

Education Update

To: LWVO
From: Joan Platz
Education Update for December 14, 2009

1) 128th General Assembly: The House and Senate will hold committee meetings this week, but sessions are listed as "if needed" for both the House and Senate.

*The Ohio Senate approved on December 9, 2009 Am. Sub. SB8 (Seitz) Election Reform by a vote of 22 to 10. SB8 is a comprehensive bill that includes several changes in election law including the following topics: appointment of members of boards of elections; in person absent voting; public record status of voter registration database; implementation of federal absent voting law; presidential primary/May election; voter registration form include party affiliation; intent of over votes; polling places; time limit for voting; etc. The House has also approved an election reform bill, HB260 (Stewart).

*The Office of Budget & Management released the monthly financial report for November on December 10, 2009. The report also includes receipts and expenditures of the American Recovery and Reinvestment Act funds (ARRA). Ohio has received \$2.19 billion and expended \$2.14 billion out of the \$8.2 billion Ohio is expected to receive from ARRA during the three-year program.

According to the November 2009 financial report for Ohio the pace of recovery from the recession will be slow. Employment increased by 1,400 jobs in October, but Ohio has lost 243,200 jobs since October 2008. Ohio's economic recovery will depend on the auto industry and export markets.

Ohio's November General Revenue Fund tax receipts totaled \$2.0 million, which was \$60.4 percent below estimates. Non-auto sales tax receipts and better than expected revenue from auto sales, personal income taxes, and cigarette taxes offset the lower receipts from the corporate franchise and other taxes. Year-to-date tax receipts are \$46.2 million above estimates.

The comprehensive report is available at <http://obm.ohio.gov/>.

2) Federal Update:

*HR3288, the \$447 billion Consolidated Appropriations Act, was approved by the U.S. House of Representatives on December 10, 2009, and by the U.S. Senate on December 13, 2009.

HR3288 includes FY10 appropriations for the Transportation-HUD; Commerce-Justice-Science; Financial Services; Labor-HHS and Education; Military Construction-VA;

and State-Foreign Operations. Appropriations for Defense will be handled in separate bills.

FY10 appropriations for these agencies should have been approved by October 1, 2009. Funding levels were being maintained at FY09 levels through a continuing resolution that was set to expire on December 18, 2009.

Overall, HR3288 provides \$67.4 billion to the U.

S. Department of Education, an increase of approximately \$4.8 billion over FY09 levels. More details about the funding levels for specific programs will be available next week, but in general, additional funds were included in the spending plan for the Obama administration's priorities, including the Teacher Incentive Fund; a high school graduation initiative; and \$256 million for charter schools.

For information about the House Conference Committee Report on HR3288 please visit <http://edlabor.house.gov/newsroom/2009/12/chairman-miller-appropriations.shtml>

*The U.S. Department of Education released information on December 3, 2009 about the final grant requirements and application for \$3.5 billion Title I School Improvement Grants. School Improvement Grants are distributed to states by formula and within states through a competition process, but states must prioritize funding for districts with persistently low-performing schools. Persistently low performing schools are Title I schools and/or Title I eligible secondary schools that are either among the lowest-achieving five percent of all such schools in the state or have a graduation rate of less than 60 percent.

A new provision requires schools to identify one of four turnaround reform models they will use to increase student achievement. The four reform models are - Turnaround --replace the principal and reconstitute the staff), -Restart --close the school and reopen it as a charter, -Closure --close the school and reassign students to other schools, and -Transformation -- replace the principal, institute comprehensive reforms, greater flexibility, and increased learning time.

The applications are due February 8, 2010.

For more information about the School Improvement Grants, including the final application, please visit <http://www.ed.gov/news/pressreleases/2009/12/12032009a.html>

*The House Education Committee, chaired by Representative George Miller, held a hearing on the Common Core Standards Initiative on December 8, 2009. Presentations were made by The Honorable Bill Ritter, Jr. Governor of Colorado, Gene Wilhoit, Executive Director, Council of Chief State School Officers, Doug Kubach, President and CEO, Pearson Assessment and Information and Cathy Allen, Vice Chair, Board of Education at St. Mary's County Public Schools, Leonardtown, MD. The Common Core is an initiative to develop a set of K-12 reading and math standards that will be adopted by states. Currently 48 states have joined the initiative. Draft standards are expected to be ready for public release in January 2010.

