Witness: James A. McLoughlin, Ph.D.
Dean of the College of Education and Human Services
Cleveland State University, Cleveland, OH

Representing: First Ring Leadership Academy

Summary: In partnership with Cleveland State University's College of Education and Human Services, the First Ring Leadership Academy was established by thirteen First Ring School Superintendents whose districts ring Cleveland and collectively serve 75,000 students. Frustrated by high turnover and ineptness among their administrators, First Ring School Superintendents focused their efforts on recruiting, training, and retaining exemplary principals to lead their schools. Twenty five highly diverse employees were nominated for the first cohort to receive 220 hours in leadership training and field-based activities, delivered over 15 months by prominent university and school leaders from throughout the USA and Canada. The Academy's curriculum is customized to participant needs, based on nationally accepted Interstate School Leaders Licensure Consortium (ISLLC) standards, and closely monitored for quality by Battelle Memorial Institute. The result is 25 leadership ready personnel, with Ohio principal licensure, 22 academic credits toward master or doctoral degrees, and a career long support and renewal network in the region. Two key features of the First Ring Leadership Academy are one, that Academy participants are nominated to apply to the program, and two, the unprecedented commitment on the part of superintendents to share the pool of Academy graduates to fill principal vacancies in First Ring Schools. The First Ring Leadership Academy is creating the next generation of exemplary leaders for First Ring Schools.

Written Disclosure Requirement: The witness's resume and a list of federal grants awarded to the College of Education and Human Services are attached.

The First Ring Leadership Academy

A Powerful Partnership/A Challenge Accepted

In a one-of-a-kind collaboration, the 13 First Ring School Districts surrounding the city of Cleveland have joined forces with Cleveland State University's College of Education and Human Services to create a leadership academy for aspiring school principals. The First Ring Leadership Academy began with its first cohort of 25 in the fall of 2003 and is preparing to begin another cohort of 25 in the fall of 2004.

A critical shortage of qualified school principals inspired the First Ring School Superintendent's Collaborative, a group formed in 2000, to seek new ways of recruiting, training, and retaining exemplary school leaders. First Ring School Districts are East Cleveland, Euclid, South Euclid Lyndhurst, Cleveland Heights-University Heights, Shaker Heights, Warrensville Heights, Bedford, Maple Heights, Garfield Heights, Parma, Berea, Fairview Park, and Lakewood. They serve over 75,000 students and their families. Two hundred or more principals lead First Ring Schools. In the last 2 years, 50 principal positions or 25% turned over. High turnover has created a competitive hiring situation; one that First Ring School Superintendents wish to remedy by creating a pool of qualified candidates they will openly share.

Why Effective School Leadership in First Ring Suburbs is Important

Historically, first ring suburbs were the first neighborhoods built beyond their contiguous cities, and today, most share aging infrastructures and changing populations. Some families are moving in and out of the central cities while others are moving further out to newly developing suburbs. Movement can be linked to availability and quality of employment, housing, schools, and services. The viability of first suburbs is critical to their central cities. Like inner ring communities everywhere, Cleveland's first ring suburbs act as a protective sheath to the metropolitan area.

National distinction came to Cleveland in 1997 when inner ring mayors and other elected officials, representing 12 municipalities, established the Northeastern Ohio First Suburbs Consortium to address regional needs and assets (Puentes & Orfield, 2002). According to the 2000 Census (Federation for Community Planning & Northern Ohio Data Information Service [NODIS], 2003), over 400,000 families live in Cleveland's first ring communities; almost 80,000 children attend their schools.

