



**Department
of Education**

John R. Kasich, Governor
Dr. Richard A. Ross, Superintendent of Public Instruction

April 19, 2013

Dr. Adrienne O'Neill, Chair, and Members of the Youngstown Academic Distress Commission,

On March 29, 2013, I received the Update to the Youngstown Academic Recovery Plan (the "Updated Plan"). First, thank you for your dedicated service to the improvement of the Youngstown City Schools ("YCSD"). What is asked of you is no small endeavor and I am grateful for your service. Secondly, thank you to Dr. O'Neill for your leadership and efforts to create this Updated Plan.

The commission and YCSD have made tangible progress since the last update. I believe the Updated Plan outlines realistic and promising strategies that will help raise the achievement of all children in Youngstown.

I am encouraged that YCSD is embracing of the use flexible credit, blended learning, and quality school choice. As YCSD improves, we must be sure to give parents and students quality choices so that no child is trapped in a poor performing school.

Based on the Updated Plan, it appears that proper leadership is in place in the treasurer's office. It is good to hear that the right steps are being made to get the district's finances under control. Furthermore, YCSD should continue to integrate technology in all parts of teaching, learning, and running the district.

As you implement the Updated Plan, be sure to focus on the needs of YCSD's youngest students. It should be YCSD's goal that all students are able to read by the end of the third grade. Students in YCSD have made progress in recent years, but more than 30% of third graders are still moving on without the ability to read. Please use all resources you can to help students with this critical need.

As you describe in the Updated Plan, Community partnerships are important. They have already begun to improve the lives of Youngstown's children. One excellent example is the YSTAR program created with the help of the Youngstown Foundation. Thanks to this partnership, YCSD graduates will receive a helping hand as they pursue a college education.

I hereby approve the Updated Youngstown Academic Recovery Plan and wish you all the best for its swift execution.

Sincerely,

Richard A. Ross
Superintendent of Public Instruction

Youngstown City Schools Academic Recovery Plan Update FY14 for 2013-2014 School Year

**Youngstown Academic Distress Commission
Adopted: March 28, 2013**

Approved by the State Superintendent of Instruction, Dr. Richard Ross: April 19, 2013

Statute requires that an Academic Distress Commission (ADC) write a yearly update to the Academic Recovery Plan. The Youngstown Academic Distress Commission (YADC) submitted the required Academic Recovery Plan (ARP) Update on March 15, 2012 for FY13. As required, the YADC respectfully submits this update in March 2013 for FY14.

The timing of the update means that the FY13 ODE achievement data are not available to review the academic performance of the Youngstown City Schools (YCSD) related to the FY13 Plan Update. However, the FY14 Update begins with a review of the available local data and YADC observations to determine recommended next steps. When the FY13 data are published, the YADC will conduct a review of the update to determine if further changes to the Academic Recovery Plan are needed.

It is important to note that progress is being made in Youngstown City Schools. Four measures substantiate this conclusion:

1. YCSD moved from Academic Emergency to Academic Watch in 2010-2011 and held that gain in 2011-2012. (See Appendix A)
2. The District Performance Index has continued to move upward each year since 2008-2009. (See Appendix A)

3. The 2010-2011 Report card showed 8 Academic Watch or Academic Emergency Schools, while the 2011-2012 Report card showed 6 Academic Watch or Academic Emergency Schools.

Moving Chaney HS from Academic Watch to Effective in one year (2011-2012) through in-district choice is particularly noteworthy.

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The 2012-2013 report card for the schools will likely show that 4 are D or F schools, but 3 of these schools will be closed or re-purposed for the 2013-2014 school year. The final school in academic watch or academic emergency is an alternative school. (See Appendices A and C)

4. In 2012-2013 the Youngstown City Schools has more award winning schools than ever before. Now Chaney VPA-Stem and Rayen Early College Academy have joined Youngstown Early College as schools worthy of note.

This ARP Update is designed to accelerate progress and address all of the children in the city of Youngstown including those in the charter schools. The YADC believes that improvement will be faster if the district faithfully adheres to the FY14 timelines. While in FY13 the district mostly complied with the ARP Update requirements, too often the timelines were pushed

back leading to situations that could have been better planned.

The YADC thanks all in the district for their hospitality at all sites. Special thanks to Darlene Featherolf who has served as the YADC's administrative assistant during FY13. Many thanks to the Ohio Department of Education staff, including Dr. William Zelig, former Associate Superintendent, Division of Accountability and

Quality Schools, Mr. Adrian E. Allison, former Senior Executive Director, Center for Accountability and Continuous Improvement, Dr. Cynthia Lemmerman, Director of Federal Programs, Melissa Thompson, Director, Office of Educational Reform, Sharon Jennings, Deputy Legal Counsel and Cynthia Kravitz, from the Ohio Attorney General's office.