3) THIS WEEK AT THE STATEHOUSE

DECEMBER 15, 2009

*The House Education Committee, chaired by Representative Williams, will meet at 2:00 PM in room 017. The committee will hear testimony on HB370 (Garrison), Computer-Based Community Schools.

*The Senate Education Committee, chaired by Senator Cates, will meet at 4:00 PM in the North Hearing Room. The committee will hear testimony on HB19 (Harwood) Dating Violence, which would require school districts to adopt a dating violence policy and to include dating violence education within the health education curriculum; HB290 (Bubp) Junior ROTC; SB102 (Turner) School Dropout Programs; and SB180 (Husted) Education.

4) Impact of the State Budget Deficit Detailed:

A December 11, 2010 memo from Tracy Najera, Office of Budget and Management Section Chief for Education, updates the impact that the loss of \$851 million in the state's FY10-11 budget will have on school budgets and state efforts to secure additional federal funding. According to the memo,

"Failure to replace the forgone VLT revenue (\$851 M over the FY 2010 and 2011 biennium) puts Ohio below 2009 funding levels and the state will be in violation of the federal State Fiscal Stabilization Fund - Education Stabilization Fund eligibility criteria. This reduction will endanger over \$1.4 billion in federal State Fiscal Stabilization Fund - Education Stabilization funding over the biennium. These federal funds are used in both the K-12 and higher education budgets."

The memo goes on to say that further reductions in Ohio's education budget puts Ohio at risk for meeting Maintenance of Effort Requirements (MOE) for the Individuals with Disabilities Act (IDEA).

In addition, Ohio may not be eligible for Race to the Top grants if it is ineligible for State Fiscal Stabilization Funds.

5) News from the ODE:

*The Kindergarten Readiness Assessment - Literacy (KRA-L) annual data from Fall 2005 through Fall 2008 is now posted on the ODE Interactive Local Report Card Web site. The information is disaggregated by student demographic characteristics at both the district and state levels.

The KRA-L is an initial screening instrument administered to all incoming kindergarten children no earlier than four weeks prior to the start of school and no later than October 1. The KRA-L is designed to assist educators in the evaluation of young children's literacy skills at the beginning of the kindergarten year. The KRA-L measures six elements or essential indicators of later reading success: answering questions, repeating sentences, identifying

rhyiming words, producing rhyiming words, identifying letters and recognizing initial sounds.

To access the report please look for Early Learning Tests on the following site: <http://ilrc.ode.state.oh.us/PublicDW/asp/Main.aspx?server=mstris2&project=ILRC&evt=3002&uid=guest&pwd=&persist-mode=%228%22>.

*The ODE and Ohio Family and Children First will hold a free professional Webinar on December 16, 2009 from 1:30 - 3:00 PM to discuss HB1 requirements to establish district-level family and civic engagement teams, and to define the role of family engagement coordinators. The information presented will inform the work of school personnel and community partners who may be involved in district or school family and civic engagement efforts.

The Webinar will be presented by ODE and staff from The Ohio State University (OSU) College of Social Work and the OSU Center for Learning Excellence.

For more information please visit the ODE website at <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=690&ContentID=61688>

6) Update on Ohio Youth Voices: The October-November, 2009 update on Ohio Youth Voices includes information about communicating with State Senators to prevent further cuts in the state budget for education, and communicating with future teachers.

Ohio Youth Voices created a set of Questions and Answers for teachers to use to help students understand the \$851 million state budget gap and the proposals that were being discussed to close that gap. Students from Cleveland Lincoln West outlined narratives describing what these potential cutbacks would mean for their education, and sent them to lawmakers. Students from Fort Hayes in Columbus prepared testimony and met with Senators Goodman and Ray Miller, and delivered their testimony to Senate President Bill Harris.

Ohio Youth Voices students spent October and November preparing their presentations to future teachers who are in college. Students from across the state identified issues to include in their presentations, such as language, expectations, multiculturalism, different levels of learning, respect, acting yourself, differences among Hispanic ethnic groups, understanding different cultures, neighborhoods, and religions, dealing with disruptive and unmotivated students, and getting to know the lives of students and the pressures they feel. All students emphasized the importance of making sure teachers understand students as individuals and unique learners.