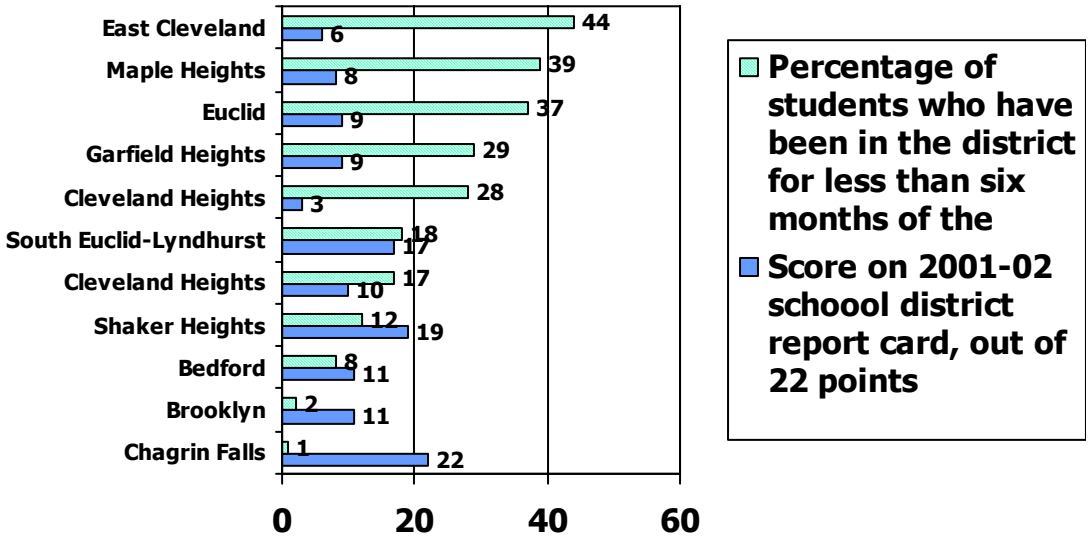
Taking the lead of the First Suburbs Consortium, in the year 2000, thirteen First Ring School Superintendents formed a collaborative to address among other things, the detrimental effects of student mobility, racially aligned achievement gaps, low test scores in general, and the alarming rate (25%) of turnover in school principals.

Knowing that principals dramatically impact student learning, First Ring School Superintendents focused on recruiting, training, and retaining exemplary principals. They envisioned the First Ring Leadership Academy to nurture, educate and cultivate an exceptional cadre of leaders, individuals who could competently meet challenges of mobility, diversity, achievement gaps, and poverty.

Challenges to Learning in First Ring Schools

High rates of mobility in first ring communities not only reflect their decline but also are indicative of low academic achievement among their children. Racial diversity, another characteristic of inner ring suburbs, has also been aligned with unacceptable differences in learning referred to as achievement gaps. When communities in transition offer little employment and unsuitable housing, poverty colors the school experience as well. Challenges to first ring schools are further complicated by changing leadership. And, like never before, schools are being held accountable for student achievement with mandates tied to No Child Left Behind (NCLB) legislation.

Student Mobility and School Achievement - A survey conducted by the Plain Dealer in 2003 (Okoben, Ott, & Santana), revealed that first ring children experience startling rates of movement from school to school and in and out of their communities. As many as 44% of the students in East Cleveland were in the district for less than six months of the school year, similar to 39% in Maple Heights, 37% in Euclid, 29% in Garfield Heights and so on. Their state report card scores correlated: high mobility, low scores. Six first ring school districts were in trouble: five on Academic Watch, one on Academic Emergency.



Okoben, J., Ott, T., & Santana, R.M. (2003, February 7). Frequent moves hurt students' test scores. *The Plain Dealer*.

Poverty - According to the 2000 Census, over 13,000 school-age children (17%) are living in poverty in first ring communities compared to a little over 3000 or less than 1%, in surrounding suburbs. In some places, like East Cleveland, the poverty rate of school age children is at 41%, even higher than Cleveland's (Federation for Community Planning & NODIS, 2003). Hungry, poorly clothed, and minimally equipped children don't achieve well.