Review of Strategies in FY 13 Plan Update for the 2012-2013 School Year (FY13)

Overarching Strategy: To Establish the Conditions that Cause the YADC to Cease to Exist

Findings: During FY13, the Youngstown Academic Distress Commission (YADC) continued to hold its monthly meeting at the district schools when school was in session. Schools labeled as being in Academic Watch or Academic Emergency on the preliminary FY 12 report cards (see Appendix A for FY 12 Report Card data) were chosen for the visits so that the YADC could determine whether or not those schools were likely to move their ratings to continuous improvement in FY13. Classrooms were visited and the principals reviewed their quarterly academic data in reports made during the meeting.

In the judgment of the YADC, two schools are most likely to raise their ratings—East High School and Harding Elementary School. Both principals are in the classrooms daily and teachers in both schools are engaged in on grade level or above grade level instruction. The rating system will change for the report card release in August 2013, so it is not yet clear how the schools will rate, but regardless of the rating system, it is

expected that these schools will show improvement in student achievement.

Overall improvement on each of the State Standards is also expected. The implementation of the "One Plan," developed by the school district during its principal and teacher professional development opportunities, has the likelihood of raising the overall performance on each of the standards because it is focused on grade level instruction. (See Appendix F)

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In addition to the monthly meetings of the YADC, weekly conference calls were instituted by the ODE in April 2012 in response to the statement of the Superintendent that he did not fully understand all of the aspects of the FY13 Annual Update. Present on the calls are: Adrienne O'Neill, Chair of the YADC; Jim Reinhart, YADC fiscal monitor; Cindy Kravitz, legal advisor to the YADC, from the Attorney General's Office; Cynthia Lemmerman, Sharon Jennings, and Melissa Thompson, ODE; Superintendent Hathorne,

Deputy Superintendent Hiscox, and Assistant Superintendent Green. Agendas for the calls are generated by the Chair, ODE representatives and the district administration. All agendas for the monthly or special YADC meetings are fully discussed before the meeting happens.

The YADC has focused on the school district finances during FY13. Because the district has not hired a qualified treasurer, the YADC employed a fiscal monitor to work in the district and oversee the work of the interim treasurer and the treasurer's office. The first fiscal monitor found that the district will have a \$48M deficit by the end of the five year forecast. The second fiscal monitor has worked with the district administration to essentially eliminate the deficit through a reorganization that closes academic

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watch and academic emergency buildings and eliminates empty seats (see appendices C and D).

Moreover, March 2013 is historic because it is the first time in many years that the Board of Education reviewed and adopted the monthly standard treasurer's reports. The current fiscal monitor is working with district personnel to establish a financial system that is akin to what is required by law and common sense. Beginning July 1, 2013 all departments will have budgets for the first time in at least 10 years.

It is the understanding of the YADC that no overall district rating will be given in August 2013. Therefore, it is not possible to predict when the YADC will leave. Perhaps a clarification change in the wording of the law will be forthcoming.

Strategy I: To embed community partnerships within the structure of the district to ensure that the schools and the community have a culture of high expectations for the students of YCSD.

Findings: Sponsored by grants from the Wean Foundation and the Youngstown Foundation, the Harwood Institute presented its findings about community engagement at the September 2012 YADC meeting. There is community support for a culture of high expectations for the students of the Youngstown City School District (YCSD).

Unfortunately the presentation of the community engagement findings began a drama in the newspaper that hasn't ended. The statement was made that the community has more trust in the work of the Superintendent than it does in the work of the Board of Education. The focus on that statement has masked the reality that the most advantageous situation for the students will result when the broader community, the parental community, the Superintendent and the Board of Education are working toward a common goal,

i.e. delivering excellent education for all of the students in the city of Youngstown.

As required in the FY13 Annual Update, Community Partnerships have been expanded and the Superintendent's Business Advisory Group has strengthened. Students benefit, for example:

Last fall, the Youngstown Foundation created the YSTAR program that provides last dollar scholarships to all Youngstown City Schools High School Graduates to attend Eastern Gateway Community College or Youngstown State University. The program is designed to make the critical contribution to enable motivated and qualified students to go to and succeed in post-secondary education. (Jan

Strasfeld presentation to the Academic Distress Commission, March 6, 2013—Appendix B).

Interesting partnerships around curriculum are evolving. For example:

About 600 students are using INVENTORcloud. It's a program developed by Applied Systems & Technology Transfer (AST2) of Youngstown.

The students are from Youngstown's Chaney Science, Technology, Engineering and Mathematics School and Austintown, Struthers, Canfield and LaBrae high schools; Youngstown Early College; Bio-Med Science Academy at Northeast Ohio Medical University in Rootstown; E-STEM Reynoldsburg near Columbus; Eastern Gateway Community College and Youngstown State University.

Last fall, the Youngstown Foundation created the Y-Star program that provides last dollar scholarships to all Youngstown City Schools High School Graduates to attend Eastern Gateway Community College or Youngstown State University.

