer outreach efforts. Generally, the industries that states report as being the most receptive parallel the industries that states most frequently target, though the reasons vary. Indiana notes that the metalworking, plastics, and printing industries are receptive because of shifts in competitive practices within these industrial sectors. In Maryland industries that are experiencing technological changes and skilled worker shortages are very receptive. Kentucky and South Dakota suggest that the service sector is the most receptive because it has fewer child labor law concerns. Both Nebraska and Oregon indicate that the industries demonstrating the greatest commitment to school to work are those involved in global competition. Tennessee suggests that the health care industry is receptive because many occupations within the industry do not require a college degree but do demand technical and basic skills that can be acquired at the secondary and postsecondary levels. Nevada, Rhode Island, and Washington indicate that the most receptive industrial firms are those headed by influential leaders with vision.

Six states report that small businesses have not been especially receptive to their outreach efforts, primarily because of concerns about child labor laws, a lack of financial and staff resources, and a perceived inability to provide work-based learning opportunities. A few southern and western states are targeting construction because of a booming market and increasing employment opportunities. A few northeastern states, which are still experiencing a slow housing market, report that they are having difficulty involving the construction industry in school-to-work initiatives. Other factors that seem to discourage the involvement of certain industries include workers' compensation and liability issues, the lack of organized labor support, and the desire to hire older, experienced workers.

Involvement of Small and Medium-Sized Businesses. More than 40 percent of the states responding to the survey indicate that they are focusing on recruiting small and medium-sized businesses. California includes a newsletter when it mails quarterly tax statements to employers in the state. The newsletter promotes employer participation in school-to-work programs. Colorado provides options that enable employers with less time, fewer staff, and limited funds to participate in some manner. Kentucky reaches small and medium-sized employers through its school-to-work conferences. New Jersey works through state associations that represent small employers. Pennsylvania's seven industrial resource centers, which provide technical assistance to small and medium-sized businesses, serve as a vehicle for outreach to these companies. Similarly, Rhode Island's human resource investment council has funded 300 small businesses to develop total quality management and related internal improvements and expects that these firms will be receptive to school-to-work involvement.

Employer Incentives. To overcome barriers and concerns, such as insufficient resources, child labor laws, and workers' compensation and liability issues, and to foster greater employer participation, more than three fourths of the states report that they are either studying or planning to implement employer incentives (see Table 3). The most common incentive being considered or implemented is providing mentor and/or supervisor training. Thirty-two states report an interest in pursuing this type of incentive.

Thirteen states either are considering or are developing corporate entities to serve as the legal employer of school-to-work participants. These so-called "shell corporations" would reduce workers' compensation, liability, and administrative costs to employers. Firms would pay a fee to the shell corporation, which in turn would pay the youth's wages, the workers' compensation expenses, and the liability insurance costs. The corporation would also assume some personnel and payroll responsibilities. This type of initiative is frequently modeled after Maine's Youth Apprenticeship Program.

To promote greater employer involvement, many states are planning statutory and regulatory changes. Thirteen states are considering or are planning to authorize a state tax credit for wages paid to school-to-work participants, and nine states are considering or are planning to authorize a state tax credit for the cost of training school-to-work participants. Twelve states are considering offering child labor law exemptions, and ten states are considering or are implementing some form of relief from workers' compensation costs.

A number of states are planning or are considering initiatives to reduce employers' training costs to encourage their involvement in school-to-work programs. Nine states are planning to implement or are studying grants or vouchers to employers to support the training of school-to-work participants. In addition, twelve states report that they will or may subsidize the training costs of incumbent workers within firms involved in school-to-work programs. Finally, nine states are exploring the establishment of interfirm training facilities to achieve economies of scale and thus reduce the training costs of participating companies.

Maryland plans to establish a unique strategy to promote employer involvement. The state is proposing to set aside a portion of its federal school-to-work implementation grant as an industry "incentive pool" available only to groups or consortia of employers, trade associations, and labor organizations in targeted high-skill, high-wage industry sectors or sectors with significant career advancement opportunities. In partnership with local and/or regional secondary or postsecondary schools, these consortia will submit applications to the state for these competitive funds. Allowable activities will include, but not be limited to, the development of industry-specific curricula and skill standards; the design of industry-specific, work-based learning activities; and the training of worksite supervisors and mentors. Preference will be given to consortia that provide matching funds; commit to providing learning-rich, paid worksite opportunities; and document prospects for full-time, quality employment for school-to-work graduates. The state will also require that 25 percent of all funding allocated to local partnerships be distributed to local consortia of employers for similar activities.

Linkages Between School-to-Work and Other Systemic Reform Initiatives

Another critical issue in the development of a state school-to-work system is the extent to which this system is integrated with other state systemic reform efforts. Most states acknowledge that school-to-work initiatives must be integrated with other state initiatives encompassing education, workforce development, and economic development, rather than implemented in isolation or as an add-on.

Education Reform. The survey findings indicate that school to work is an integral part of nearly every state's efforts to reform education. Although the extent of integration differs, more than 90 percent of the states report the development of linkages between school-to-work and education

reform initiatives. Goals 2000 is the most common focus of these linkages and is most often characterized by collaborative planning through cross-membership on advisory boards and committees. In addition, ten states report that state education reform legislation incorporates school-to-work issues.

Another key education reform linked to school to work is the development of performance-based assessment systems. For example, certificates of initial mastery (CIM) are being developed in several states, including Maine, Missouri, Ohio, and Oregon.

Maine's school-to-work system, Career Opportunities 2000, includes the identification of universal core competencies needed by all students ("learning results") and the development of corresponding certificates of core mastery (CCM). The CCM will serve as a tenth-grade gateway to school-to-work programs. Following the achievement of a CCM, each student will develop—with the support of counselors, teachers, coaches, and parents—an individual opportunity plan. These plans will structure an individual's program of work and learning experiences through one of six clearly articulated career/life pathways: youth apprenticeship, preapprenticeship, tech prep, occupational prep, cooperative education, or career preparation. Once they are fully developed, all six pathways will incorporate academic and occupational skill development; both school-based learning and work-based learning; and secondary and linked postsecondary education.

Ohio links school to work and education reform through a system of career clusters and majors that serves as a basis for career development blueprints used by all students and adults. The state is also expanding the use of career passports, exploring the development of certificates of initial mastery, and establishing a professional development framework. SchoolNet, the state education technology plan that lays the groundwork for the networking of classrooms statewide, can be used to support interaction between school staff and workplace mentors, especially in rural areas where work-based learning opportunities may be limited.

New Hampshire has incorporated school to work in its tenth-grade assessment as well as in state curriculum frameworks for math, science, language arts, and social studies. The state also intends to link school to work to its school improvement plans in 1996.

Workforce Development. Ninety percent of the states report linkages between school-to-work and workforce development initiatives. These linkages are accomplished primarily through the planning and oversight responsibilities vested in interagency councils, such as human resource investment councils (HRICs), that guide broader state workforce development strategies. Every state that has an HRIC is using the council in some way to coordinate school-to-work and workforce development initiatives. Eleven states house the administration of school-to-work programs within their HRIC structure, while two more states plan to use their HRIC once it is established. Four states—Connecticut, Michigan, Oregon, and Vermont—plan to designate regional workforce development boards, with responsibilities that parallel the purview of their state workforce development councils, as the lead administrative entities for local partnerships.

In June 1995, Texas consolidated many job training, employment, and employment-related educational programs, including school-to-work programs, into a new single agency, the Texas Workforce Commission. The Texas Council on Workforce and Economic Competitiveness is responsible for oversight and evaluation of all workforce development programs in the state, including school-to-work programs. At the local level, a workforce development board will serve as the school-to-work partnership.

Comprehensive workforce development initiatives being developed or coordinated by many of these state entities, such as performance management systems and one-stop career centers, will have profound implications for the development and implementation of school-to-work systems. Workforce development programs also provide vital links to employers. Employer involvement is a key element of most workforce development strategies, and these ties have proven useful in many states as they have sought to increase employer participation in school-to-work activities. Many states emphasize the importance of significant employer involvement in school-to-work programs through the development of industry-based skill standards.

Economic Development. School-to-work opportunities can play an vital role in developing the skilled workforce states need to compete in the global marketplace. In many states, linkages to state economic development organizations result in school-to-work activities being focused on key industries targeted for expansion. These linkages also provide access to a significant number of employers and employment opportunities. Two thirds of the states report linkages between school-to-work and economic development initiatives. The most widespread mechanism for collaboration is membership of state economic development organizations on school-to-work commissions, teams, or task forces.

The school-to-work initiative in Nebraska is housed in the department of economic development and is part of the department's strategy for workforce development, business recruitment, and business assistance. The department functions as a neutral agent to facilitate collaborative efforts among the business, labor, and education communities.

Missouri has linked school-to-work and economic development efforts through the regional offices of its department of economic development as well as through entrepreneurial programs, school-based enterprises, junior achievement programs, customized training programs, advanced technology centers, and business assistance programs.

The Michigan Jobs Commission is establishing targeted business networks. The networks are industry-driven consortia of employers.

Pennsylvania enlisted its regional industrial resource centers (IRCs), which provide technical assistance and support to businesses across the state, in the collaborative planning process. Representatives of IRCs serve on regional school-to-work action teams and assist school districts in identifying and developing business partnerships.

System Governance

How a state structures the governance of its school-to-work system and where it vests primary responsibility for the implementation of the system can have an important impact on the character of the interagency collaboratives and public/private partnerships that are so critical to the success of a school-to-work system. States are designing governance structures with significant representation of all of the relevant individuals and organizations. Many states have created new school-to-work committees or task forces outside of established organizations to focus directly on school-to-work development and implementation. These entities are generally appointed by the Governor and include representatives from numerous state agencies involved in school to work; representatives from the business, labor, and education sectors; and representatives from local government. Several states plan to use existing entities, such as the broadly representative HRICs or similar organizations, to oversee school-to-work efforts, often through a school-to-work subcommittee.

