  
**ORGANIZATIONAL OUTLOOK:  
ESCs EVOLVE TO MEET  
CUSTOMER DEMANDS**

11/11/2013 OSBA Capital Conference 99

---

---

---

---

---

---

---

---

**Introductions**

---

Craig Burford, Executive Director  
OHIO ESC ASSOCIATION

---

---

---

---

---

---

---

---

**Overview**

---

Ohio Educational Service Center Association (OESCA) representatives discuss how the state's network of ESCs can build state, school district and local government capacity to ensure the successful implementation and long-term sustainability of local, state and federal initiatives.

---

---

---

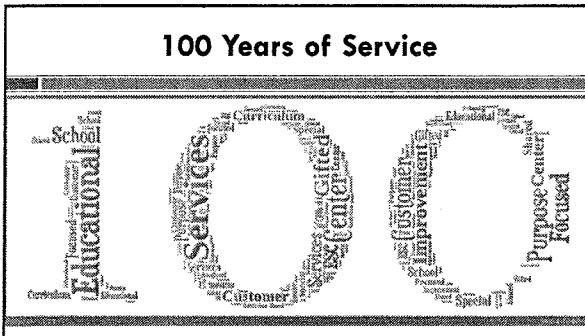
---

---

---

---

---




---

---

---

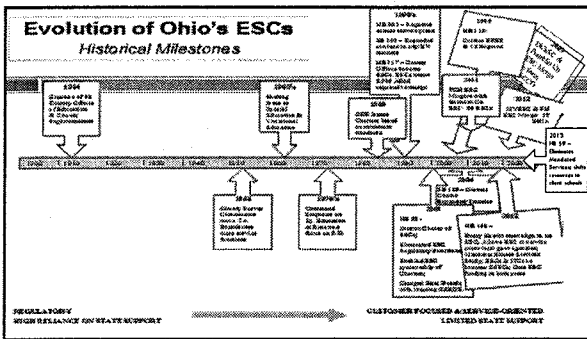
---

---

---

---

---




---

---

---

---

---

---

---

---

### Evolution of Ohio's ESCs

State	Year Established	Original # of Units	1994-1995	2008-2009	2009-2010	2011-Present
Illinois	1865	102	45	45	45	45
Indiana	1976	4	9	9	9	9
Michigan	1962	60	57	57	57	57
Ohio	1916	36	72	57	56	54
Wisconsin	1963	19	12	12	12	12

---

---

---

---

---

---

---

---

**7 Fundamental Policy Shifts in Education Reform**

There are seven fundamental and interrelated shifts happening simultaneously and creating tremendous implementation challenges for districts, community schools and the state.

1. **New Standards**
2. **New Assessments**
3. **New Accountability Structures and More Available Data**
4. **Teacher and Principal Evaluations \***
5. **School Improvement**
6. **New forms of Instruction**
7. **Limited Resources and Expenditure Standards\*\***

---

---

---

---

---

---

---

---

**Student Programs**

- 76% (47) provide online student courses
- 93% (50) of ESCs operate gifted and talented programs
- 76% (41) operate public preschools
- 19% (10) operate Head Start programs
- 85% (46) operate Alternative Schools
- 52% (28) run dropout recovery programs for at-risk youth

---

---

---

---

---

---

---

---

**Student Programs (Cont.)**

- 31% (17) provide educational programming to youth in residential day treatment centers
- 29% (16) provide after school programs
- 54% (29) provide summer enrichment programs
- 44% (24) coordinate Dual Credit programs in partnership with districts, higher education and the state.
- 26% (14) provide services to ELL/LEP students
- 31% (17) operate and support Safe and Drug Free School programs

---

---

---

---

---

---

---

---

### After School Programs

- |                           |                         |
|---------------------------|-------------------------|
| 1. Miami County ESC       | 9. Mercer County ESC    |
| 2. South Central Ohio ESC | 10. Licking County ESC  |
| 3. Muskingum Valley ESC   | 11. Western Buckeye ESC |
| 4. ESC of Cuyahoga County | 12. Pickaway County ESC |
| 5. Madison-Champaign ESC  | 13. Mahoning County ESC |
| 6. Wood County ESC        | 14. Shelby County ESC   |
| 7. Northwest Ohio ESC     | 15. Trumbull County ESC |
| 8. Ashtabula County ESC   | 16. Gallia-Vinton ESC   |