The lab at Choffin, called STORM:Lab, includes five three-dimensional printers, a mill, a router and a laser cutter with a sheet-metal punch to be added. That equipment carves, cuts or chisels the product based on the information input by the students.

AST2 staff members work at the lab, assisting the young people as needed, and the students can watch their design become a reality on the computer screen while seeing and hearing everything that goes on in the lab.

....High school engineering students at Chaney take INVENTORcloud's prerequisite course, Innovation, Creative & Design Thinking, and the school plans to offer college credit for the course next year. Denise Dick, March 8, 2013. Youngstown company helps students hone 21st century skills. Vindicator.

Recently during a presentation to the YADC by the Superintendent of Schools regarding a plan known as Revitalization II (See Appendix C), members of the broader business community, members of the parent community, and members of the Board of Education expressed support for the plan.

While the YADC was pleased to see evidence of the stakeholders working together, the following non-scientific polls indicate there is still much doubt that Youngstown can improve its schools.

Should the state take over the operation of Youngstown's schools? Yes, 5410 (91%), No 514 (8%) Feb 28 poll that was accessed on March 8, 2013 The Vindicator

Do you support the planned restructuring of the Youngstown schools? Yes, 35 (24%), No 110 (75%) Feb 28 poll that was accessed on March 8, 2013 The Vindicator

Mixed messaging is a problem that does little to erase doubt. It is not clear that the goal of the district is about "not resting until every student graduates college and career ready." The website still has the old language about the Youngstown City Schools as a Beacon of Hope, board of education agendas have the old vision and mission and even more confusing, when principals and teachers are talking about their schools on a recruitment DVD, they speak about both the old and new vision and mission.

Strategy I must continue in FY14. Specifics for recommended action are outlined in the Update Section.

Strategy II: To Increase Student Choice Grades K-9 and 10-12

Findings: A committee of parents, a principal and teachers recruited to look at school choice was established by the Deputy Superintendent, Douglas Hiscox. With the help of Youngstown State University professor, Dr. Robert Beebe, a school choice plan was developed by the committee and a Discovery school proposal was created. Other choices were expanded. The FY 13 academic recovery plan update included a stipend for the professor, but Dr. Beebe preferred to do this at no cost to the school district.

On March 6, 2013 at a special meeting of the YADC, the plan, entitled Revitalization II (Appendix C) was presented by Dr. Hathorn. Mr. Reinhart (YADC fiscal monitor) presented the 5 year forecast resulting from implementation of the plan (Appendix D). Most of the \$48M projected deficit was erased by the plan. The vote by the YADC was unanimous in favor of including the plan into the yearly update of the YADC.

On March 6, 2013 at a special meeting of the YADC, the plan, entitled Revitalization II (Appendix C) was presented by Dr. Hathorn. Mr. Reinhart (YADC fiscal monitor) presented the 5 year forecast resulting from implementation of the plan (Appendix D). Most of the \$48M projected deficit was erased by the plan.

Community support was expressed for the plan during the meeting of the YADC:

Several community members attending the meeting also voiced support for the plan. Henry McNeil, president of the Youngstown Baptist Pastors Council; Herb Washington, owner of H.L.W. Fast Track; Janice Strasfeld, director of the Youngstown Foundation; and Angela McCoy, a member of the parents advisory board, all said they back Hathorn's plan. (Denise Dick. March 7, 2013. Restructuring plan unveiled. The Vindicator.)

Additional community support was expressed as follows:

The Rev. Lewis Macklin, pastor of Holy Trinity Missionary Baptist Church, has a daughter in

the visual and performing arts program at the Chaney Campus and another daughter who will be in seventh grade next year.

The family is looking at several schools, including some city schools, to try to find the best combination for her. Academic rigor, cultural diversity, quality curriculum and administrative support are some of the characteristics important to the family.

Sylvia Jennings, president of the parent-teacher organization at Harding Elementary School, also backs the restructuring.

"His plan is very good," she said. "I haven't heard or seen anything better," she said. "With our economy the way it is and with the area being in the situation it is with work and unemployment and the inner city down with some crime and other issues, money needs to be allocated to get things done in the school system." (Denise Dick. March 11, 2013. Community backs new city schools plan. The Vindicator.)

On March 12, 2013, the Board of Education passed a resolution that outlined the plan. The vote of the Board of Education was 5 yes, 1 no with 1 absent. Please see Appendix E for the full resolution.

On March 22, the *Vindicator* contained a report by Denise Dick that talked about some parents from Kirkmere who believed that the plan was fine as long as their children could remain in the same school.

The YADC received an e-mail from the United Front criticizing the Board of Education for adopting the Revitalization Plan without including President Obama's Executive Order #13621, Educational Excellence for African Americans (See Appendix H).

Strategy II must continue in FY14. Specifics for recommended action are outlined in the

Update Section.