In Maryland the Governor's Workforce Investment Board and the department of education co-chair the School-to-Work Management Team. Other members include representatives from the state's higher education commission; representatives from the departments of business and economic development, labor, and licensing and regulation; and representatives of employers, organized labor, and community organizations.

In North Carolina, a State JobReady Partnership Council will be appointed to oversee school-to-work activities. Representatives from the private sector will comprise 50 percent of its membership. Members will be appointed by the Governor and the state superintendent of public instruction. The council will be under the auspices of the Commission on Workforce Preparedness, which is the state's HRIC.

Local Partnerships. Another key issue in the governance of the school-to-work system is determining the geographic boundaries for local partnerships. A provision of the federal School-to-Work Opportunities Act states that substate boundaries should correspond to local labor markets. Ten states plan to allow local partnerships to determine their own geographic boundaries, and thirty-eight states are requiring that local partnerships adhere to already prescribed boundaries for an existing system, such as those used for education, workforce development, or economic development (see Table 4). Workforce and economic development areas, many of which were formed to conform to local labor markets, are frequently being prescribed by states. Thirteen states plan to use existing workforce development regions, such as JTPA service delivery areas, and seven states plan to use state economic development regions.

Preexisting education regions are being prescribed for local partnerships by seventeen states. Of these, four are intending to use community college regions. In addition, tech prep consortia, school districts, regional education service centers, and federal vocational education act planning regions are areas being prescribed by some states.

Although a majority of states plan to utilize existing geographic regions, the governance structure within those boundaries remains a local decision in most states. Twenty-five states do not plan to prescribe the local governance structure, and twelve states plan only to prescribe minimal membership or partnership requirements, giving local entities greater flexibility. Sixteen states report that they plan to prescribe the local governance structure, with many noting a desire to ensure sufficient employer involvement.

Oregon has designated its regional workforce quality councils as the substate school-to-work grantees. The regional employment boards in Massachusetts, which also serve as JTPA private industry councils, have policy oversight responsibility; the local partnerships within those regions will have operational and implementation responsibilities.

Each of Utah's nine regions, which serve as both service delivery areas under JTPA and vocational/applied technology planning regions, will form a regional school-to-work committee. The membership composition of the local partnerships is defined in state statute to help ensure employer involvement. The state is requiring that employers comprise 30 percent of the membership, educators comprise 30 percent, and others comprise 40 percent. Within each region, local partnerships will be formed at each high school and its corresponding elementary, junior high, and postsecondary institutions.

State Regulatory Obstacles. Interagency reform initiatives often face existing regulations that impede their implementation and slow the progress of systemic reform. Although a number of states, including Illinois, Louisiana, New York, Oregon, and Washington, have mechanisms to waive state

regulations that impede reform initiatives, thirteen states report that state education or training regulations are presenting obstacles to school-to-work implementation. Teacher certification requirements is the most frequently regulatory barrier (six states). Five states note liability and workers' compensation issues. Other obstacles include child labor laws, the Fair Labor Standards Act, graduation requirements, and fiscal constraints that preclude the integration of education and training funds.

Indiana has made considerable progress in addressing teacher certification problems by including the Professional Standards Board on its School-to-Work Advisory Council and conducting a professional standards workshop. In the workshop, board members; representatives from the department of education, the commission on higher education, and the department of workforce development; and local vocational school educators addressed issues such as determining the membership of advisory groups, developing standards for licensing educators, and identifying the knowledge, skills, and experiences that future teachers will need.

Funding

More than 60 percent of the responding states plan to use a competitive process to distribute federal school-to-work funds to local partnerships. Of these, more than 60 percent plan to utilize a roll-out mechanism, similar to the one used by the federal government, under which each local partnership will be awarded implementation grants as it reaches a certain level of system/program development progress. Arkansas is the only state that plans to use a strictly formula approach; in the other states, formulas will be used only in combination with other funding distribution methods.

Although school to work is primarily a federally funded reform initiative and existing federally funded programs such as JTPA and vocational education act funds are to be used to support school-to-work system initiatives, state and local funding sources will be needed to sustain school-to-work systems and programs. This is especially true as federal school-to-work grant funds are depleted and JTPA and vocational education act funds are cut to balance the federal budget. More than thirty states note state or local funding sources that they plan to tap to supplement federal program funds, including state general funds, local school district funds, state dollars linked to average daily attendance, and state funds earmarked for youth apprenticeship programs. States also report vocational-technical education, literacy, curriculum development, staff development, state lottery, and private sector sources as supplemental sources of funding.

Youth apprenticeship program funds have been appropriated by the legislature in Georgia. School districts can earn funding contingent on their level of program enrollment. The state already provides funding for various types of school-to-work initiatives that is flexible and can be used to support this initiative.

Maryland will be requiring each local partnership to provide a 50 percent match of federal dollars through in-kind support, redirected public funds, employer contributions, and other appropriate sources. The system under development in New York is an expansion of its state-funded workforce preparation pilot program. Initiated in 1993, twelve pilot sites received \$750,000 to focus on systemic change of the education system, the integration of academic and work-based learning, and the participation of all students. During the 1994 state legislative session, \$3.75 million was appropriated to continue and expand the pilot programs to thirty-seven areas.

Accountability

The development of an accountability system, from goal-setting to developing performance standards to measure progress toward achievement of those goals, can set the framework for systemic reform. The development of accountability systems through interagency initiatives such as school to work fosters movement away from a program-specific focus toward a systemic focus and encourages a better understanding of the interaction among various components of a comprehensive system. In many states, school to work is piloting the development of comprehensive accountability systems.

Setting quantifiable goals is a key element in developing an accountability system. Nearly half of the states indicate that they have set quantifiable annual goals for their implementation of school to work, and five states report that they are in the process of developing goals. These goals relate to the process of school-to-work implementation, rather than the outcomes to be achieved by the system. Eighteen states indicate that they have set goals concerning the level of student participation. Fifteen states report that they have or will establish goals and measure school district/community participation in school-to-work programs. Goals addressing the level of postsecondary institution involvement have been developed by thirteen states. Other frequently cited process goals include employer provision of work-based learning (twelve states), provision of professional development (twelve states), employer involvement (twelve states), employer provision of paid work (ten states), and participation of out-of-school youth (ten states).

In addition to state-level goal-setting, Massachusetts and Oregon require that each region set quantifiable goals. For example, Oregon is linking school-to-work outcomes and the Oregon Benchmarks through the development of specific school-to-work benchmarks. Four of the existing Oregon Benchmarks have particular relevance to the school-to-work system: the percentage of students enrolled in professional technical education; the percentage of students involved in structured work experience; the percentage of high school students with disabilities moving directly from high school to competitive or supported employment; and the percentage of students graduating from high school. More than thirty states report that they have begun to develop performance standards to evaluate the effectiveness of the school-to-work system.

Curriculum and Program Development

State school-to-work planners are crafting significant changes in the structure and content of their secondary education systems and are developing elements of the educational infrastructure necessary to support these changes (see Table 5). The survey responses indicate that the vast majority of states (more than 80 percent) are developing industry-based skill standards for their school-to-work initiatives. These states are focusing their efforts on a variety of different industries. The health care industry, including nursing and human services, is the most frequently noted industry, with 25 percent of the survey respondents reporting significant development in this area. The banking/finance, business/commerce, printing/drafting, and manufacturing industries are also the focus of skill standards development. Skills standards for each of these industries are being developed by at least five states. Approximately 40 percent of the states are just beginning to develop skill standards or are awaiting the development of national industry-based standards.

Two thirds of the states report that they have established or are establishing uniform career clusters to guide curriculum and program development in their school-to-work initiatives. The survey revealed a strong relationship among targeted industries, skill standards development, and career clusters. Again, the health care industry is the most prevalent career cluster among the responding states, followed by agriculture, business, marketing, and technology occupations.

With regard to the elementary and secondary school curriculum, three fourths of the states are incorporating work-readiness and applied academics—essential elements of school-to-work transition—into their curriculum frameworks. Most of the states are dealing with these two elements simultaneously, with very few states opting to address only one or the other.

Service-learning and community service have frequently been touted as applied learning methods that enable schools to engage students in contextual learning in elementary, middle, or junior high schools as a precursor to work-based learning in high school. In addition, many proponents of these learning methods suggest that community service can provide an alternative to work-based learning in communities that lack a sufficient employer base to absorb students in need of work-based learning opportunities, particularly poor inner-city or rural areas. The survey responses indicate that approximately 75 percent of the states plan to include community service and/or service-learning as part of their continuum of school-to-work activities.

A number of states report that they have plans or are considering recommendations to include work experience as a requirement for the completion of high school. Nearly 30 percent of the states responding to the survey note that work experience will eventually become a requirement for high school graduation. In Kentucky exposure to career-related activities is already a requirement at the elementary, middle, and high schools levels. Students in kindergarten through grade five must have thirty hours of “career awareness,” which may include field trips, in-school programming, or even spending a day at work with a parent. At the middle school level, Kentucky students must complete fifty hours of “career exploration,” which may involve job shadowing or mentoring. Finally, all high school students must have 200 hours of work-based learning in a career-related field, in contrast to a typical teenage summer job, in order to graduate. Of these hours, fifty hours must be paid, while the other 150 hours can be “earned” through community service, an internship, or a cooperative education program.