---

---

---

---

---

---

---

---

### Summer Enrichment Programs

- |                           |  |
|---------------------------|--|
| 1. Allen County ESC       | 13. Western Buckeye ESC                          |
| 2. South Central Ohio ESC | 14. Pickaway County ESC                          |
| 3. Muskingum Valley ESC   | 15. Mahoning County ESC                          |
| 4. Lorain County ESC      | 16. Shelby County ESC                            |
| 5. ESC of Central Ohio    | 17. Educational Service Center of Lake Erie West |
| 6. Brown County ESC       | 18. Ross-Pike ESC                                |
| 7. ESC of Cuyahoga County | 19. Southern Ohio ESC                            |
| 8. Wood County ESC        | 20. Summit County ESC                            |
| 9. Northwest Ohio ESC     | 21. Trumbull County ESC                          |
| 10. Ashtabula County ESC  | 22. Gallia-Vinton ESC                            |
| 11. Medina County ESC     |  |
| 12. Mercer County ESC     |  |

---

---

---

---

---

---

---

---

### High Quality Professional Development

- 96% (52) provide training and other services related to the Ohio Improvement Process (OIP)
- 72% (39) coordinate professional learning communities
- 80% (43) of ESCs provided professional development services in the area of 21<sup>st</sup> Century Skills
- 81% (44) conducted leadership development seminars and services
- 87% (47) provide school improvement related professional development

---

---

---

---

---

---

---

---

**High Quality Professional Development** (Cont.)

- 94% (51) provide professional development in Curriculum, Instruction and Assessment
- 87% (47) provide ongoing support on standards and standards implementation
- 69% (37) provide professional development on the effective use of instructional technology

---

---

---

---

---

---

---

---

**Community Schools (Charters)**

- 12 ESCs sponsor 94 Charter Schools or 27.4% of Ohio's 342 Charter Schools
- 56.38% of ESC-sponsored charter schools were ranked Continuous Improvement or higher in 2011 compared to 49.12% of other non-ESC sponsored charter schools
- The average attendance rate for ESC-sponsored schools in FY 2011 was 89.88% compared to 86.11% for other, non-ESC sponsored charter schools
- The average graduation rate for ESC-sponsored charter schools in FY 2010 (2011 LRC) was 48.33% compared to 31.47% for other, non-ESC sponsored charter schools.

---

---

---

---

---

---

---

---

**Juvenile Justice & At-Risk Youth**

- 78% (42) employ attendance officers for Ohio school districts
- 33% (18) provide juvenile court liaisons; Those 18 employ 24 juvenile court liaisons
- 41% (22) provide educational programs and support services to DYS facilities and regional or county detention centers
- 48% (26) provide IEP development and support services to incarcerated youth
- 35% (19) provide transition support services to juvenile offenders upon re-entry into the school district setting.

---

---

---

---

---

---

---

---

### Special Education Services

- 89% (48) of Ohio's ESCs operate classroom cooperatives for students with emotional disabilities
- 85% (46) run programs and services for students with autism spectrum disorders
- 96% (52) operate preschool special education programs
- 59% (32) employ Parent Mentors
- 93% (50) provide special education supervisory services to assist districts in meeting federal and state FAPE requirements.

---

---

---

---

---

---

---

---

### Parent Mentors

1. Allen County ESC	14. Northwest Ohio ESC
2. Lake County ESC	15. Medina County ESC
3. South Central Ohio ESC	16. Mercer County ESC
4. Ohio Valley ESC	17. Licking County ESC
5. Muskingum Valley ESC	18. Western Buckeye ESC
6. North Point ESC	19. Pickaway County ESC
7. Lorain County ESC	20. Athens-Meigs ESC
8. Montgomery County ESC	21. Mahoning County ESC
9. Hardin County ESC	22. ESC of Lake Erie West
10. ESC of Cuyahoga County	23. Ross-Pike ESC
11. Madison Champaign ESC	24. Southern Ohio ESC
12. Wood County ESC	25. Clark County ESC
13. Mid Ohio ESC	26. Knox County ESC

---

---

---

---

---

---

---

---

### Community Partnerships

- 78% (42) coordinate and/or support family and civic engagement teams and related training
- 61% (33) operate and chair Business Advisory Councils
- 39% (21) of ESCs are members of and participate in Regional P-16 Councils
- 98% (53) are members of Family and Children First Councils – many are fiscal agents and chairs of the Family and Children First Councils
- 61% (33) actively participate in Workforce Development Boards
- 61% (33) are involved in Community Foundations