Students from Fort Hayes and Columbus East made presentations at classes at Ohio Sate University and Otterbein College. Fort Hayes students shared the results of their survey of over 100 students about their views of teaching, and in a unique technological event allowed the OSU students to respond to the same questions and get immediate results. East High students narrated the pressures they have in their own personal lives so that the Otterbein students could understand the economic and family responsibilities they have in order to succeed. A Somalia

student offered a unique perspective on achievement and connection for these future teachers.

Ohio Youth Voices students will continue to make presentation to future teachers in December and January with presentations planned at many colleges in the Cleveland, Lorain, Columbus, Cincinnati, and Toledo areas.

Ohio Youth Voices will hold a statewide gathering in February to work on the 2010 plans, which include producing a booklet for national distribution about their insights and experiences speaking to future teachers, policy makers, and lawmakers, and getting ready for the 2010 electoral season, and the 2011 state budget process.

For more information about Ohio Youth Voices please contact Michael Charney, Ohio Youth Voices Director at 216-548-4059.

7) Experts Blog about Charter Schools: The National Journal Expert Blog for December 7, 2009 includes postings from several researchers and policy makers on the question, "Do Charter Schools Deserve the Spotlight?" by Eliza Krigman, available at <http://education.nationaljournal.com/2009/12/do-charter-schools-deserve-the.php>

The responses so far provide an overview of just some of the policy, philosophical, research, and political questions that have driven debate over charter schools and privatizing public education for several years. The following is a sample of some of the responses to the question:

-Anne Bryant, Executive Director, National School Boards Association. "NSBA supports the charter school concept as long as the local school board is the authorizer. The reason is the board can provide the appropriate oversight and accountability to the public while ensuring that the charter's mission fits with the district's overall educational strategy."

-David G. Sciarra, Executive Director, Education Law Center: "To advance equity for all students, federal policy should demand states put in place more rigorous frameworks for charter authorization, accountability, funding parity and transparency, and program evaluation, embedded within district-wide improvement efforts for all schools, regardless of governance structure. And we need tough requirements, with enforcement teeth, to safeguard against further student segregation in districts that are already intensely segregated. Otherwise, we'll find ourselves in another cycle of trying to figure out how to "reform the reform."

-Jeanne Allen, President, the Center for Education Reform: "We know that charter schools work for the vast majority of kids, and we know that because there is very reliable data, which doesn't need a researcher's lens to comprehend. State test scores, in real time and growth models, combined with individual school data and other outcome measures as provided by and through authorizers, can give us a very strong indication of how charters are performing."

-Deborah Meier, Forum for Education and Democracy, Coalition of Essential Schools, NYU:

"At a time when we are beginning to grasp the damage inflicted on our body politic and the economic welfare of so many Americans by an unaccountable business and financial industry, we are "choosing" to experiment on seeing how such a system might work in educating K-12 kids, particular poor inner-city ones.

By the time it plays out and we see how this new "theory" works in practice, it may be very hard to undo its impact on a generation of young people."

-Cynthia Brown, Vice President for Education Policy, Center for American Progress: "High performing charter schools have demonstrated that disadvantaged students can be held to and perform at high academic levels. Successful charters need to be expanded, replicated, and allocated their fair share of public resources through weighted student funding schemes where dollars follow individual students to the schools their parents or they select. Traditional public schools also need to be funded in this way and given freedom to innovate so that some day no school is "traditional" as we have known in the past. All students need choice of public schooling."

-Greg Richmond, President & CEO, National Association of Charter School Authorizers

(NACSA): "When well-executed, charter schools deliver strong results, often for the most disadvantaged students, exceeding almost anything in the traditional public school sector. But when they are not well-run, many charter schools produce academic, financial and compliance outcomes that are worse than the traditional public school sector."

-Diane Ravitch, Research Professor of Education, New York University: "Charter schools are being over hyped and oversold. They are no panacea.

They represent deregulation and privatization.

Deregulation nearly destroyed our national economy. What will it do to public education?"

-Nelson Smith, President & CEO, National Alliance for Public Charter Schools:

"The answer is an emphatic yes. Expansion of high-quality charter schooling is well worth the attention it's getting from Obama and Duncan. But let's understand what that "attention" actually is, and why it's justified. The Administration doesn't advocate unconditional proliferation of charters."

8) Highlights of the December State Board of Education Meeting: The State Board of Education (SBE), Debbie Cain president, met on December 7 and 8, 2009 at the Ohio School for the Deaf, 500 Morse Road, Columbus.