Serving Out-of-School Youth. The survey findings also suggest that most states are uncertain about how out-of-school youth and dropouts will be served by the school-to-work system, particularly in light of expected cuts in federal Job Training Partnership Act Title II-C funds. Effectively serving these populations has continued to confound both educators and job training providers. About half of the state respondents assert that they are currently uncertain or have no contingency plan on how to serve these youth should cutbacks occur. Of the states that have a strategy to deal with this scenario, alternative schools, adult basic education, and high school equivalency programs are the most frequently cited approaches to career education for out-of-school youth. Other strategies are using one-stop career centers and relying more heavily on the private sector.

Conclusion

Based on responses to the NGA survey, states are making considerable progress in building the infrastructure needed to support their school-to-work systems and are collaboratively involving a range of state government agencies, the private sector, and other stakeholders in the development and implementation processes. Although many states identify ensuring employer participation as one of their most formidable challenges, most states are involving employers and employer organizations in several facets of the system-building efforts and are using outreach strategies, intermediary organizations, and incentives to do so.

Nearly every state is linking school to work and school reform initiatives, and many states appear to be adopting many of the fundamental tenets of school to work as they seek to improve secondary and

postsecondary education. Although linkages to workforce development are less evident, most states with human resource investment councils are vesting these entities with considerable governance or oversight responsibility. Linkages between school-to-work and economic development initiatives are facilitating the targeting of industries and the development of a skilled workforce as well as increasing employer involvement and employment opportunities.

It is clear that the school-to-work development grants each state received in 1994 enabled most to tackle many of the initial challenges of building state school-to-work systems. Yet significant implementation issues loom. States will need technical assistance and opportunities to learn about the experiences and approaches of other states to continue the rapid progress now being made.

Table 1
Types of Employer Involvement in School-to-Work Initiatives

<i>State</i>	<i>State System Planning</i>	<i>Development of Skill Standards</i>	<i>Curriculum Development</i>	<i>Local Program Participation</i>	<i>Return on Investment Analysis</i>	<i>State System Governance</i>	<i>Assessment Tool Development</i>	<i>Employer Outreach</i>	<i>Paid Work-Based Learning</i>	<i>Outcome Standards Development</i>
Alabama				•						
Alaska	•			•		•		•		
Arizona	•	•	•	•		•			•	•
Arkansas	•	•		•		•		•	•	
California	•	•	•	•		•	•	•	•	•
Colorado	•	•		•		•		•	•	•
Connecticut	•	•	•	•		•	•	•	•	•
Georgia	•	•	•	•		•	•	•	•	•
Hawaii	•			•						
Idaho	•			•		•		•		•
Illinois	•	•		•		•		•	•	•
Indiana	•	•	•	•		•	•			•
Iowa	•	•	•	•		•	•		•	•
Kansas	•	•				•		•	•	
Kentucky	•		•	•				•	•	
Louisiana	•	•	•	•		•		•	•	
Maine	•	•	•	•		•	•	•	•	•
Maryland	•	•	•	•		•	•	•	•	•
Massachusetts	•	•		•				•	•	
Michigan	•	•	•	•		•		•	•	
Minnesota	•	•	•	•	•	•	•	•	•	•
Mississippi	•	•	•	•			•	•	•	•
Missouri	•	•	•	•				•		•
Montana	•			•	•	•	•			
Nebraska	•	•	•	•	•	•	•	•	•	•
Nevada	•			•		•				
New Hampshire	•	•	•	•	•	•	•	•		•
New Jersey	•	•	•	•	•	•	•	•	•	•
New Mexico	•	•	•	•		•		•	•	•
New York	•	•	•	•		•	•	•		
North Carolina	•	•	•	•		•		•	•	•
North Dakota	•	•		•		•		•		
Ohio	•	•	•	•	•	•	•	•	•	
Oklahoma	•	•	•	•		•	•	•	•	

Table 1 (continued)

<i>State</i>	<i>State System Planning</i>	<i>Development of Skill Standards</i>	<i>Curriculum Development</i>	<i>Local Program Participation</i>	<i>Return on Investment Analysis</i>	<i>State System Governance</i>	<i>Assessment Tool Development</i>	<i>Employer Outreach</i>	<i>Paid Work-Based Learning</i>	<i>Outcome Standards Development</i>
Oregon	•	•	•	•		•	•	•	•	
Pennsylvania	•	•	•	•	•	•	•	•	•	•
Puerto Rico	•	•	•	•		•		•	•	
Rhode Island	•	•	•	•		•		•	•	•
South Carolina	•	•	•	•		•		•	•	
South Dakota	•	•		•				•	•	•
Tennessee	•	•	•	•	•	•	•	•	•	•
Texas	•		•	•		•			•	
Utah	•	•	•	•		•	•	•	•	•
Vermont	•	•	•	•	•	•	•	•	•	•
Washington	•	•		•		•	•	•	•	•
West Virginia	•	•	•	•		•			•	•
Wisconsin	•	•	•	•	•	•	•	•	•	•
Wyoming	•			•		•				
Total	47	39	33	47	10	41	23	38	36	28

Source: National Governors' Association Survey on State School-to-Work Initiatives, July 1995.

Table 2
Specific Industries Targeted by School-to-Work Systems

<i>State</i>	<i>Manufacturing</i>	<i>Medical/Health</i>	<i>Tourism and Hospitality</i>	<i>Business and Administration</i>	<i>Banking and Finance</i>	<i>Communications</i>	<i>Human Services</i>	<i>Bioscience/Technology</i>	<i>Plastics</i>	<i>Environment and Natural Resources</i>	<i>Electronics</i>	<i>Metalworking</i>	<i>Engineering and Industrial Technology</i>	<i>Printing</i>	<i>Other</i>
Arizona	•	•	•		•	•					•				Construction
Colorado	•	•				•		•							
Connecticut	•	•	•	•	•	•	•	•		•					Design technology; retail; entrepreneurship; government
Hawaii		•	•	•						•			•		
Idaho		•		•		•	•			•			•		
Illinois	•	•	•	•	•	•		•	•	•	•	•		•	
Indiana	•	•		•				•	•		•	•		•	
Maryland	•	•	•					•		•			•		Consumer services
Massachusetts	•	•	•		•			•		•					Wholesale trade; information technology; advanced materials; goods and commerce; marine science and technology
Michigan	•	•	•												
Mississippi	•	•		•		•				•	•	•			
Minnesota	•	•	•	•	•			•	•		•	•		•	
Nebraska		•	•	•	•	•	•		•		•	•	•		Construction; insurance; food processing; government
New Jersey	•	•	•	•	•	•		•		•	•	•			
New Mexico	•		•		•						•				Semiconductors
North Carolina	•	•		•			•			•			•		Construction; textiles
North Dakota	•														Agricultural processing
Ohio	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Oklahoma	•		•	•		•	•	•			•			•	
Oregon			•					•	•	•		•		•	Aerospace; high-technology; agriculture; film and video; professional services; software; quality
Pennsylvania	•	•	•	•	•	•	•	•	•	•	•	•		•	
Puerto Rico	•	•	•		•						•				Retail; pharmaceuticals
Rhode Island						•			•						
Tennessee	•														Tennessee Valley Authority; Saturn; Nissan; Marietta of Oak Ridge
Washington	•										•				Food processing
West Virginia			•												
Wisconsin	•	•	•	•	•			•						•	Insurance; auto technology/collision
Total	21	19	18	14	12	12	7	13	8	12	13	9	6	8	

Source: National Governors' Association Survey on State School-to-Work Initiatives, July 1995.

Table 3
Employer Incentives for School-to-Work Involvement

<i>State</i>	<i>Participant Wage Tax Credit</i>	<i>Participant Training Tax Credit</i>	<i>Participant Wage Subsidy</i>	<i>Training Wage</i>	<i>Training Grants/ Vouchers</i>	<i>Mentor/ Supervisor Training</i>	<i>Workers' Compensation Relief</i>	<i>Child Labor Law Exemptions</i>	<i>Interfirm Training Facility Development</i>	<i>"Shell" Corporation</i>	<i>Incumbent Worker Training Subsidies</i>
Arkansas	•					•					
California	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦	◦
Connecticut	◦	◦	◦	◦	◦	•	◦	◦	◦	◦	
Georgia	◦									◦	
Hawaii						•	•				
Idaho						•					
Illinois	•	•				◦	◦	◦	◦	◦	
Indiana						•		•	•		
Iowa						•	•				
Kansas						•			•	•	
Maine				•						•	
Maryland					•	•				•	•
Massachusetts	•		•			•		•			•
Michigan		•				•		•			
Minnesota			•					•			
Mississippi						•					
Missouri							◦			•	
Nebraska						•		•	•		
Nevada	•					•					
New Jersey	•	•	•		•	•			•		•
New Mexico						•					
New York	◦	◦				•					•
North Carolina	◦	◦	◦	◦	◦	•	◦	◦			
North Dakota				•		•		•	•		
Ohio					◦	◦					
Oklahoma				•		•	◦		◦	•	•
Pennsylvania						•				•	•
Puerto Rico	◦	◦	•								
Rhode Island						◦		◦			◦
South Carolina	◦	◦	◦			◦	◦			◦	◦
South Dakota				•	•	•	•			•	•
Tennessee						•					
Texas						•				•	
Utah	◦					•		•			
West Virginia			◦			•					•
Wisconsin					•	•					
Wyoming					•	•					•
Total	13	9	9	7	9	32	10	12	9	13	12

Key: • Intending to Implement ◦ Being Studied

Source: National Governors' Association Survey on State School-to-Work Initiatives, July 1995.