Strategy III: Creating Credit Flexibility, Expanding Advanced Placement, Dual Credit Opportunities and Redefining Distance Learning Opportunities

While the Board policies have been changed to make all of these possibilities available to students, this is the aspect of the FY13 Update that has had the least attention during this school year. Therefore the FY14 plan update contains many of the same requirements as last year. Additionally, the program of studies deadline of December slipped until February. Next year the deadline cannot slip because the changes must have time to filter through the parent and student choice process with consistent messaging.

The new Program of Studies lists the AP/College in High School course offerings. This list is inclusive of all potential College in High School courses that will be supported by either Youngstown State University or Eastern

Gateway Community College. The student may also take the AP test if they have attended one of the college in high school classes and it was taught by an AP credentialed instructor. All of the teachers for these classes will be approved as adjuncts by the appropriate university and receive the AP training. The same offerings will be available at both Chaney and East.

Listed in the chart below are the new opportunities for students

Strategy III must continue in FY14. Specifics for recommended action are outlined in the Update Section.

College in High School	AP and College in High School Courses
<p><i>Students are only eligible to receive college credit</i></p> <p>General Biology I General Chemistry I Calculus I Fundamentals of Physics Geology Engineering Astronomy Introduction to Statistics American Literature and Diversity Writing Italian and French Public Speaking</p>	<p><i>Students are eligible for both AP testing and receive college credit. Classes are taught at the same time by the same instructor. The instructor is AP and college in high school approved.</i></p> <p>AP Biology General Biology II AP Chemistry General Chemistry II AP English Literature General English Literature AP Calculus Calculus II AP World History Discovery of World History</p>

Strategy IV: Principal Professional Development Plan 2012-2013 School Year

Every article or book that has been written on improving academic achievement emphasizes the very important role of the principal. The district hired some new principals and the YADC had the opportunity to meet two of them. The district is to be commended on the quality of the new hires.

The FY13 plan update contained very focused plans for June and August principal retreats with

specific outcomes. Most of the recommendations contained in the plan update were followed, but technology was not addressed. The central office administration has requested that the FY 14 plan update include principal retreats and they are included.

Strategy IV must continue in FY14. Specifics for recommended action are outlined in the Update Section.

Strategy V: Up-to-Date Ohio Standards Based PreK-12 Literacy, Math, Science and Social Studies Plans will be Developed by the Youngstown City Schools

YCSO implemented this portion of the FY13 plan. As a part of the Mahoning County ESC contract, two curriculum supervisors and a part time gifted coordinator joined the Deputy Superintendent's staff for FY13. They have made an enormous difference in coaching principals and math and reading specialists in implementing and monitoring the commission's plan. Arrangements with ESC's are likely to

change this year because the money for services will go to the districts, but the YADC recommends that the district continue with these committed folks.

Strategy V must continue in FY14. Specifics for recommended action are outlined in the Update Section.

Strategy VI: School Finance

At each monthly meeting, the YADC reviewed district enrollments with the Superintendent and learned that the trend observed during the last several school years had reversed. Now, the district is not losing students during the school year and had gained 6 students by February 2013.

That reversal is significant because at the same time one year ago, the school year loss of students was 400 causing a budgetary problem that resulted in the postponement of the renewal levy scheduled for April 2012 to November 2012. While it was later found that the problem was not as significant as first thought, it was still troubling.

At each monthly meeting, the YADC reviewed district enrollments with the Superintendent and learned that the trend observed during the last several school years had reversed. Now, the district is not losing students during the school year and had gained 6 students by February 2013.

The renewal levy postponement brought several other issues to light, most notably, the treasurer was not keeping the Board of Education apprised of what was actually happening so that the Superintendent and the Board of Education could not make plans that would take the district forward academically and financially. In May 2012 the YADC put the treasurer on paid leave after a presentation of a "floating forecast" that did not resemble what is required in a five year forecast.

The YADC asked that the Board of Education conduct a national search for a treasurer, but the search did not result in the hiring of a qualified treasurer. In the meantime, an interim treasurer (the County treasurer) was

appointed. In June 2012, he performed the State of Ohio required 5 year forecast. However, his duties were expanded at the county and he could no longer serve in this capacity, so the Board of Education appointed one of its accountants as the interim treasurer. The YADC, with the help of the Ohio Department of Education, appointed a fiscal monitor, Mark Paprocki, to serve until December 2013. Unfortunately, Mr. Paprocki identified a larger financial problem when it became time to renew the health insurance. The full liabilities for health insurance had not been budgeted since 2008, resulting in a \$48M deficit by the end of the 5 year forecast. James Reinhardt, recommended by the Ohio Department of Education, became the fiscal monitor on January 1, 2013.

The fiscal monitor approves all purchases that exceed \$5,000 and helps the district interim treasurer prepare all required reports. The monitor shares his work with the YADC at each monthly meeting and on the Wednesday calls.