MEETING ON MONDAY, DECEMBER 7, 2009

The executive committee, chaired by Debbie Cain, discussed the November 9, 2009 meeting of the State Board of Education held at the Ohio School Boards Association annual Capital Conference.

The executive committee will recommend that in 2010 the SBE hold its two day meeting for November at the OSBA Capital Conference.

The executive committee also discussed the legislative review process used to determine SBE positions on pending legislation. Vice President Ann Womer Benjamin led the discussion, and a document was distributed that outlined the steps of the process. The process was described as practical in view of the number of bills introduced in the General Assembly each year, and the amount of time the SBE has to consider the bills. The SBE has not generally taken a position on funding bills, or legislation that is not directly related to education, such as legislation pertaining to tax bills or labor management issues.

ACHIEVEMENT COMMITTEE

The Achievement Committee, chaired by Mike Collins, reviewed the following items:

- The resolution pertaining to changes in the rules for the Ohio Graduate Equivalency Diploma (GED) fee waiver, was removed from the board's agenda. Board members expressed concern about the loss of funds to support the GED program as a result of HB 1, and the lack of funds to support the fee waiver for individuals who cannot afford to pay for the GED. HB305 has been introduced by Representative Newcomb to restore the fee waiver, and Board members have expressed interest in this bill, or finding alternative ways to restore funding for the GED fee waiver.
- The Achievement Committee approved a resolution of intent calling for the Ohio General Assembly to approve a resolution requesting a change to the graduation rate calculation four-year cohort and the graduation rate goals and targets for federal and state accountability. The resolution will be contingent upon the U.S. Department of Education's (USD OE) approval of Ohio's proposed changes in graduation calculation.

In November 2009 the USD OE notified states they must submit their proposed changes in the graduation rate by January 15, 2010. The federal regulations require states to report on their annual report cards the four-year adjusted cohort graduation rate, disaggregated by subgroups at the school, district, and state levels beginning with the report cards for 2010-11 (class of 2010). States must also set a goal and targets for high school graduation, and incorporate the goal and targets into their Adequate Yearly Progress definition, beginning in 2009-2010.

States will also be able to include a five year adjusted cohort calculation for graduation.

Some committee members expressed concern about the following: the four year cohort, and how it would affect students who need more time to graduate; how it will affect special education students who sometimes take longer to graduate according to their Individual Education Plans (IEPs); the impact that the new calculation will have on the public perception of school district performance; the fiscal impact on school districts; and the impact of this new calculation on the reauthorization of ESEA.

-The Committee also discussed amending Rule 3301-51-05, Procedural Safeguards to reflect changes in federal regulations governing Ohio's obligations under the federal Individuals with Disabilities Act (IDEA). Effective December 1, 2008,

federal regulations allow a parent to revoke consent for receiving special education and related services, after consent is initially given to evaluate and provide services to a child. The Achievement Committee will consider a resolution of intent to amend the rule to conform with federal rules at their January 2010 meeting.

Regarding this resolution, committee members expressed concern for the well-being of children who are eligible for special education services, but whose parents refuse the services under this new provision. Kathe Shelby, Director of the Office for Exceptional Children, said that the ODE is developing some tools to guide school districts in this situation, so that parents understand that they are giving up several rights, including accommodations for assessment, rights under discipline, rights for transportation and related services, etc.

-Debbie Roshto, executive director for Curriculum and Assessment, reviewed the status of the standards revision process. The science and social studies standards have been posted on the ODE's web site for public feedback. Focus and discussion groups are being held throughout the state to review the standards and provide feedback to the ODE through an online survey. National experts are also reviewing the standards.

The K-12 standards and learning progressions for the Common Core standards in mathematics and English language arts are scheduled to be released to the public in mid January. The Common Core standards are being developed by the states under the leadership of the National Governor's Association, the Council of Chief State School Officers, and Achieve. The ODE will host regional meetings in February 2010 to review the Common Core standards and receive feedback, including feedback on what should be included in the state specific standards. States participating in the Common Core have already agreed to adopt them in total, but states may include up to 15 percent of state specific content. Director Roshto explained that the additional content will probably be added at the preK level and at the 12th grade level to increase rigor.

Director Roshto noted that at a meeting last week in Washington D.C. representatives of the National Education Association and the American Federation of Teachers expressed support for the Common Core. The National Association of State Higher Education Executive Officers is also supportive of the Common Core, and expressed an interest in developing common assessments to indicate college readiness for admission and placement purposes. The higher ed group also expressed an interest in how the standards will impact teacher preparation and professional development.