Diversity and the Achievement Gap - Even in the more affluent first ring community of Shaker Heights, gaps in achievement have been found between black and white students across all subjects, but especially in math and science (Ogbu, 2003). In another survey of 15 school systems across the country, including two first ring districts, Cleveland Heights-University Heights and Shaker Heights, differences in achievement could once again be found along racial lines (Auster, 2002). Although low achieving students reported having fewer books and computers, and were more apt to live in single parent homes with parents having less education, they all expressed the desire to do well in school.

Proportion of homes with more than one personal computer					
	Black	**White**	**Latino**	**Asian**	**Mixed Race**
Shaker Heights	29%	71%	56%	60%	32%
Cleveland Hts.-University Hts.	24%	51%	28%	49%	31%
Proportion of homes with at least 100 books					
	Black	**White**	**Latino**	**Asian**	**Mixed Race**
Shaker Heights	50%	89%	81%	58%	67%
Cleveland Hts.-University Hts.	35%	84%	48%	43%	56%
Proportion of students living with only one parent or neither parent					
	Black	**White**	**Latino**	**Asian**	**Mixed Race**
Shaker Heights	50%	12%	31%	21%	42%
Cleveland Hts.-University Hts.	46%	16%	45%	22%	41%
Proportion of students whose mothers have at least 4 years of college					
	Black	**White**	**Latino**	**Asian**	**Mixed Race**
Shaker Heights	53%	87%	69%	97%	62%
Cleveland Hts.-University Hts.	48%	80%	52%	64%	55%

Auster, E. (2002, November 20). Integrated schools urged to heed racial differences. *The Plain Dealer*.

Increased Accountability - The No Child Left Behind (NCLB) legislation of 2001 holds schools accountable for all students to achieve, sets high standards for school leaders to make it happen, and results in dire consequences if they don't. Because of continuing low proficiency scores, nine

first ring schools must now offer students the choice to transfer to other schools within their districts (Reed, 2003).

Principal Shortage - The difficulty of filling principal positions with qualified candidates is of particular concern to first ring communities where high turnover rates can be attributed to principals poorly prepared for the educational consequences of student mobility, diversity, poverty, and achievement gaps, as well as increased accountability for student achievement. First Ring Superintendents have rightfully connected the success of their schools to the viability of their communities, and more broadly to a stronger regional economy. In the absence of effective school leaders, they predict irreversible decline.

The Distinctiveness of the First Ring Leadership Academy

There are a number of features of the First Ring Leadership Academy that contribute to current and future success.

The first is that it results from the collaboration of major forces in Ohio with the First Ring School Superintendents.

- The College of Education and Human Services at Cleveland State University allocated funding from its "K-16 Urban School Leadership Initiative" federal award (U.S. Department of Education) to provide a year of planning and preparation and housed the Executive Director and secretary. Faculty and staff approved the program to meet licensure and degree requirements at the university. The President of the university and the Dean of the college are on the Board of the Academy with the Superintendents.

- The Ohio Department of Education recognized the alternative curriculum for principal licensure.

- Area foundations (notably the Cleveland Foundation, Gund Foundation and Martha Holden Jennings Foundations) provided additional seed money to found the academy. The success of the Academy is attracting additional financial support.

The second feature is that the participants of the Academy are hand picked by the Superintendents based on the potential or actual performance as school leaders. This is not a remedial program for struggling individuals; instead, it is transformational and inspirational. There are 25 persons in the Academy's first cohort, five of whom are currently administrators. They are diverse in gender, race, years of experience, and range from elementary through high school personnel.

The third one is that the Superintendents have made the extraordinary agreement to share the Academy's exemplary pool of candidates for vacancies in their districts. Thus participants have ready access to openings in all thirteen districts and are encouraged to apply to any of them. Academy graduates have signed a statement promising to work in a First Ring District for at least 3 years.

The fourth is that participants and their districts are developing a strong network of new leadership who will sustain and support one another as they begin their careers as school principals, directors, and superintendents. Special features of the Academy foster trust and reliance among them during and after training.

The fifth point of distinction is that the Academy places a special emphasis on preparing new leadership who are attuned with the community in which they serve. This includes working with mayors and other public officials, corporate executives, directors of profit and non profit agencies, and families and their advocacy groups.