As the YADC visited the schools in preparation for the FY13 annual update, it became clear that the schools had many unused seats. The FY13 annual update called for the treasurer to do a cost per pupil per building study. The study was completed in February 2013 by the fiscal monitor and there were a number of empty seats available indicating that schools needed to be closed to restore cost effectiveness to the school district.

Strategy VI must continue in FY14. Specifics for recommended action are outlined in the Update Section.

Strategy VII: Monitoring the Plan

SST will co-plan and co-facilitate the District Leadership Team's (DLT) implementation and internal monitoring of a single comprehensive plan ("one-plan") for grades pre-K-9 and the High School portion of the plan will be monitored by a representative appointed by the Ohio Office of School Turnaround.

At each meeting, the SST and the Ohio Office of School Turnaround reported on progress in raising student achievement.

Strategy VII must continue in FY14. Specifics for recommended action are outlined in the Update Section.

Strategy VIII: Quaglia Institute Review prepared by: Dr. Michael Corso

Year One work in both Phase 1 schools (Bunn, Williamson, Taft, McGuffey, Wilson, Volney-Rogers, and P. Ross Berry) and Phase 2 schools (Kirkmere, Harding, MLK, and East High School) continues on schedule. Teams meet regularly both with QISA field specialists as well as between their visits. The QISA field team has conducted student focus groups in and provided reports to all Phase 1 and 2 schools. All Phase 1 schools have had staff focus groups and reports. All schools have Aspirations Teams that are engaged in various Year One projects. These include:

For example, student clubs, such as 4H, are pictured on the board. (Taft)

Buddy Classes are helping support student Leadership & Responsibility and Belonging. (Taft)

Caught Being Good reinstated as a recognition piece in the Morning Lift. (Williamson)

To improve Belonging, each staff member is working to ensure every student has a classroom job. (Williamson)

A Hall of Heroes created in the hallways to raise awareness and encourage student leadership.

Being more intentional about having students feel important in their classroom; students

choosing their work to display; student of the week; student jobs. (McGuffey 1st Grade)

Working to help the school define bullying. Note: The team worked on a plan to intentionally involve parents, teachers, staff and students. (McGuffey 4th Grade)

Student Aspirations team members featured in the school's Morning Meeting to highlight projects. For example, the students are helping to plan an Academic Pep Rally (March 27th) in preparation for state testing in April. (Bunn)

The staff team integrating student voice through goal writing. Students are writing their own goals for academic and behavioral outcomes. (Bunn)

Examining current policies that are having (or potentially can have) a negative impact on the Three Guiding Principles (Self-Worth, Engagement, Purpose). (Wilson)

Students took up the challenge of developing a "universal" definition of bullying for the school. (Wilson)

Developed a crosswalk between the Aspirations Framework and the OTES. (P. Ross Berry)

Implementing various student voice initiatives including a dance, dress down days, intramurals, Camp Fitch. (Volney)

Student Q-Team now monitors the cafeteria tables in the morning. (Volney)

Additionally in team meetings with QISA since the January 17th Commission Meeting, QISA Field Specialists have facilitated cross walks between Aspirations work and the curriculum guidelines outlined in the One Plan.

Aspirations work and the curriculum guidelines outlined in the One Plan.

Strategy VIII must continue in FY14. Specifics for recommended action are outlined in the Update Section.

Additionally in team meetings with QISA since the January 17th Commission Meeting, QISA Field Specialists have facilitated cross walks between Aspirations work and the curriculum guidelines outlined in the One Plan.

FY 14 Academic Recovery Plan Update

Overarching Strategy: To Establish the Conditions that Cause the YADC to Cease to Exist

While, as previously mentioned, it is the understanding of the YADC that no overall district rating will be given in August 2013,

there will be no change in the YADC's drive to improve student performance.

Strategy I: To Embed Community Partnerships within the Structure of the District to Ensure that the Schools and the Community have a Culture of High Expectations for the Students of YCSD.

The Superintendent will continue to report monthly on the new partnerships that have been formed in the preceding month. He will also

report on the progress made with previous partnerships. For example, the YADC will be most interested in the number of scholarships

claimed by Youngstown students from the Youngstown Foundation. A report on this will be expected at the September 2013 meeting.

A recommendation was made at the September 2012 meeting that a new position be created to manage the growth of partnerships and the work of the business advisory committee. The YADC did not support adding staff because the district was engaged in a levy campaign. When the \$48M deficit was found in December, cost cutting measures were requested by the YADC, making additional staff less likely. However, the

YADC did not consider a part-time contract based person selected from the retired business community. The YADC would consider a recommendation at an amount not to exceed \$20,000 for FY14.

First and foremost, this new person would work with the district administration to create focused messaging that emphasizes the district's drive toward excellence. The Superintendent will present a job description for the person to be hired at the May 2013 meeting of the Academic Distress Commission.

Strategy II: To Increase Student Choice Grades K-9 and 10-12

The discussion about choice should continue into FY 14. The committee that was established in FY 13 should be expanded to include more members and should continue to meet and look at additional possibilities.