The ODE will host regional meetings in February 2010 to review the Common Core.

The Committee also received an update on the revised social studies and science standards, which were posted on the ODE website in November along with materials to provide feedback. Several education organizations have already held facilitated discussions about the standards. So far the feedback comments include those related to missing content, and for social studies, concern about grade level placement of content, and the content at 7th and 8th grades.

Committee members discussed how to reach more stakeholders and the public to obtain more feedback about the draft standards, especially since the deadline for submitting feedback is the end of December.

CAPACITY COMMITTEE

The Capacity Committee discussed three items.

Dr. Christopher Stanlovich spoke about licensure and training requirements for non-teaching coaches in public schools in response to questions raised during the November SBE meeting.

After the presentation the committee members were satisfied that appropriate training was in place.

The committee was also briefed on caseload ratios for special education related services, such as physical therapy. A workgroup has developed some recommendations which are still in draft form.

The committee also received and discussed a list of family and civic engagement best practices developed by the PTA. The Board will be asked to adopt them in January, and then they will be posted on the ODE website.

AFTERNOON SESSION

Following lunch the 21st Century Learning Subcommittee, chaired by Stephen Millett, and the Advocacy and Outreach Subcommittee, chaired by John Bender, met.

*The 21st Century Learning Subcommittee reviewed how the assurances required in the Race to the Top application align with the work of the subcommittee. The subcommittee also heard a presentation from David Burns about STEM schools at University of Cincinnati's Ohio STEM Learning Network (OSLN). The network includes twenty-six schools. The schools have developed innovative locally-based programs, and all include project based learning. The subcommittee expects to present its recommendations to the full Board in May 2010.

*The Advocacy and Outreach Subcommittee welcomed new State Board member Kathy Leavenworth; discussed the process the subcommittee and the State Board will use to take action on legislation; heard more about the GED waiver process; and made recommendations to take the following positions on pending legislation before the Ohio General Assembly:

- HB305 (Newcomb) Waiver: Interested party.
- HB 279 (Foley) Classroom ratios for Montessori Programs: Interested party.
- HB 60 (Pillich) Nutrition standards for schools: Interested party.
- SB 126 (Fedor) Cyberbullying: Interested party.

The subcommittee also agreed to invite the "Big Six" state education organizations to present at a future State Board meeting. The Big Six includes the Buckeye Association of School Administrators, the Ohio School Boards Association, the Ohio Association of Educational Service Centers, the Ohio Association of School Business Officials, the Ohio Education Association, and the Ohio Federation of Teachers.

The organizations will be invited to a SBE board meeting in January, February, and March 2010 to share their recommendations and priorities for the FY12-13 state budget as the SBE's Budget Committee begins to prepare the FY12-13 budget recommendations.

The subcommittee generally agreed with the recommendation, but there was concern about only inviting six education organizations and not other education organizations such as charter school organizations, parochial schools, career tech schools, etc. The subcommittee generally agreed that the outreach plan should include other education groups, but decided that the subcommittee should start with the big six, and then evaluate the process.

FULL BOARD DISCUSSION

The Board assembled following the subcommittee meetings. President Debbie Cain welcomed new member Kathy Leavenworth, who was appointed to the Board by Governor Strickland to replace Carl Wick who had resigned.

President Cain also read a statement regarding a letter that she had sent to Senator Cates, chair of the Senate Education Committee, to clarify the Board's policy regarding all-day Kindergarten. In response, Board member Jeff Hardin read a statement outlining his objections to President Cain's actions, and called upon the Attorney General to investigate. No further action was taken by the Board, but some members expressed their disapproval of the recommendation to investigate.

The Board then heard a legislative update presented by John Bender and Mary Rose Oakar.

Jeremy Marks, ODE liaison for federal legislation, reviewed the SBE's 2010 Federal Platform, which is approved annually by the Board and serves as general guideline for taking positions on federal policies and legislation.

The platform includes recommendations in ten areas: reauthorization of ESEA; administering assessments; intervention in school improvement and school improvement grants; data systems and technology; alignment and consistency of ESEA and IDEA; educator quality; early literacy and Head Start; middle school, career technical education, dual enrollment, and STEM; transportation assistance; learning environments.