Table 4
State-Designated Geographic Areas for Local School-to-Work Partnerships

<i>State</i>	<i>Community College Regions</i>	<i>School Districts</i>	<i>Tech Prep Regions</i>	<i>Economic Development Districts</i>	<i>Workforce Development Areas</i>	<i>Other</i>
Alaska					o	
Arizona			•			
Arkansas				•		
California						. ¹
Colorado		•				
Connecticut						. ¹
Georgia				•		
Illinois	•					. ¹
Indiana					•	
Kansas					•	
Kentucky						. ²
Louisiana				o		
Maryland					•	
Maine						. ¹
Massachusetts					•	
Michigan					•	
Minnesota						. ¹
Nevada	•					
New Hampshire			•			
New Jersey						. ²
New Mexico				•		
New York					•	
North Carolina	•					
North Dakota		•				. ¹
Ohio				•		
Oklahoma					•	
Oregon					•	
Pennsylvania						. ¹
Puerto Rico				•		
Rhode Island					•	
South Carolina			•			
South Dakota		•		•		. ¹
Tennessee					•	
Utah					•	. ¹
Vermont					•	
West Virginia			•			
Wisconsin	o					
Wyoming		•				
Total	4	4	4	7	13	11

Key: o Plan to utilize • Will utilize

Notes: 1 State uses an education geographic area other than community college region, school district, or tech prep region for local school-to-work partnerships.

2 State uses county boundaries to determine geographic areas for local school-to-work partnerships.

Source: National Governors' Association Survey on State School-to-Work Initiatives, July 1995.

Table 5
Curriculum and Program Development in School-to-Work Systems

<i>State</i>	<i>Developing Industry-Based Skill Standards</i>	<i>Establishing Uniform Career Clusters</i>	<i>Addressing Work Readiness in K-12 Curriculum</i>	<i>Addressing Applied Academics in K-12 Curriculum</i>	<i>Including Community Service in School-to-Work Continuum</i>	<i>Requiring Work Experience</i>
Alabama	o		•	•	•	
Alaska			•	•		
Arizona						
Arkansas	o	o	•	•	•	
California	o	o	o	•	•	o
Colorado		•			•	
Connecticut	o	•	•	•	•	•
Delaware						
Georgia	o	•	•			
Hawaii	o	•		o		•
Idaho	o	•	•	•	•	
Illinois	o	•			•	o
Indiana	o		•	•	•	
Iowa	o	o	•	•	o	•
Kansas	o	o	o	•	•	
Kentucky		•	•	•	•	•
Louisiana	o	•			•	
Maine	o	•	•	•	•	
Maryland	o	•	•	•	•	
Massachusetts	o	o	•	•	•	o
Michigan	o		•		•	
Minnesota			•	•	•	
Mississippi	o	•	•	•	•	o
Missouri	o	•		•	•	
Montana						
Nebraska	o		o	o	o	•
Nevada						o
New Hampshire	o			•	•	•
New Jersey	o		•	•		•
New Mexico	o		•	•	•	
New York	o	o	o	o	•	
North Carolina	o	•	•	•	•	•
North Dakota	o					
Ohio	o	•	•	•		
Oklahoma	o	•	•	•	•	
Oregon	o	•	o	o	•	•
Pennsylvania	o	•		o	•	
Puerto Rico	o		o	o	o	
Rhode Island	o	o	•	•	•	•
South Carolina	o	o	•	•	•	
South Dakota	o	•		•		
Tennessee	o	•	•	•	•	
Texas	o				•	
Utah	o	•	•	•	•	
Vermont	o		o	o	•	
Washington	o				•	•
West Virginia	o	•	•	•	•	
Wisconsin	o	•	•	•		
Wyoming	o					
Total	41	30	33	36	36	16

Key: • State reports that development is complete. o State reports that development is underway.

Source: National Governors' Association Survey on State School-to-Work Initiatives, July 1995.

**National Governors' Association
School-to-Work Roundtable
Burlington, Vermont
July 29, 1995
11:00 am - 1:00 pm**

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July 24, 1995

George V. Voinovich
Governor



Mary A. McCullough
Director

Building A School-to-Work System in Ohio

A briefing paper on Ohio's efforts to ensure that every student graduates from high school and beyond with the knowledge and skills needed to succeed in the ever-changing world of work

JULY 29, 1995

"School-to-work." It is NOT a process, NOR is it a program. Instead, it is systemic response to an increasingly competitive global marketplace -- and to the emergence of a technology-driven workplace.

During the past two decades, these two forces have revolutionized the workplace. They have created a demand for skilled workers. And they have left many of Ohio's youth ill-prepared for work when they leave high school.

So "school-to-work" (STW) is Ohio's commitment to preparing its youth for successful entry into the world of work -- and its determination to instill in each of them a desire for lifelong learning.

"School-to-work" is an effort to build public-private partnerships that offer paths to more challenging, better paying occupations for Ohio's young people -- and avenues to increased productivity and competitiveness for business and industry.

OHIO'S RESPONSE TO THE STW OPPORTUNITIES ACT OF 1994

Historically, Ohio's education system has directed most of its resources toward preparing students for college.

Yet, approximately 75% of Ohio's high school students will not graduate from a four-year college.

These students are *Ohio's neglected majority* in an education system that is geared for the college-bound. They also are the backbone of the state's future economy -- the prospective workforce for such diverse industries as manufacturing, high-tech electronics and banking.

So preparing these students to perform well in the marketplace is crucial to preserving -- and raising -- Ohio's high standard of living, and to sharpening its capacity to succeed in the highly competitive, technology-driven workplace of the 21st century.

With the passage of the School-to-Work Opportunities Act of 1994, and the distribution of state planning grants, the federal government embarked on an ambitious campaign to build on what states already have achieved in school reform and workforce development. The act presented a significant challenge to the State of Ohio. And meeting this challenge will require the ongoing support of parents, students, teachers, employers, and union leaders, as well as the collaboration of countless public and private entities at both the state and local levels.



Nearly every state has responded -- in some way -- to the federal government's initiative. Some have focused their efforts on the development of *local programs* -- with the real "operational" work taking place among business, education, and labor, and government leaders at the local level. Others have emphasized the development of pilot programs -- often adopting a variety of STW "models." And still others have chosen to concentrate their efforts on a single model (e.g., Tech-Prep) -- and have moved quickly to implement new programs.

Ohio's strategy has been to start with the establishment of a comprehensive framework for action -- an *effective school-to-work system*. For example, it has created a system for establishing high standards, ensuring accountability, and promoting partnerships. And STW officials have developed the Ohio Competency Analysis Profiles (O-CAPS), through which they have worked to identify occupational, academic, and employability competencies and performance standards for 49 occupational areas.

Through these and others efforts, Ohioans have worked to set standards, establish expectations, and identify roles and responsibilities. They have sought to lay a foundation that will ensure that public and private resources are used effectively -- and that Ohio's youth acquire the academic and occupational skills required to succeed in the workplace and in life.

Several "principles" have guided these efforts. Most importantly, Ohio's STW system must be:

- seamless, with all elements working together toward a single, clearly-defined purpose.
- client-driven, designed to meet the needs of employers and learners -- not to serve the interests of the providers of education and training opportunities.
- results-oriented, with mechanisms for assessing the performance of learners, providers, and the system -- and for ensuring that all participants are accountable for their actions.
- guided by clear standards and expectations (established at the state level), but it must also be community-based. The system must have

the flexibility that allows local partnerships to design programs tailored to meet local needs, and it must have the local ownership that creates and sustains effective STW opportunities.

WHERE ARE WE TODAY?

We have developed the framework for Ohio's STW system. And in response to the comments of many STW stakeholders, we have refined that framework, which is serving as the basis of Ohio's federal STW Implementation Grant application.

We have begun to set skills standards. And we have established many of the public-private partnerships -- both at the state and local levels -- that will be essential as we begin to implement Ohio's STW initiative.

We have made significant progress. Yet, there are "gaps" that we are working to close. For example:

- To date, we not have achieved the level of participation that we want -- and need -- from Ohio's employer community. But we are working actively with the Ohio Business Roundtable, the Ohio Chamber of Commerce and the Ohio Manufacturer's Association -- and we are moving quickly to meet this challenge.
- Just as we need to move forward with the setting of skills standards -- which, in a very real sense, will drive the entire STW effort -- we need to tackle the issue of professional development. This will be one of our top priorities -- at the state level -- as we move into the implementation stage.

On June 19, 1995, the State of Ohio submitted its application for a federal STW Implementation Grant. In that application, Governor George V. Voinovich signified that his state is ready to move forward with the implementation of this ambitious initiative, and he wrote: *"In Ohio, we view school-to-work opportunities as an integral part of our overall strategy to develop a skilled workforce and a strong state economy. It is a strategy borne of necessity and shaped by the furious pace of social, economic and technological change. Relying on an increasingly sophisticated and well-prepared workforce, Ohio*

companies, large and small, are improving productivity and quality to compete effectively in the global economy."

Excerpted from Ohio's grant application, the following paragraphs highlight the actions the state will pursue to implement its school-to-work system over the coming years.

Systems Change and Integration

- Establish a system of career clusters and career majors relevant to Ohio's economy through the development of pilots within the 12 economic development regions and continue the work of articulation between Ohio's Pre-K-12 and higher education systems to ensure a career ladder is provided within occupational areas.
- Expand the use of Ohio's Career Development Blueprint to all students and adults and organize its awareness and exploration activities around career clusters and career majors.
- Explore the development of a Certificate of Initial Mastery (CIM) that might include such components as student results on the Ohio Ninth Grade Proficiency Tests as well as other assessments such as Work Keys and the tests developed from the Ohio Competency Analysis Profiles.
- Expand the use of Career Passports to all students -- including out-of-school youth, adults and students with disabilities -- to serve as a portable credential, communicating what the learner knows and can do.
- Work in partnership with the Ohio Business Roundtable, Ohio Manufacturers' Association, and Ohio Chamber of Commerce to develop a strategic plan for employers and involvement of their members as full partners in all STW activities.
- Use the structure of the economic development regions to recruit, organize and support employers, unions, and other interested parties to provide quality work-based learning oppor-

tunities to all students and increase the understanding of the region's labor market to learners and educators.