For example, it might be possible to allow students to choose the elementary (K-6) building they would like to attend. The discovery school might be split into interest areas and run as small schools at different locations. The possibilities are limitless and the YADC will expect a report on the work of this committee from the Deputy

Superintendent in November 2013. The timing of this report will allow the district to redo its website and develop DVD's to be mailed to every student's home. Further, single page selection brochures must be designed so that the selection process is easy for students and parents.

As suggested by the district, the student choice strategy should result in a net enrollment gain of 100 each year. The Superintendent will report monthly on the enrollment in each grade level and in each choice location.

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Strategy III: Creating Credit Flexibility, Expanding Advanced Placement and Dual Credit

What follows is revised from the FY13 Plan update

Further work is needed during the 2013-2014 school year to create credit flexibility options, expand the Advanced Placement and dual credit course offerings, and expand the use of blending learning possibilities.

The Deputy Superintendent for Academic

Affairs will work with a committee of teachers and members of the technology department to investigate AP distance learning opportunities throughout the state and investigate AP online learning opportunities that could be implemented in the 2014-2015 school year.

The committee may also consider adding pre-AP strategies and courses to prepare more students to enroll in advanced AP courses (see <http://sitesearch.collegeboard.org/?q=pre-AP&searchType=site>). These strategies might include incorporating the Avid College Readiness Program into the high school and middle school.

The Deputy Superintendent will present the 2014-2015 Program of Studies reflecting the creation of credit flexibility options, expanded Advanced Placement and dual credit opportunities, blended learning and distance learning possibilities, to the YADC for review at its December 2013 meeting.

Classroom instruction at the high school must include the use of technology beyond using whiteboards as electronic worksheets. During the 2013-2014 school year, at a minimum, all high school classrooms (grades 9-12) will use the free Massachusetts Institute of Technology Open

Courseware website <http://ocw.mit.edu/index.htm> to select appropriate lectures, labs, demonstrations or materials from the more than 2000 Massachusetts Institute of Technology courses or from the section of the website entitled “Highlights for High School.”

The Deputy Superintendent will present the 2014-2015 Program of Studies reflecting the creation of credit flexibility options, expanded Advanced Placement and dual credit opportunities, blended learning and distance learning possibilities, to the YADC for review at its December 2013 meeting.

Many of the courses at the Massachusetts Institute of Technology Open Courseware website contain website citations directing students to original materials housed at the Library of Congress, National Archives, etc. The school librarians and members of the technology department will make sure that students can access these sites from classroom computers and computers in the school library.

High School Principals will share the results of this requirement in a report with students and teachers present twice during the 2013-2014 school year at YADC meetings scheduled in December 2013 and May 2014.

Strategy IV: Principal Professional Development Plan 2013-2014 School Year

Technology

Principal training must be focused on creating vibrant schools where the instruction is at or above grade level for all students with appropriately designed student supports.

The Deputy Superintendent for Academic Affairs will create a team of principals that will create a 2013-2014 Principal Professional Development Plan focused on student achievement strategies that create excellence, on grade level instruction for all, and the development of a college access program that a minimum will include:

1. An extended Principal Retreat in June 2013, focused on school turn around strategies will be held. Presenters for this retreat will be

selected by the team and identified in the plan. The Retreat will include:

- a. An extended conversation about how to improve the work with school leadership teams that created the 2012-2013 school plans that reframe the school vision to: “We will not rest until...” and the expectation that grade level instruction with supports will be implemented in all pre-K through 12 classrooms. The Deputy Superintendent will review the one page graphic (Appendix F) that clearly shows the support programs at the various grade levels as strategies underpinning on grade level instruction.

At the retreat, each principal will review and revise the implementation plan for the single comprehensive plan (One Plan) that will be entered into the school's CCIP and IM/M tools. Monthly BLT meetings will focus on adult implementation data and impact on student performance.

- b. The single comprehensive plan must be implemented at the teacher-level. Using the Teacher-Based Team structure, teacher-level teams will collaboratively plan and focus on grade level instruction with supports. The principals with SST support will monitor the implementation of the five-step process to provide feedback and support to all preK-12 TBTs.
- c. An extensive discussion about how to use technology daily in the schools will occur. A plan for technology integration that involves the staff will be developed for each school and will include the suggested roll out. The Deputy Superintendent will review these plans and will discuss them at the August 2013 retreat.
- d. Principals in schools with grades 8 and 9 and High School Principals will develop a draft college access plan that will include: implementing Avid College Readiness Strategies, administering Explore in the 8th grade with workshops for students and parents, changing the expectation to all students will graduate college and career ready and creating pathways for all students to pursue further educational opportunities. The plan will also include the use of Student Tracker and ways to raise ACT scores. Prior to the retreat, the principals will gather feedback from their staff to inform their work.
- e. An extended discussion will be held of how principals will meet the requirements of the Ohio Department of Education Teacher

Evaluation System training and the new principal evaluation system.