At 4:00 PM the Board conducted a 119 Hearing on the rules below, and recessed:

- * Rules 3301-25-01 to -05, -07, -08, Educational Aide Permits
- * Rules 3301-32-01 to -13, School Child Program

MEETING ON TUESDAY, DECEMBER 8, 2009

PRESENTATION ON STATE TECHNOLOGY PLAN

After President Cain called the meeting to order she welcomed several guests, including David Barber, Vice Chancellor for Educational Technology, and Kate Harkin, the newly appointed executive director for eTech Ohio. David Barber and

Kate Harkin presented to the SBE information about the P-20 State Technology Plan currently in development as required by HB 1 (Sykes) in consultation with the State Board of Education.

The presentation included information about the current state technology plan, which was developed five years ago. That plan did not foresee the rapid changes in technology that have occurred. The reduction in the cost of computers, iPhones, and software, for example, has made technology affordable and accessible to the public, and especially to students who are on the cutting edge of technology. The new technology plan will focus on the following goals:

- academic achievement and opportunity
- support students, teachers, and administrators, -community engagement - continuous improvement -adapt along with technology

According to the presentation, the revised State Technology Plan will focus on being adaptive to the rapid changes that are occurring in the field. It will include consultations with community stakeholder groups to identify barriers and propose solutions. The plan will align with standards for professional development to integrate technology in the classrooms, provide teachers on-line support, and address state federal requirements for tracking access to technology, connectivity, and teacher and student technology literacy.

The State Board was encouraged to provide advise and help engage the public and constituencies.

Board members asked questions about how accessible technology is to rural schools, who takes advantage of the technology resources, what is the role of the ESCs, what changes in behavior need to be made by individuals in order to take advantage of technology, and how technology fits into the Race to the Top application.

Currently 86 percent of high schools have decent networking facilities, but there are some reports about "barriers" for students using technology, such as cost, high school schedules, and interference with other courses.

Engaging stakeholders in the process to revise the State Technology Plan will help identify the real barriers. eTech is only at the beginning stages of ensuring that all schools, including rural schools, have access to the latest technology, and helping school districts collaborate to improve access to technology. The blended model of professional development, which includes work online and in person, is a successful way to provide professional development about technology to educators. Teams of educators from across districts can then work together to integrate technology throughout the curriculum of several school districts. Another major area that also needs to be developed is the longitudinal data system, which is one of the assurances in the Race to the Top grant competition.

PRESENTATION ON THE CENTER FOR EARLY CHILDHOOD DEVELOPMENT

Board member Tracey Smith and Jane Weichel, ODE Associate Superintendent for Students, Families and Communities, presented an update on the requirements included in HB 1 to develop a Center for Early Childhood Development housed at

the ODE. Alicia Leatherman, who is the director of Early Care and Education at the Ohio Department of Jobs and Family Services, was in Washington, D.C. and was not able to participate in the presentation. The State Board is not required to take action on the plan for the Center. The Superintendent of Public Instruction and the Governor's office have final say over the Center's plan, which is expected to be ready for review by the end of this month.

The presentation included information about how the staff from the ODE and ODJFS were clarifying roles, responsibilities, governance, administration, personnel, funding, accountability, professional development, quality standards, regulations, services etc. to create the new Center.

The Center for Early Childhood Development will encompass the areas of Education and Care; Family Support, Special Education and Interventions; Health, Mental Health, and Nutrition. The ODE has been working with the Early Childhood Cabinet, which includes representatives from all state agencies, and with the Early Childhood Advisory Council, which represents stakeholder groups for early childhood education and care. Policy Teams have also been formed to facilitate the consolidation of a variety of programs that provide services to families and children currently operating from other state agencies.

The new Center is based on previous state and local initiatives to expand and improve the quality of early childhood education and care in Ohio, such as the work of Action for Children, the School Readiness Solutions Group, and BUILD (Building Early Childhood Comprehensive Systems).

The outcome is to create an interconnected system of access to acceptable, safe, and effective services for children and their families.

Some of the key issues facing the new center are finding a stable funding source that can be streamlined across several governance structures; aligning different data systems; working with a "mixed market" of public schools, home providers, and private profit and nonprofit providers; communication with families to ensure that they can access services that are acceptable; and accountability and evaluating quality. One of the ideas that is being considered to evaluate the new system is the expansion of the Kindergarten Readiness Assessment for Literacy.