- Enhance and connect the Ohio Career Information System and the Ohio JobNet by establishing regional and work-based information and referral networks organized around the 12 economic development regions and coordinated with such services as One-Stop Career Centers.
- Establish a professional development framework for the state to ensure a system of quality, sustained, professional development that encompasses STW system components.
- Determine how SchoolNet -- an aggressive state education technology plan that lays the groundwork for the total networking of Ohio classrooms -- can be used to support interactivity between school-site staff and workplace mentors. Explore how it can also act as a vehicle in the development of innovative strategies in rural areas where work-based learning opportunities may be limited.

Governance/Management

- Establish oversight of the STW system with the Governor's Human Resources Investment Council (GHRIC) with operational policy and assistance provided by the STW Collaboration Team which will become a committee of the GHRIC.
- Support the development of regional alliances and local partnerships structured around the state's 12 economic development regions. Select a regional coordinator within each region to support systems linkages and address technical assistance needs of local partnerships in cooperation with the State Office of School-to-Work.
- Require regional alliances to develop a one-year operating plan that demonstrates appropriate partnerships and organizational protocols have been established to be followed by a five-year plan that analyzes the region's readi-

ness to implement STW and establishes longer-term goals and strategies.

- Administer planning and implementation grants to local partnerships. Special emphasis will be placed on funding local partnerships that address the needs of diverse student populations including those who are differently abled, disadvantaged, and dropouts.

Establish a rigorous process for tracking performance outcomes and for using information to continuously improve Ohio's implementation of its STW system.

OHIO'S EXISTING STW INITIATIVES

From the beginning of this effort, we recognized that Ohio already has a number of successful STW initiatives -- and that many communities are making significant progress in building the necessary bridges between education and employment for youth. Yet, these programs have not been systematized to effect widespread changes in education and training practices, nor have they provided work-based education for all students.

This is what our STW effort is all about. And we are proceeding with the knowledge that there is no reason to go back to "square one" and start over. We are building on what we already have -- and we are making it stronger.

Ohio's existing STW initiatives include the following:

> **Great Oaks Institute of Technology and Career Development (Greater Cincinnati Youth Apprenticeship Program)**

The Greater Cincinnati Youth Apprenticeship Program links secondary and post-secondary education, business, industry, organized labor and government together to provide a seamless career path for students. Carefully planned and supervised school-based and work-based learning experiences are the foundation of this initiative. Competent instruction, supervision, coaching and mentoring by adults are its key features. This program is designed to help students make the transition from school to work, develop a highly skilled workforce for southwest Ohio, and better serve the

needs of employers in that region. In May 1995, this program was named one of *Ohio's BEST Practices* by the Ohio Education Improvement Consortium.

> **Lorain County Youth Apprenticeship Program**

In addition to integrated academic and career/employability training during the school year, students in Lorain County's Program also participate in a 50-hour pre-apprenticeship training program prior to 11th grade, and a paid, 8-week, full-time work experience during the summer between 11th and 12th grade.

This initiative replicates many of the successful workforce development practices used in Germany, France and Sweden. The program is being piloted in two traditional vocational areas (Building Trades and Metalworking), and in two new areas (Environmental Studies and International Business). The program involves students enrolled at the vocational school and five local comprehensive high schools. Teachers and work-site mentors jointly develop school and work site learning plans based on student's individual career goals and needs. Teachers then integrate a rigorous academic curriculum with employability training and technical lab experiences which are reinforced at the work place.

> **Marion Division Education Program**

This initiative was jointly developed by Whirlpool Marion Division personnel, Marion Technical College, the Tri-Rivers Career Center and the Ohio Bureau of Employment Services. Along with the collaboration of other community agencies, this partnership has helped design, develop and deliver an employee training program that helps workers progress from improving basic literacy skills to earning graduate-level degrees.

Key to the success of the Marion Division Education Program is the ground work that was established before actual training was fully implemented. The division's Factory Master Plan was established to identify 13 principles of World Class Manufacturing that would strategically position the Division to win-out over global competitors into the 21st century. The education program focuses on improving basic, work-related skills, thinking skills and personal qualities that employees need for their growth on the job.

> **Pickaway County Job Market Outlook Program**

This initiative introduces high school sophomores throughout Pickaway County to the "real world" of employment by staging workshops with local employers and industry managers that include employment process simulations and job market forecasts. More than 40 Pickaway County businesses and the Pickaway Business Advisory Council sponsor this program.

This program spends two days at each school providing face-to-face sessions between employers and students that encompass job skills testing, interviewing, employment applications and job market forecasting. Among its greatest benefits, the Pickaway County Job Market program reaches high school students a full two years before they graduate -- giving them time to adjust and prepare for their careers based on the information they take away from the program. Each student is provided with a specific set of recommendations about how they can improve their future employability. Those recommendations are shared with parents as well.

> **Youth Opportunities Unlimited (Cleveland)**

Over the past 12 years, the Youth Opportunities Unlimited's (Y.O.U.'s) programming has evolved from a summer jobs program to a full-service, comprehensive youth employment and training resource for the Cleveland area. Each year, Y.O.U. serves more than 5,000 youth through its five programs:

- (1) "Planting the Seed," a middle school career awareness program.
- (2) The Advocates Program, a middle school intervention and transition program.
- (3) The Summer Community Service Employment Program, a subsidized summer jobs program.
- (4) The Private Sector Employment Program, which is unsubsidized employment for students.
- (5) Project SMART (School of Manufacturing and Automotive Technologies) and CAST (Collinwood Academic School of Technol-

ogy), which are intensive workforce preparation programs.

> **Libbey High School's Industrial Automation Program (Toledo)**

Students in the Libbey Industrial Automation Program acquire competencies in design, construction, installation and maintenance of manufacturing machine systems. Students solve real-world industrial automation problems through working relationships with industrial partners and students function as decision makers while professionals provide real-world constraints. The goal of this initiative, which was recognized earlier this year as one of *Ohio's BEST Practices*, is to produce graduates with interdisciplinary capabilities and the knowledge base to apply needed skills. Over 60 companies have worked with students during the past 12 years, providing specific technical information, industrial components and materials and mentoring.

> **StarkNet: Extending the Boundaries of Learning (Stark County School District)**

StarkNet focuses on increasing the ability of students and educators to share ideas, expertise and resources by linking together computer workstations in schools, colleges and universities, libraries, government agencies, businesses, medical centers and homes throughout the county. Technology is applied to a changed classroom environment encompassing interdisciplinary, discovery-based projects in which students work cooperatively with other students, with teachers and with community resource persons to conduct authentic research, to solve real-world problems, and to construct new understanding. Earlier this year, StarkNet was recognized as one of *Ohio's BEST Practices*.

> **Stark County Technical Preparation Consortium (Canton)**

Stark County's Tech Prep program is a partnership among students, parents, county high schools, Stark Technical College, labor organizations, and local business and industry. This Tech-Prep program prepares juniors and seniors for jobs and job training along with preparation for college-level programs. Its goals are to prepare a highly educated and qualified workforce that is responsive to the needs of its local

community. Currently, the consortium has a health technologies program and an engineering technologies program in operation. In the fall of 1995, four additional programs will be implemented.

**> Choffin School of Practical Nursing
(Youngstown City Schools)**

Choffin School of Practical Nursing is a 40-week program offered through Adult Vocational Education that prepares students to take the National Council Licensure Exam to become a licensed practical nurse. Graduates can use this program as a career ladder to further their education as a registered nurse. Educators, graduates, community health organizations, employers are all very much a part of this program's success. Earlier this year, Choffin was recognized as one of *Ohio's BEST Practices*.

> Cincinnati Public Schools' Earn and Learn Program

Since 1988, this program has served at-risk students at an inner city high school and its two feeder middle schools. Aspects of the Earn and Learn Program include a summer work/study program, a one week summer orientation to prepare incoming students for their new schools, and a mentoring and tutoring program that serves at-risk students. This program seeks to improve the academic performance of all students, increase the high school graduation rate and prepare graduates for a productive job -- or for completing a college education. Parents, businesses and area colleges are all actively involved with this program. The Earn and Learn Program was recognized as one of *Ohio's BEST Practices* earlier this year.

> The Pre-employment Training Program (Licking County)

This six-week production certification program offered in the adult and industrial programs at the Licking

County Joint Vocational School leads directly to production-level employment at six companies: Rockwell, Holophane, Resinold, Bundy, Sunfield and Diebold. Its mission is to continuously improve and promote a world-class production training program, providing manufacturers in Central Ohio with entry-level employees who are capable of meeting the demands of a quality work team environment while building a standard for lifelong learning in the workplace.

The curriculum for this training program includes 120 hours in the following disciplines: quality/blueprint reading, safety, team work, communications, math, computer literacy, work simulations, wellness/lift clinic and personal development.

**> Ford Academy of Manufacturing Sciences
(Williams County)**

In Northwest Ohio, Williams County is prepared to start a pilot program for fall of 1995 utilizing the Ford Academy of Manufacturing Sciences (FAMS) in two high schools. FAMS is an innovative, two-year program to prepare high school juniors and seniors for careers in manufacturing, engineering and skilled trades. The FAMS objectives are to: (1) increase student awareness of career opportunities in a wide variety of manufacturing environments; (2) offer students opportunities to learn science, math, technology and communications skills in real-life contexts; and (3) encourage students to pursue post-secondary and university education.

FAMS consists of four accredited semester courses plus a coordinated manufacturing experience at a local business. FAMS courses are taught by specially trained and certified school faculty, including science, mathematics, business and technology teachers who use materials and methods consistent with today's workplace. At FAMS, students learn how to learn in a continuously changing environment.