---

---

---

---

---

---

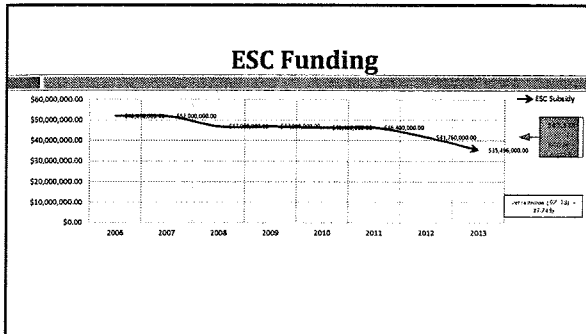
---

---










---

---

---

---

---

---

---

---

---

---

### The Future of ESCs

**Services, Funding, Accountability & Governance**

- Flat or Reduced Funding Levels
- Limited Strategic Use of Regional System and Providers
- Continued Local/State Funding Model w/ move away from state support
- Permissive Authority v. Mandated Services
- Greater Accountability for Results
- More inclusive Territory & Governance Structure (city/ev)
- Larger Customer Base Inclusive of Local Government
- Continued Focus on Customer Choice & Competition
- Consolidation/Merger Driven by Market Forces & Performance

---

---

---

---

---

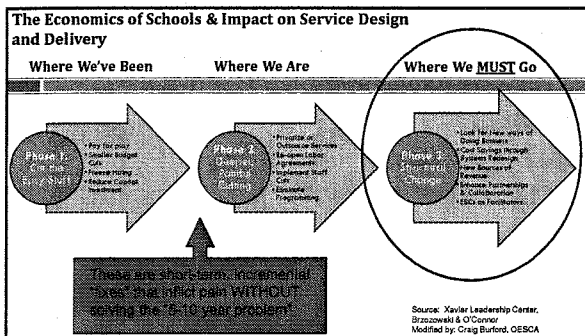
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

### Policy Focus: Guiding Questions

1. How do each of these state level policy initiatives inter-relate to each other? What areas present opportunities for ERSS and ESCs to support ODE and School Districts?
2. How can the state's regional structure ensure successful implementation and long-term sustainability?
3. What changes, if any, must be made to the ESC and/or Regional Systems?
4. How does the state design an effective delivery system to support any current or future state/federal initiatives?

---

---

---

---

---

---

---

---

### CENTRAL QUESTION: What is the ESC Value Proposition?

*In the midst of significant education reform and the implementation of a new school funding system, most school districts will be faced with increased expectations, additional mandates, and flat or reduced fiscal resources. How will ESCs help the school districts continue to make progress in the face of these challenges? What internal and external resources (locally, regionally) can ESCs leverage to make a difference? How do ESCs support ODE? What is our value proposition?*

---

---

---

---

---

---

---

---

## SERVICE DESIGN & DELIVERY

Generating Demand & Meeting Expectations

---

---

---

---

---

---

---

---

### Considerations

- Customers expect more from you than ever before.
- Budget scrutiny with higher expectations to prove return on investment.
- Identify Customer Challenges
- Define the right type and mix of services to provide
- Clearly define those services which are central to your mission and operations.

---

---

---

---

---

---

---

---

### Considerations (Cont.)

- Start with your customers in mind.
- Recognize that not all customers are the same.
- Use data to drive decision making.
- Put customers at the center of everything you do.
- Deliver a consistent brand promise across touch point that enables more value to be gained from customer interactions.

---

---

---

---

---

---

---

---

### BUDGET & POLICY

Long-term sustainability

---

---

---

---

---

---

---

---

<b>Budget Calendar</b>	
Strategic Planning	Government Agencies Establish Their Mission & Performance Goals
June-July (year prior to Budget Bill Intro)	OBM distributes budget guidelines to agencies including assumptions for budget development and budget request forms.
September-October	State Board of Education Finalizes and Approves Agency Budget Priorities.
October-November	Agencies submit budget requests (and caseload projections as appropriate) to OBM. Budget submissions are reviewed for technical accuracy and additional data is sought from agencies as necessary.
December-January	OBM prepares revenue estimates for the upcoming biennium. Recommendations are made to the governor on funding priorities with established revenue projections, who makes final budget decisions. LSC independently prepares revenue forecasts and caseload projections.