The First Ring Leadership Academy Program is Standards Based and Customized to the Districts Needs

The Executive Director constructed the First Ring Leadership Academy by asking the right questions of the right people, those who had successful initiatives around the country and particularly the First Ring Superintendents. Published literature on principal preparation called for innovative approaches. Additionally, First Ring Superintendents reported what they wanted their new leaders to demonstrate on the job as well as have the program reflect the newest thinking. The Academy would be customized to the challenges inherent in their schools.

The core curriculum of the Academy was developed and field tested over a four year period by the Ohio Principals Leadership Academy, a state funded organization, and Battelle Memorial Institute. It conforms to the standards of the Interstate School Leaders Licensure Consortium.

To guarantee **relevancy** the curriculum has been modified to insure that speakers, readings and activities focus on First Ring issues and current administrators in the participating districts serve as instructional leaders and contacts. Furthermore speakers are drawn from school districts and universities nationally including Case Western Reserve, Harvard, and others. Their specialties are by design in leadership but from different perspectives than education.

To guarantee **usefulness** participants engage in activities directly related to on the job experience and grapple with issues occurring in their school districts on a daily basis. They are expected to write about and speak about them in different forums to prepare them for communication with media and other likely outlets. The non traditional delivery of the Academy's curriculum resembles a corporate training model more so than a traditional college classroom.

The Academy program is 15 months long and consists of eleven 20 hour sessions. The topics covered are the following:

Session #	Title	Description
1	Charting Your Course to Leadership	Participants generate learning plans based on skill gaps and interests.
2	Leading with Mission, Vision, and Strategy	Participants will look to the future to generate their visions taking into account the current environment of their schools as well as future forces.
3	Leading Instructional Technology	Participants will do action research on First Ring challenges around implementing instructional technology and report their findings to the class.
4	Leading the Continuous Improvement Process	Participants will create workflow process maps to examine faulty systems in their schools.
5	Data Driven Decision Making	Participants will experience how hidden agendas and siloed systems hinder change.
6	Leading Curriculum and Instruction	Participants will look at their curriculum design process, check for alignment with standards and find ways to become educational leaders.
7	Leading Communications Interactions	Participants will hone their communications skills such as listening, presentations, and negotiations.
8	Influencing Public Policy	Participants will travel to Harvard University for an Interdisciplinary Learning Experience.
9	Representing Yourself in the Community and Self-Development Strategies	Participants will examine their schools' communications for effectiveness and look for opportunities to continue to develop their skills.
10	Leading the Learning Organization	Participants will use a performance analysis process as an objective way to evaluate staff performance.
11	Capstone Conference	Participants will work together to plan a conference in order to share their research from the 15 month period and present a final product by giving evidence or demonstrating their learning by means of a spoken or written performance to an authentic audience.

Nine Academy sessions are conducted at Cleveland State University. Two off-campus sessions are also held; one at a state park on Lake Erie and the other at Harvard University.

The program is evaluated regularly by the participants, their employers, and an external group. Participants provide written and interview data about the usefulness of individual sessions. The Battelle Memorial Institute is conducting the external evaluation of the program as well as the Academy structure and business plan.

Participants each pay $7,500 to participate in the Academy. They receive

- 220 hours of instruction
- All books and materials
- Housing, meals and transportation for special events
- Ohio principal licensure
- 22 hours of academic credit toward an academic degree
- Unique positioning in the First Ring Collective hiring pool
- Life long career networking and renewal
- Reimbursement according to school district policy

The actual cost of the Academy is $25,000 per person. The university uses tuition to defray all instructional and overhead expenses. Grants from federal and state governmental agencies, foundations, and private donors are also used. In this program the cost of delivery far exceeds the cost to the participant. Compared to programs offered elsewhere the Academy offers high value for a very reasonable price. The ultimate goal of the Academy is to be a self sustaining entity.