BUSINESS MEETING

The business meeting of the State Board of Education included the report of the Superintendent of Public Instruction, which was presented by Deputy Superintendent Marilyn Troyer. The report focused on Ohio's application for the federal Race to the Top (RTTT) competition. According to the report, RTTT provides significant opportunities to enact Ohio's new education reform plan and builds upon improvements in Ohio's education system over the past decade. The plan calls for the RTTT funds to be used to accelerate and expand needed innovative approaches to increase student achievement, improve graduation rates, and considerably reduce or eliminate achievement gaps.

The report also included information about how local education agencies (LEAs) can participate in the application through a Memorandum of Understanding (MOU), which demonstrates a commitment to the elements of Ohio's reform strategy. The MOUs will be released to LEAs for consideration on Monday, December 14, 2009, and must be signed by the LEA superintendent (or equivalent), board of education

president (or equivalent, if applicable) and teacher's union president (if applicable). MOUs must be returned to the ODE by the first week in January 2010. LEAs must submit a local implementation plan to the ODE 90 days after the federal award notice.

The guidelines for RTTT require the reform work to focus on four specific areas: standards and assessments; data systems to support instruction; great teachers and leaders; and turning around the lowest-achieving schools.

Ohio was placed in a funding category of \$200 to \$400 million based on student population.

According to the guidelines, at least 50 percent of the grant must be distributed to participating LEAs based on their relative share of Title I, Part A allocations. Ohio's application will probably be submitted by January 15, 2010, and Phase 1 grants will be announced in April 2010.

Following the report the Board took action on six personnel items; the resolutions listed below; considered old business and new business, and adjourned. The next State Board of Education meeting will be held on January 11 - 12, 2010.

RESOLUTIONS

The Board took action on the following resolutions at its December business meeting:

#3 Removed from the Agenda: A Resolution to amend OAC Rule 3301-41-01, Standards for issuing an Ohio high school equivalence diploma.

#4 Approved a Resolution of intent to amend OAC Rules 3301-83-01, 08, 14 and 3301-51-10, Pupil Transportation.

#5 Approved a Resolution of Intent to adopt new Praxis II Subject assessments and qualifying scores for licensure.

#6 Approved a Resolution of intent to consider confirmation of the Tipp City Exempted Village School District's determination of impractical transportation of a certain student attending the Charminade-Julienne High School, a chartered nonpublic school, Montgomery County.

#7 Approved a Resolution of intent to recommend a four-year and a five-year adjusted cohort (longitudinal) graduation rate for the purposes of determining whether all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress.

#12 Approved a motion to approve the 2010 Federal Platform.

#13 Approved a motion to take an interested party position on House Bill 305 (Newcomb) GED Fee Waivers.

#14 Approved a motion to take an interested party position on House Bill 279 (Foley) Montessori Ratios.

#15 Approved a motion to take an interested party position on House Bill 60 (Pillich) Nutrition Standards.

#16 Approved a motion to take an interested party position on Senate Bill 126 (Fedor) Cyber-bullying.

#17 Approved a Resolution of Commendation for Matt DeTemple recognizing his service to the State Board of Education since 2000.

9) Superintendent Responds to Cuts in the Arts:

Superintendent of Public Instruction, Deborah Delisle, included the following statement in her December 7, 2009 EdConnections eNewsletter to school district superintendents:

"During the last few weeks, the Office of Educational Reform has received several inquiries stemming from a newspaper report regarding the elimination of elementary art, music and physical education in a Columbus-area school district.

The Operating Standards for Ohio's Schools (Ohio Administrative Code 3301-35) and Ohio Revised Code (Section 3313.60) contain language that requires school districts to develop a curriculum for all schools under their control, and physical education and fine arts, including music, are among the subjects that must be addressed in all schools.

The Operating Standards also state that each district is required to "provide every student with opportunities to acquire the knowledge and skills required to meet local course of study objectives" and requires that "students shall be provided sufficient time and opportunity."

However, the time allocated to all such opportunities is a local decision. Students in all schools must be afforded the opportunity to engage in the study of the fine arts and physical activity.

While we recognize that districts regularly face difficult operational and programmatic decisions, often compounded by serious and complex fiscal circumstances, minimum educational standards and opportunities for all students must be maintained. Inquiries concerning curricular requirements may be directed to the Office of Educational Reform or to the Office of Curriculum and Instruction by calling (877) 644-6338."

To read the complete letter, please visit

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1368&ContentID=61688&Content=77612>

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