- 2. An extended Principal Retreat focused on data from the 2012-2013 school year and the results of the June 2013 retreat will be held in August 2013. At a minimum the retreat will include:
 - a. The Deputy Superintendent for Academic Affairs will lead an extensive discussion of the results from the 2012-2013 school year. The SST will support the DLT in refining its single plan based on outcome data from the 2012-2013 school year. With SST support, each school will develop a tentative plan for improvement to be discussed by each school leadership team in September 2013.
 - b. The Deputy Superintendent for Academic Affairs will lead an extensive discussion of the common threads of the turnaround plans and the technology integration plans developed in August. These threads will be used by the principals to further refine the June plans into a final plan.
 - c. Led by the Deputy Superintendent of Academic Affairs with SST support, all principals will discuss the one page summaries written by the principals prior to the meeting. The summaries will outline the successes and challenges of their implementation as discussed and data summarized at BLT of selected turn around strategies during the previous month and successes and challenges with implementing on grade level instruction. Written suggestions for addressing the challenges agreed to during the meeting and celebrating the successes will be e-mailed by the Deputy Superintendent of Academic Affairs one week following the principals' meeting.

The Deputy Superintendent and his team will present the Principal Professional Development Plan to the YADC in August 2013.

Strategy V: Up-to-Date Ohio Standards Based PreK-12 Literacy, Math, Science and Social Studies Plans will be Developed by the Youngstown City Schools

While this was done in FY13, implementation of the plans needs to be checked so that students do well on more difficult assessments. The Deputy Superintendent will report on student performance on the up-to-date Ohio Standards at each monthly YADC meeting. Further it is recommended that the curriculum positions created in FY13 be continued in FY14.

The Superintendent and Assistant Superintendent will contact the newly appointed Executive Director of the White House Initiative on Educational Excellence for African Americans, David J. Johns, to seek his advice on

evidence-based best practices to improve African American student achievement from cradle to career. This can be done by telephone or letter and can be incorporated into the One Plan if different practices emerge than those already in play. The same strategy will be employed with the White House Initiative on Educational Excellence for Hispanics and the White House Initiative on Educational Excellence for Asian Americans and for Pacific Islanders.

A report will be expected at the August 2013 meeting.

Strategy VI: School Finance

If the Board of Education appoints a qualified treasurer, then the YADC would like to see the usual treasurer reports as a part of the monthly board of education meeting agenda. The treasurer will present the 5 year forecast to the

YADC in May 2013 and November 2013.

If the Board of Education does not appoint a qualified treasurer then the YADC will continue with a fiscal monitor.

Strategy VII: Monitoring the Plan

SST will co-plan and co-facilitate the District Leadership Team's (DLT) implementation and internal monitoring of a single comprehensive plan ("one-plan") for grades pre-K-9 and the High School portion of the plan will be monitored by a representative appointed by the Ohio Office of School Turnaround.

The SST and the Ohio Office of School Turnaround will continue their work and will continue to report on the work at each monthly meeting of the YADC.

Strategy VIII Quaglia Institute

The update that established the Quaglia Institute as a three year project anticipated that the district would pay the costs for this program in FY14 and FY15. Changes to the scheduled program will have to be made as a result of the plan known as Re-Organization II.

continue the program. However, these funds may not be enough to continue at all locations. The YADC suggests that the locations be determined by eliminating those that are performing at the highest levels.

A report will be expected monthly.

The district is planning to use Title I funds to

Strategy IX: Providing Excellence for All Students in the City of Youngstown

The Superintendent and his staff should be working to have students from the charters and other districts return to choice locations in the Youngstown City Schools.

In the same manner that the district has sought to eliminate academic emergency and academic watch Youngstown schools, the same strategy should be employed with the charters operating in Youngstown. (See Appendix G)

First the district should eliminate its poorly performing charter school and then it should begin discussions with the other poorly performing charters operators.

First the district should eliminate its poorly performing charter school and then it should begin discussions with the other poorly performing charters operators. The district team should look at the Cleveland Plan, particularly at the charter portion of the plan. A report on district action related to charters should be presented to the YADC in October 2013.

Strategy X: Developing an Accountability Strategy for All High School Locations

The idea of adding choice at all high school locations is acknowledged by the YADC as a very good idea. However, the district needs to think about an accountability strategy that advantages all locations, not just some locations.

The YADC will expect a plan for high school accountability for discussion at the November 2013 meeting. The district might look at the idea in Reynoldsburg—i.e. one high school for accountability purposes.