Where We Are Now and What's Next

We are recruiting a second group of candidates for the Academy who will begin in Fall 2004 and overlap with the group completing the academy. The Academy has been recognized for its achievements in a publication of the Institute for Educational Leadership, has been highlighted at national conferences, and is a member of a school leadership planning committee at the Ohio Department of Education. The Executive Director convenes heads of other school leadership groups in Ohio to exchange ideas and foster meaningful collaboration. She is increasingly contacted by universities and school districts throughout the country to learn about the program. The University has institutionalized its support, foundations have renewed and in fact increased their financial support of the Academy, and additional private donors have offered their assistance. In fact, the Roslyn Z. Wolf Endowed Chair in Urban Educational Leadership was established at the university to support the work of the Academy and First Ring Collective.

Goals for the future are aligned with the vision to create a destination for Educational Leadership training and renewal at the First Ring Leadership Academy, Cleveland State University and in the Northeast Ohio Region. To that end, ideas in discussion include:

- Development of a Summer Institute to attract participants from throughout the country interested in metropolitan school leadership
- National recruitment of candidates interested in training in the First Ring and relocating to northeast Ohio
- Offering elements of the Academy program to others via face to face or electronic means
- Development of a unique doctoral studies program focused on metropolitan school leadership

The motto of the First Ring Leadership Academy is "A Challenge Accepted". We in northeast Ohio have answered the challenge and commitment of the First Ring Superintendents by building the First Ring Leadership Academy, an academy dedicated to creating the next generation of leaders for First Ring Schools.

For further information about the Academy please contact:

Dr. Deborah Morin, Executive Director
First Ring Leadership Academy
(216) 687-9209
d.e.morin@csuohio.edu

References

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ADMINISTRATIVE POSITIONS

Dean, College of Education and Human Services, Cleveland State University	2001-present
Interim Provost and Vice President for Academic and Student Affairs, Cleveland State University	2000-2001
Dean, College of Education, Cleveland State University	1995-1999
Associate Dean for Programs and Student Services, School of Education University of Louisville	1987-1995
Associate Dean, Center for the Collaborative Advancement of the Teaching Profession, School of Education, University of Louisville	1987-1993

PROFESSIONAL TEACHING EXPERIENCE

Professor, Department of Special Education University of Louisville	1983-1995
Associate Professor, Department of Special Education, University of Louisville	1979-1983
Assistant Professor, Department of Special Education, University of Kentucky	1974-1979
Assistant Professor, College of Education, Virginia Polytechnic Institute and State University	1974
Instructor, Department of Special Education, University of Utah	1969-1970
Learning Disabilities Teacher, Norwood Public Schools, Norwood, Massachusetts	1967-1969
5th Grade Teacher, Our Lady of Mercy Elementary School, New York City	1967

EDUCATION

University of Arizona, Ph.D. in Special Education, 1973

Boston University, C.A.G.S. in Special Education, 1970

St. Stephen's College, M.A. (1967) and B.A. (1965) in Philosophy, Dover MA

Providence College, Providence RI (1960-1962)

DISCLOSURE OF FEDERAL GRANTS, SUB-GRANTS, CONTRACTS AND SUBCONTRACTS
College of Education – Cleveland State University
October 1, 2001 through Present (Federal Fiscal Years 2002, 2003 and 2004)

Witnesses' Grants, Sub-grants, Contracts and Subcontracts

PD Last Name	Title	Sponsor	Total Amount
McLoughlin	K-16 Urban School Leadership Initiative	U.S. Department of Education	$1,000,000