#

*For more information about Ohio's School-to-Work system, contact Mary A. McCullough,
Executive Director of the Ohio School-to-Work Office at 614/728-4630.*

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WHAT YOU
CAN DO TO IMPROVE
EDUCATION IN OHIO
See page 6

Every Child Counts



QUALITY EDUCATION:
THE KEY TO OHIO'S FUTURE



WHAT YOU
CAN DO TO IMPROVE
EDUCATION IN OHIO
See page 6

Every Child Counts



QUALITY EDUCATION:
THE KEY TO OHIO'S FUTURE



For more information about



Contact:

Ohio's BEST

68 North High Street, 4th Floor
Columbus, Ohio 43215
614/469-1200

Co-Chairs:

Ted Sanders
Superintendent of Public Instruction,
Ohio Department of Education

Robert Wehling
Senior Vice President,
The Procter & Gamble Company

For more information about



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68 North High Street, 4th Floor
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Senior Vice President,
The Procter & Gamble Company

SCHOOL-TO-WORK ROUNDTABLE MEMBERS

Jim Edgar, Co-Chair
Governor of Illinois

James B. Hunt Jr., Co-Chair
Governor of North Carolina

Hans W. Becherer
Chairman & CEO
Deere & Company

Gaston Caperton
Governor of West Virginia

John Engler
Governor of Michigan

Harry E. Featherstone
Chairman & CEO
Will-Burt

Joan Finney
Governor of Kansas

John Fitzsimmons
President
Maine Technical College System

Howard Fuller
Superintendent
Milwaukee Public Schools

Noel Ginsburg
President
Container Industries, Inc.

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Chief Operating Officer
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President & CEO
Freightliner Corporation

Glen H. Hiner
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President
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Oxbow Corporation

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Governor of Puerto Rico

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Tommy G. Thompson
Governor of Wisconsin

Jim Guy Tucker
Governor of Arkansas

George V. Voinovich
Governor of Ohio

Carl Weigell
Chairman
Motor Castings Company

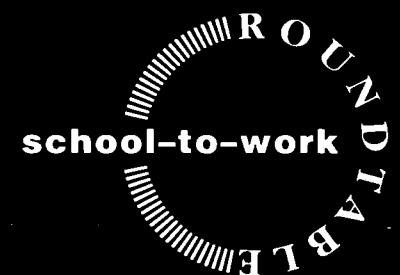
Campbell Wilkerson
Education and Training Specialist
Potlatch Corporation

Christine T. Whitman
Governor of New Jersey

The School-to-Work Roundtable is funded in part by a grant from The Pew Charitable Trusts.

**"CREATING SUCCESSFUL PATHWAYS FOR
EVERY STUDENT REQUIRES CONNECTING
LEARNING TO THE REAL WORLD OF WORK
TO MOTIVATE STUDENTS AND BELIEVING
THAT ALL STUDENTS CAN LEARN AT A
HIGH LEVEL WHEN MOTIVATED."**

**John Fitzsimmons
President
Maine Technical College System**



**Securing
Private
Sector
Involvement
in State
School-to-Work
Systems**



National Governors' Association

**"WHY DON'T EMPLOYERS EVER REQUEST
HIGH SCHOOL TRANSCRIPTS?"**

Carl Weigell
Chairman, Motor Castings Company

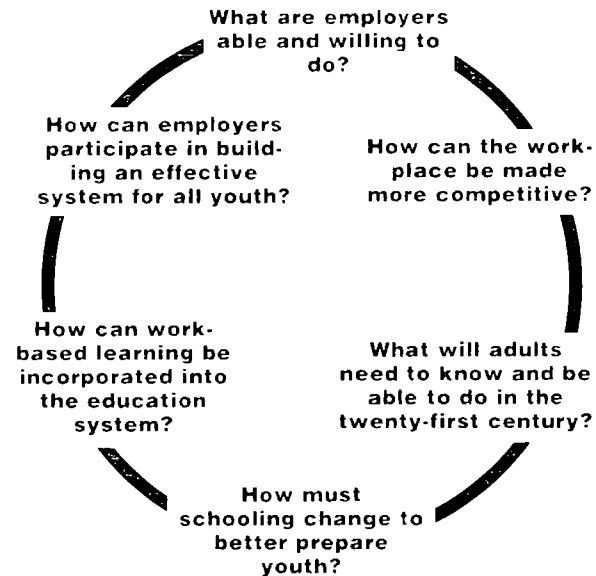
**WHY SCHOOL-TO-WORK
TRANSITION MATTERS**

One of the major economic challenges facing states is to improve the skills of young people so they can compete successfully within the world economy. Consider these facts.

- In a 1991 Harris poll, employers reported that they have to turn down five of every six young people who apply for a job because they are not qualified.
- Only 15 percent of incoming high school freshmen go on to college and earn a four-year degree.
- High-paying, low-skill jobs are quickly disappearing from the U.S. economy.
- Although real earnings of American workers in all age groups declined during the 1980s, the decline was sharpest among young workers.

Governors believe that they can make a difference and help build the necessary bridges between education and employment for youth. However, they need private-sector assistance to ensure that school-to-work systems address the concerns of the business community and provide enough work-based learning opportunities for all students.

**BUILDING AN EFFECTIVE
SCHOOL-TO-WORK TRANSITION SYSTEM**



The School-to-Work Roundtable is being convened by the National Governors' Association to promote public-private sector collaboration in the design and implementation of state school-to-work systems. The Governors, private sector representatives from their states, and educators who are members of the roundtable met for the first time in January 1994 to outline a two-year course of action to increase the number of firms and industries that actively participate in school-to-work activities.

"SCHOOL-TO-WORK TRANSITION

**CANNOT BE SEEN AS A NEW VERSION OF
THE OLD VOCATIONAL-
TECHNICAL EFFORTS. IT HAS TO BE SEEN
AS PREPARATION FOR
LIFELONG LEARNING."**

**Howard Fuller, Superintendent
Milwaukee Public Schools**

**WHAT GOVERNORS AND THE PRIVATE
SECTOR CAN DO**

Over the next two years, members of the School-to-Work Roundtable will engage in these critical activities in their individual states.

- Facilitate private sector participation in the design, implementation, and governance of state school-to-work systems.
- Forge a consensus within each state on the goals and components of a school-to-work system.
- Work with parents, educators, and community members to communicate the importance and benefits of improving the skills of young people.
- Build school-to-work systems that provide youth with the skills they need to function in the modern workplace.

WHAT EMPLOYERS DO NOW

Thousands of employers and employees already assist schools, teachers, and students in many ways, including:

- donating equipment and supplies;
- providing career information;
- mentoring and tutoring;
- hosting work-site tours; and
- offering internships and jobs.

WHAT EMPLOYERS CAN DO

Yet much more must be done to improve the transition from school to work for all students. Employers in every state and community need to work with educators to enhance career preparation for youth by:

- working with teachers to connect school curricula and job skills;
- fostering positive relationships between youth and adults in the workplace;
- providing work-based learning opportunities, including paid and unpaid employment;
- integrating school-based learning and work-based learning; and
- communicating work requirements to students, parents, and teachers.

In addition, as states build systems that will promote high-quality local programs, employers and worker organizations need to work with state and local policymakers on:

- designing the school-to-work system;
- governing the system and holding programs accountable for student outcomes;
- familiarizing teachers with contemporary workplace demands;
- setting skill standards and certification requirements for different occupations, in partnership with industry, trade, and professional associations and national efforts;
- forming industrywide collaborations to increase work-based opportunities for students; and
- encouraging other employers and worker organizations to participate in school-to-work activities.

**"SCHOOL-BUSINESS PARTNERSHIPS MUST ADDRESS THE MAINSTREAM BUSINESS NEEDS
OF COMPANIES IF WE ARE TO GET THE KIND OF INVOLVEMENT WE NEED."**

Governor Jim Edgar, Illinois

**"WE NEED BUSINESSES ACROSS THE STATE AND NATION TO INVEST IN OUR YOUTH AS NEVER
BEFORE. THE INVESTMENT WILL ENSURE THAT THEY HAVE WELL-TRAINED WORKERS AND
THAT OUR YOUNG WORKERS HAVE GOOD JOBS TO GO TO."**

Governor James B. Hunt Jr., North Carolina

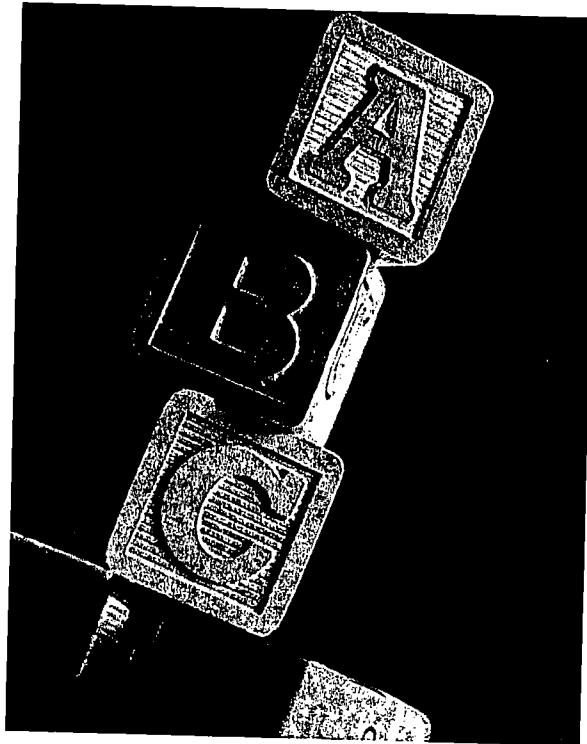
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Making the Grade With a New Generation of Schools



BEST'S
EDUCATION IMPROVEMENT
AGENDA FOR OHIO



For more information about



Contact:

Ohio's BEST
68 North High Street, 4th Floor
Columbus, Ohio 43215
614/469-1200

Co-Chairs:

Ted Sanders
Superintendent of Public Instruction,
Ohio Department of Education

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Venture Capital:

Investing in a new
education enterprise to
improve student learning



Ohio Department of Education
1995

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 CUSTOMER NBR: 1695000043 QWSLW PAGE: 01

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 1500 PENNSYLVANIA AVE
 WASH DC 20500

FOR: MCCOWN/GAYNOR

Bobby Chen
6250

28 JUL 95 - FRIDAY

AIR	USAIR	FLT:1636	ECONOMY	
	LV WASHINGTON NATL		740P	EQP: BOEING 737 300
	AR PITTSBURGH		839P	NON-STOP
	MCCOWN/GAYNOR	SEAT-16C		
AIR	USAIR	FLT:1408	ECONOMY	
	LV PITTSBURGH		940P	EQP: BOEING 737 300
	AR BURLINGTON VT		1100P	NON-STOP

30 JUL 95 - SUNDAY

AIR	USAIR	FLT:3601	ECONOMY	
	BURLINGTON	VT-NEW YORK LGA	OPERATED BY USAIR EXPRESS	
	LV BURLINGTON	VT	700A	EQP: DASH 8 TPROP
	AR NEW YORK LGA		820A	NON-STOP
	MCCOWN/GAYNOR	SEAT- 5D		
AIR	USAIR	FLT:6421	ECONOMY	SNACK
	NEW YORK LGA-WASHINGTON NATL	OPERATED BY USAIR SHUTTLE		
	LV NEW YORK LGA		900A	EQP: 727 STRETCH
	AR WASHINGTON NATL		1013A	NON-STOP

28 JAN 96 - SUNDAY

OTHER SKED CHG TCC
 AGT STELLA 64

800-650-6500
800-333-3333
842-0242 *West*

Agenda *Resumes report* *Agenda* *4:00 p.m.*
Adoption of Summary
Recommendation of Academic Standards
Legislative Update
Resumes for 1995
Robert Whiting -
Public in Academic Standards
(Coor 4 Initiatives)
Election of Chair

CONTINUED ON PAGE 2

26JUL95 14:01 FROM 62029160 3178988M TO 2024562878 . VIA AT&T EASYLINK PAGE 2 OF 3

SALES PERSON: 44
CUSTOMER NBR: 1695000043

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PAGE: 02

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National Education Goals Panel
1850 M Street, NW, Suite 270
Washington, DC 20036

Fax Cover Sheet

DATE: July 27, 1995

TIME: 11:46 AM

TO: Ian van Praagh
Office of Domestic Policy

PHONE: 456-5565 or
456-2249
FAX: 456-2878

FROM: Cindy Dixon
National Education Goals Panel

PHONE: 632-0952
FAX: 632-0957

RE: Transportation in Burlington

Number of pages including cover sheet: 1

Message

Please see attached information on ground transportation in Burlington. If you have any questions, please give me a call.

985-3377

863-1049

863-1125

MEETING REGISTRATION

- Meeting credentials will not be issued until registration fees have been paid in full. If fee payment did not accompany your registration form, payment may be sent separately. Payments should NOT be mailed to the NGA Meeting Registration Center after Friday, July 14. After that date, all payments should be made on site.
- As part of meeting security, you will be asked as you register to present two forms of personal identification — one with a recent photograph and one to verify your business affiliation. Meeting credentials will be issued only upon presentation of identification acceptable to NGA.
- Refund of prepaid registration fees will be made (minus a \$25 nonrefundable processing charge) if written cancellation notice is postmarked no later than Friday, July 21, 1995. No refunds will be made for cancellations made after that date. Refunds will be issued approximately thirty days after the meeting.
- No-shows will be billed the applicable registration fee.
- Attendees who do not prepay their registration fees will be invoiced a \$25 handling fee for cancellations received or postmarked on or before Friday, July 21, 1995. Nonprepaid attendees who cancel after July 21 will be invoiced for the full registration fee.
- General Meeting Registration and News Media Registration, located in the Sheraton Burlington Hotel, will open on Saturday, July 29, and will be in operation daily throughout the meeting.

MEETING LOCATIONS

All meeting operations, including both general and media registration, will be located at the Sheraton Burlington Hotel. Most business sessions will take place in the Sheraton or the Radisson Hotel Burlington. Additional sessions may take place in the Ramada Inn and Conference Center. All three hotels are within a five- to ten-minute shuttle ride from one another.

LATE ARRIVALS

Attendees who arrive in Burlington after registration closes on Sunday or Monday evenings and who wish to attend either evening's social event should use the special shuttle transportation from the hotels to the event site, where temporary credentials will be provided. Two forms of identification, one with a photograph, will be required to obtain temporary credentials.

TRANSPORTATION

- Air: The recommended point of arrival in Burlington for both commercial and private flights is the Burlington International Airport, which is located approximately 10-25 minutes from the hotels by shuttle.

Private flights into Burlington International Airport are handled by Valet Air Services Inc., at (802) 883-3626 or 1(800)782-0773, or Innotech Aviation, at (802) 658-2200.

- Ground: The host state will provide complimentary shuttle transportation between the airport and each of the hotels beginning on Saturday, July 29, through Tuesday, August 1. Also, many of the hotels have their own airport shuttle service. Shuttle transportation will be provided among all of the hotels from Saturday, July 29, through Tuesday, August 1. Schedule information will be provided in the meeting program and will be posted in the lobby of each hotel.

Meeting attendees who wish to rent cars should make their own rental car arrangements. Rental car agencies located at the airport are Avis, Budget, Hertz and National.

THE WHITE HOUSE
WASHINGTON

FAX COVER SHEET

OFFICE OF THE ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY
SECOND FLOOR, WEST WING
THE WHITE HOUSE
WASHINGTON, DC 20500
(202)456-2216 PHONE
(202)456-2878 FAX

TO: JEREMY BEN AMI / GAYNOR McCOWN
FAX #: 6-7028

FROM: CAROL H. RASCO

NUMBER OF PAGES (including cover sheet): 5

COMMENTS: FUT - Goals Panel Mtg.

Ras

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(94)

NATIONAL EDUCATION GOALS PANEL

1850 M. Street N.W., Suite 270, Washington, D.C. 20036

Date: July 24, 1995

Media Advisory

Contact: Bill Noxon
Phone: 202-632-0952

Charles Walter

GOALS PANEL TO MEET

A meeting of the National Education Goals Panel will be held Saturday, July 29 in Burlington, Vermont from 9-11 a.m. EDT at the Radisson Hotel's Lake Champlain Conference Room. The meeting is open to the public and to the media.

The Panel will outline actions to promote high academic standards. The Panel will decide on indicators to achieve National Goals on Teacher Education and Professional Development, and Parental Involvement. In addition, the Panel will discuss priorities for improving data gathering for annual reports and other documents to benefit the educational community, policy-makers, parents and the public.

Following the Panel meeting, a luncheon will be held in honor of schools receiving national awards as part of the jointly sponsored Scholastic, Inc./Apple Computers/National Education Goals Panel "Strong Families, Strong Schools Most Promising Practices Competition." The luncheon will be held in the Vermont Conference Room from noon - 2 p.m. Media coverage is encouraged for this invitational event. Contact Mr. Bill Noxon at 202-632-0952 for additional details and information.

A separate room will be made available in the event that media request interviews with members or staff of the Goals Panel, scholastic award winners or representatives of sponsoring organizations.

###

NATIONAL EDUCATION GOALS PANEL

1850 M. Street N.W., Suite 270, Washington, D.C. 20036

News Release

Contact: Bill Noxon
Phone: 202-632-0952

July 25, 1995

FOR IMMEDIATE RELEASE:

ACTIONS TO PROMOTE ACADEMIC STANDARDS AND

PRESENTATION OF PARENTAL INVOLVEMENT AWARDS

HIGHLIGHT GOALS PANEL AGENDA IN BURLINGTON, VERMONT

WASHINGTON, D.C. -- Strategies to promote demanding academic standards in American education will take center stage July 29 at a National Education Goals Panel meeting in Burlington, Vermont.

The meeting starts at 9 a.m. EDT in the Radisson Hotel's Lake Champlain Conference Room.

The Panel is expected to take action on its future role in the promotion of academic standards. In addition, the Panel will receive the reports on indicators of progress toward the two new national goals in Teacher Education and Professional Development, and Parental Involvement. The Panel will also discuss priorities for improving data gathering on the National Goals. At a luncheon following the Panel meeting, Scholastic Inc., Apple Computers and the Goals Panel will make a joint presentation of a national award to two schools demonstrating outstanding achievements in parental and community involvement.

High on the priorities for the meeting itself are considerations by the bipartisan Panel on how it can help states and communities working to develop demanding academic standards.

(more)

GOALS PANEL MEETING, Page Two

One proposal being considered by the Panel is to create a technical advisory group of experts to develop a description of "world class" academic standards.

"The Goals Panel has the wherewithal to assist states and local school districts, without being prescriptive, by building on the work of many organizations who have already collected a lot of information in this area," John Barth, a Goals Panel staff member, said.

"What do other nations expect of their students? What do high performance workplaces expect of new employees? What do universities expect? We can take much of the information available now and synthesize it so state policy-makers and school districts can get a clearer picture of 'world class' academic standards that can help them set expectations for their own students and schools, Barth suggested."

The Panel will also consider creating a special resource group focused on assessments and measurement of student achievements. The purpose of the working group would be to examine technical issues on assessments and data collection, while helping to provide information for policy-makers and the public to broaden their understanding and encourage their support of this important facet in education reform.

Following the scheduled two-hour meeting, an awards luncheon, sponsored jointly by Scholastic Inc, the educational publisher, Apple Computer, Inc. and the Goals Panel, will honor two schools for outstanding contributions in building parent and family involvement in education.