---

---

---

---

---

---

---

---

---

---

<b>Budget Calendar (cont.)</b>	
Strategic Planning	Government Agencies Establish Their Mission & Performance Goals
January-February (first year of GA)	A new General Assembly is seated in odd-numbered years. Governor release executive budget or "Blue Book". LSC prepares the budget bill for introduction based on the Governor's recommendations.
February-March	Budget bill is introduced and referred to House Finance & Appropriations committee. OBM and LSC conduct independent analysis. Subcommittees of the House Finance committee review the bill and recommend changes.
March-April	Full House Committee acts on subcommittee recommendations and amends the appropriations bill. LSC drafts both permanent and temporary law amendments. House passes the amended bill and sends to the Senate.
April-May	Senate Finance Committee reviews agency budget requests and recommends changes.

---

---

---

---

---

---

---

---

---

---

<b>Budget Calendar (cont.)</b>	
Strategic Planning	Government Agencies Establish Their Mission & Performance Goals
June	The Senate passes the bill with changes, and it is sent to a Conference Committee of the House and Senate. OBM and LSC provide updated revenue forecasts and caseload projects. LSC produces budget analyses comparing the House and Senate changes to the appropriations bill. The Conference Committee works out differences between the House- and Senate-passed versions of the bill. The House and Senate vote on the Conference Committee report, which is not subject to amendment. The governor signs the appropriations bill by June 30, usually line item vetoing several matters.

---

---

---

---

---

---

---

---

---

---

**District Choice of ESCs: Timeline**

School Districts have the ability to formally align to an ESC in the state. This formal alignment directly impacts ESC funding levels. Districts may also purchase any service from any ESC.

<p><b>TERMINATION</b></p> <ul style="list-style-type: none"> <li>■ Next Opportunity to terminate is prior to January 1, 2015.</li> <li>■ Failure to terminate an agreement allows current contracts/alignment agreements to "roll over" and additional 2 years.</li> </ul>	<p><b>ALIGNMENT</b></p> <ul style="list-style-type: none"> <li>■ Districts that terminate agreements have until July 1, 2015 to enter into a new agreement with their current ESC or a new ESC.</li> </ul>
--	--

Ohio Revised Code §3313.843

---

---

---

---

---

---

---

---

---

---

**EFFECTIVE ADVOCACY**

Creating & Deploying Your Message

---

---

---

---

---

---

---

---

---

---

**The State Budget Process**

- **Newton's laws of motion** are three physical laws that form the basis for classical mechanics. They describe the relationship between the forces acting on a body and its motion due to those forces. **THEY ALSO DESCRIBE THE STATE BUDGETING PROCESS**
  - An object in motion continues in motion with the same speed and in the same direction unless acted upon by an unbalanced force.
  - Acceleration is produced when a force acts on a mass. The greater the mass (of the object being accelerated) the greater the amount of force needed (to accelerate the object).
  - **For every action there is an equal and opposite re-action.**

---

---

---

---

---

---

---

---

---

---

## Advocacy

□ **What is Advocacy?**

ad-vo'ca-ry [ad-vuh-kuh-see]

*noun, plural ad-vo-ca-ries.*

the act of pleading for, supporting, or recommending; active espousal: "He was known for his advocacy of states' rights."

**IT IS A PROCESS NOT AN EVENT: 24/7/365**




---

---

---

---

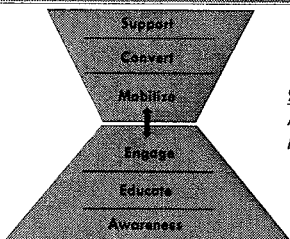
---

---

---

---

## Advocacy



**Sustainable  
Advocacy  
Model**

---

---

---

---

---

---

---

---



□ **Contact OESCA**

□ Email: [info@oesca.org](mailto:info@oesca.org); Phone: 614-846-3855

□ **Check OESCA Out Online**

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

□ **Join the Discussions on LinkedIn through the Ohio ESC Association Group**

□ [http://www.linkedin.com/groups/Ohio-Educational-Service-Center-Association-2600939?gid=2600939&trk=hb\\_side\\_g](http://www.linkedin.com/groups/Ohio-Educational-Service-Center-Association-2600939?gid=2600939&trk=hb_side_g)

**Q & A: Open Discussion**

---

---

---

---

---

---

---

---