Grants, Sub-grants, Contracts and Subcontracts for those the Witness Represents

PD Last Name	Title	Sponsor	Total Amount
Abate	Middle School Teachers' Advanced Technology Education Project	National Science Foundation	$218,472
Abate & Jin	Modeling Instruction with Modern Information and Communication Technologies: the MIMIC Project	U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology	$366,795
Abate & Jin	Modeling Instruction with Modern Information and Communication Technologies: the MIMIC Project	U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology	$21,000
Abate & Jin	Modeling Instruction with Modern Information and Communication Technologies: the MIMIC Project	U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology	$262,740
Angelova	Northeast Ohio ESL Education Program	U.S. Department of Education	$185,433
Angelova	Northeast Ohio ESL Education Program	U.S. Department of Education	$221,927
Bennett & Frew	Reading Certification Series	U.S. Department of Education through Cleveland Municipal School District (CMSD)	$180,000
Dutro		Research Challenge	$21,795
Frew	Close the Gaps	U.S. Department of Education thru Bowling Green State University	$155,345
Goodell	Northeast Ohio Model Schools Institute	OSI-Discovery and Project SUSTAIN	$134,691
Goodell & Johns	Math and Science Partnership	National Science Foundation thru Cleveland Municipal School District	$1,326,598
Johns	Project Sustain	Ohio Department of Education (federal pass-thru/if funded locate source)	$50,000
Klein	Cocaine Exposed Children	NIH through CWRU	$35,891
Klein	School Age Consequences of <750 grams Birth weight	National Institute of Health thru Case Western Reserve University	$11,563
Klein	School Age Outcomes of >1000 gram Birth weight Children (Maureen Hack)	NIH through Case Western Reserve University	$30,481
Klein	School Age Consequences of <750 grams Birth weight	National Institute of Health thru Case Western Reserve University	$14,878

DISCLOSURE OF FEDERAL GRANTS, SUB-GRANTS, CONTRACTS AND SUBCONTRACTS
College of Education – Cleveland State University (Page 2 of 2)

Grants, Sub-grants, Contracts and Subcontracts for those the Witness Represents (continued)

PD Last Name	Title	Sponsor	Total Amount
Overton	East Cleveland Mentoring Grant	Department of Education thru Youth Opportunities	$7,680
Overton	East Cleveland Urban/Rural Opportunities Grant	Department of Labor thru Youth Opportunities	$23,241
Overton	Empowerment Zone Urban/Rural Opportunities Grant	Cleveland Municipal School District	$30,461
Peterman	Quality Urban Educators	U.S. Department of Education	$46,000
Peterman	Quality Urban Educators (QUE): Recruiting, Preparing and Retaining Highly Competent Teachers	U.S. Department of Education/Teacher Quality Enhancement (Title II)	$464,639
Peterman	The Great Cities Universities and Urban Educator Corps Partnership Initiative	U.S. Department of Education/Great Cities Universities Foundation through University of New Orleans	$17,000
Peterman	UNITE Book	U.S. Department of Education through university of Milwaukee	$7,000
Peterman	Pilot Research Study Concerning Effective Urban Teachers	Great Cities Universities	$5,000
Peterman	Presidents' Initiative	U.S. Department of Education through University of New Orleans	$10,000
Peterman	Community Plan	U.S. Department of Education through University of New Orleans	$22,000
Peterman	Quality Urban Educators (QUE): Recruiting, Preparing and Retaining Highly Competent Teachers	U.S. Department of Education/Teacher Quality Enhancement (Title II)	$456,270
Peterman	Unite Book	U.S. Department of Education thru University of Milwaukee	$2,170
Peterman & Yusko	Becoming a Reflective, Responsive Urban Educator	US Department of Education through Great Cities Universities	$50,000
Peterman & Yusko	Virtual Curriculum Revised	Great Cities Universities/U.S. Department of Educations through the University of New Orleans	$5,000
Pourdavood	Fulbright Fellowship	CIES Fulbright	$10,400
Purcell		Research Challenge	$3,000
Salzman	Reading First - Ohio	US Department of Education through Ohio Depart of Educ.	$4,930,232
Salzman	Reading First Center	Ohio Department of Education - federal pass thru	$225,000
Wynne	SMART - Biological Supplies	Ohio Department of Education-Eisenhower Program	$55,000

			$9,607,702