(more)

GOALS PANEL MEETING, Page Three

Gift certificates and educational products are among the prizes to be presented to the winners of nationwide awards in The Strong Families, Strong Schools Most Promising Practices Competition. A letter of recognition from the Secretary of Education will also be presented to the winners during the awards luncheon.

Over 100,000 elementary and secondary schools, public, private and parochial, were invited to compete in this first such nationally recognized event. The competitors were asked to demonstrate how their family and community involvement practices could serve as models for the rest of the nation.

The competition was designed to encourage and strengthen connections between parents, families and schools, and help schools and other organizations learn from each other how to significantly make improvements in education.

The National Education Goals Panel, a bipartisan body made up of governors, state legislators, members of Congress and the Administration, meets regularly to review progress of the nation toward meeting eight national goals to improve education in America. Six of the goals were adopted by the nation's governors in 1990. Two goals were added in 1994 as part of the Educate America Act, which established the Panel as a fully independent federal body.

Econo-Lodge

802-863-1125

1076 Williston Road

South Burlington, VT

↑
courtesy phone at
baggage claim.

STANDARDS-RELATED ACTIVITIES

	Working With World-Class Standards	Working with Performance Standards & Assessments	Giving Technical Assistance and Feedback	Developing Comments on Content Standards	Informing Educators & Public	Involving the Business Community
American Association for the Advancement of Science		Project 2061 is developing assessments and standards in science and mathematics.			Project 2061 educates teachers on different approaches to standards.	
American Association of Colleges for Teacher Education		Developed "Criteria for the Evaluation of Student Assessment Systems."			Held a conference on standards, published "Standard Setting as Educational Reform."	
American Federation of Teachers	Publishes the "Defining World-Class Standards" series, and planning kits of international standards material.		Published "Criteria for High Quality Standards," for states to use when evaluating standards, state progress reports.		Publications discuss standards and Goals 2000, member of "Keep the Promise" Public Awareness Campaign.	
Association of American Publishers' Test Committee		Produces various assessments aligned with content standards.				
Business RoundTable			Member companies create or join state coalitions to support state-wide education reform.		Issued "Continuing the Commitment: Essential Components of a Successful Education System," member of "Keep the Promise" Public Awareness Campaign.	Serves as co-chair of Business Coalition for Education Reform, helped establish Business Task Force on Student Standards.
Center for Civic Education			Provides assistance in adopting civic standards.	Established review committees for civics standards.	Made civics standards available on international and domestic internet.	
Coalition for Goals 2000					Goal Line online service provides information on standards, Goals 2000.	
College Board		Pacesetter program integrates standards, teaching, and assessment and provides assessments to measure achievement.	Plans to develop school demonstration sites for technical assistance through the Forum on Standards and Learning.	Forum on Standards and Learning joins national-subject matter organizations to support and discuss subject area standards.	Plans to produce a national publication that clarifies how the standards taken together provide a vision for shaping education reform.	
Committee to Review National Standards			Plans to analyze the key issues in developing history standards.	Plans to commission a number of analyses of content standards.		
Consortium for Policy Research in Education					Conducts research and publishes documents on standards-based reform.	
Council for Basic Education	Plans to convene an international symposium on "world-class" standards.		Provides assistance to states and localities in implementing and developing standards.	Will convene two panels to review and make recommendations related to the national history standards.	Conducts a project to "rationalize" standards; publications that present the standards in an easily understood manner.	
Council of Chief State School Officers	Serves as the U.S. representative to the International Association for the Evaluation of Educational Achievement.	State Collaboratives program is developing assessment systems and researching issues related to assessment.	Conducts many programs to assist states including: State Collaboratives, and State Education Improvement Partnership.	Reviews national curriculum standards through the Curriculum and Instructional Improvement Program.		
Council of the Great City Schools		Develops assessment systems.	Assists state and urban area development of assessment systems.		Conducting a survey and conference on linking standards.	
"Keep the Promise"					Builds public support for standards through national advertising campaign.	Members include Business RoundTable and National Alliance of Business.
Music Educators National Conference		Produces assessments for music standards.			Issues dissemination products.	
National Alliance of Business					Issues publications to educate employers and teachers, member "Keep the Promise."	Member of Business Coalition for Education Reform, Business Task Force on Student Standards.
National Council of Teachers of Mathematics		Developing assessments for mathematics standards.		Conducting surveys to assess impact of mathematics standards.	Produces videotapes, documents, and public service announcements.	
National Geographic Society					Holds institutes for teachers, produces dissemination products.	
National Governors' Association			Participates in State Education Improvement Project, held meetings for state officials to "compare notes" on standards implementation process.		Member of "Keep the Promise" Campaign.	
National Science Foundation			Funds standards-based school reform; Education Systemic Reform		Conducts programs for teacher education based around standards.	
National Skill Standards Board	Maintains catalogue of international standards.	Serves as catalyst in state assessment activities.				
National Urban League					Parent Mobilization Initiative educates parents through local meetings.	
New American Schools Development Corporation			Assists state implementation of standards.			
New Standards	Their standards include samples of international work, reviewed by international professionals	Develops performance standards for all school levels and in many subjects.	Works with states to develop performance and content standards.			
State Education Improvement Partnership			Joins several organizations to assist states.			
United States Department of Education	Established a study group on international benchmarking.	Supports development and/or revision of assessment systems.	Funds states through Goals 2000, Improving America's Schools Act.		Funds initiatives that promote public information about standards.	

JS Air Boarding Pass
01 of 04

NAME OF PASSENGER	
MCCOWN/GAYNOR	
FROM X/O	WASHINGTON/NATL
TO X/O	PITTSBURGH PA
CARRIER USAIR	
COACH CLASS	
CODE	FLIGHT CLASS DATE TIME
US1636	U 28JUL740P
GATE	BOARDING TIME SEAT SMOKING
H4	16C

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JS Ai Boarding Pass
02 of 04

NAME OF PASSENGER	
MCCOWN/GAYNOR	
FROM X/O	PITTSBURGH PA
TO X/O	BURLINGTON UT
CARRIER USAIR	
COACH CLASS	
CODE	FLIGHT CLASS DATE TIME
US1408	U 28JUL940P
GATE	BOARDING TIME SEAT SMOKING
H2	06E

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JS Air Boarding Pass
03 of 04

NAME OF PASSENGER	
MCCOWN/GAYNOR	
FROM X/O	BURLINGTON UT
TO X/O	NEWYORK/LAGUARDIA
CARRIER USAIR EXPRESS	
COACH CLASS	
CODE	FLIGHT CLASS DATE TIME
US3601	U 30JUL700A
GATE	BOARDING TIME SEAT SMOKING
	050

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07/28/95 19:04 0101

17TH & PENNSYLVANIA
WASHINGTON DC

58168000012291106

0981 \$100.00
CHECKING WITHDRAWAL

AVAIL BAL \$2,266.24

BOARDING PASS

FLIGHT/CABIN	DATE	SEAT/SMKG
4323Y	25JUN5	12A
ORIGIN/DESTINATION		
BOS/WAS-NATIONAL		
PASSENGER NAME		
MCCOWN/GAYNOR		

 **DELTA AIR LINES**

408

DIRECTORY OF SERVICES

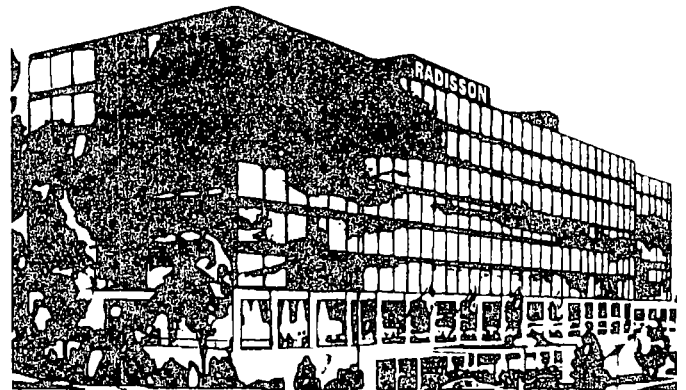
BELL CAPTAIN	21
CATERING	6236
CONCIERGE	7733
EMERGENCY	55
FOOD & BEVERAGE SERVICES	
COMEDY ZONE	0
GERARD'S RESTAURANT/LOUNGE	6335
ROOM SERVICE	23
OAK STREET CAFE	24
LOBBY BAR	6246
FRONT DESK/CASHIER	20
HOTEL OPERATOR	0
HOUSEKEEPING	22
LAUNDRY/DRY CLEANING	20
LOST & FOUND	22
MAIL & MESSAGES	0
SAFE DEPOSIT BOXES	20
SALES	6253
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MCCOWN, Gaynor

ROOM

408

ACCOUNT

4125698

DEPARTURE

7/30

ARRIVAL DATE AND TIME

7/28

NUMBER OF GUESTS

ROOM TYPE

OT

DEPOSIT

DATE

ROOM RATE

89.00

METHOD OF PAYMENT

EXPIRES

COMMENTS

PARKING

Yes

☐

No

☐

Parking is available (**complimentary**) in the city
owned garage located adjacent to the hotel

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STREET _____

CITY & STATE _____ ZIP _____

FIRM _____

AUTO MAKE _____ LICENSE _____ STATE _____

TELEPHONE # () _____

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- A safe deposit box is provided for the deposit of valuables. The Hotel cannot be responsible for valuables not deposited.

Method of payment: ☐ American Express ☐ Carte Blanche ☐ Diners Club
☐ MasterCard ☐ Discover ☐ Movenpick ☐ Visa ☐ Cash

I agree that my liability for this bill is not waived and agree to be held personally liable in the event that the indicated person, company, or association fails to pay for any or the full amount of these charges.

Signature X _____