Meeting Schedule

<p>April 18, 2013 – East, 2:00 PM</p>	<p><i>Topics:</i></p>
<p>May 16, 2013 – location, 2:00 PM</p>	<p><i>Topics:</i> 1) Review of job description for new retired person to do community engagement and messaging 2) 5 year forecast</p>
<p>August 15, 2013 – location, 2:00 PM</p>	<p><i>Topics:</i> 1) Principal Professional Development 2) Report on evidence based strategies added based on discussion with U.S. Department of Education</p>

September 19, 2013 – location, 2:00 PM	Topics: 1) Accountability data
October 17, 2013 – location, 2:00 PM	Topics: 1) Charter school report
November 21, 2013 – location, 2:00 PM	Topics: 1) Student choice 2) 5 year forecast 3) Accountability high school locations
December 12, 2013 – location, 2:00 PM	Topics: 1) Program of studies 2) High school technology reports
January 16, 2014 – location, 2:00 PM	Topics:
February 20, 2014 – location, 2:00 PM	Topics:
March 20, 2014 – location, 2:00 PM	Topics: 1) FY15 plan update
April 17, 2014 – location, 2:00 PM	Topics:
May 17, 2014 – location, 2:00 PM	Topics: 1) High school technology reports

Appendix A: FY12 Ohio Department of Education Performance Data

Youngstown City Schools Data	2011·12	2010·11	2009·10	2008·09
Enrollment	5,561	6,088	6,541	6,819
Number of Standards met	1	2	1	2
Designation	Academic Watch	Academic Watch	Academic Emergency	Academic Emergency
Designation Adjusted by Value-Added Score	Not Met	Met	Not Met	Not Met
Read 3rd grade %at or above proficient	68.4	59.3	52.7	56.0
Math 3rd grade %at or above proficient	73.7	59.1	47.7	57.6
Read 4th grade %at or above proficient	68.1	68.4	53.1	67.1
Math 4th grade %at or above proficient	61.7	64.1	49.6	54.2
Read 5th grade %at or above proficient	54.6	46.6	38.5	31.6
Math 5th grade %at or above proficient	44.6	33.1	26.1	22.4
Science 5th grade %at or above proficient	45.9	26.6	30.0	27.3
Read 6th grade %at or above proficient	60.0	60.2	59.0	51.4
Math 6th grade %at or above proficient	38.0	39.0	47.4	37.6
Read 7th grade %at or above proficient	44.6	42.5	49.4	35.5
Math 7th grade %at or above proficient	31.8	32.5	28.8	31.4
Read 8th grade %at or above proficient	44.8	56.5	43.8	35.5
Math 8th grade %at or above proficient	43.3	29.4	29.5	22.3
Science 8th grade %at or above proficient	18.6	19.2	22.1	15.4
Read OGT %at or above proficient	53.9	56.0	61.3	60.3
Math OGT %at or above proficient	47.4	44.8	52.2	51.3
Write OGT %at or above proficient	69.7	70.5	68.5	78.0
Social Studies OGT %at or above proficient	51.0	39.3	47.9	49.3
Science OGT %at or above proficient	35.5	34.9	42.1	41.0
Read 11th grade %at or above proficient	80.1	83.3	79.7	83.9
Math 11th grade %at or above proficient	71.8	77.1	72.0	67.7
Write 11th grade %at or above proficient	83.6	88.7	86.7	87.8
Social Studies 11th grade % at or above proficient	66.8	72.3	68.6	70.1
Science 11th grade %at or above proficient	63.3	61.3	60.7	53.6
Attendance	93.8	93.6	92.4	91.8
Current Graduation rate	65.6	67.8	58.0	72.8
Performance Index Score	76.1	73.7	72.4	70.2
Attendance AYP	Met	Met	Met	Met
Graduation AYP	Not Met	Met	Not Met	Met
Reading AYP	Not Met	Not Met	Not Met	Not Met
Math AYP	Not Met	Not Met	Not Met	Not Met
Overall AYP	Not Met	Not Met	Not Met	Not Met
District Improvement Status	9	8	7	6
Mean ACT Score	17	17	17	17
%Graduates Participating in ACT	57.3	62.3	54.9	46.4
Mean SAT Score	NC	816	1080	1008
%Graduates Participating in SAT	1.7	0.8	1.9	1.2
%Graduates Graduating with Honors Diploma	1.9	7.4	10.7	0.0
Number of Graduates Participating in an AP Test	0	0	0	0
%AP Test Talkers with an AP score of 3 or above	0.0	0.0	0.0	0.0

District and School Rating and Value Added Designation

	Designation 2011-12	Value Added 2011-12	Designation 2010-11	Value Added 2010-11	Designation 2009-10	Value Added 2009-10	Designation 2008-09	Value Added 2008-09
YCS D	Academic Watch	Below	Academic Watch	Met	Academic Emergency	Below	Academic Emergency	Below
High Schools								
Chaney (6-12)	Effective	Above	Academic Watch	N/A	Academic Watch	N/A	Academic Watch	N/A
East (9-12)	Academic Emergency	N/A	Academic Emergency	N/A	Academic Watch	N/A	Academic Watch	N/A
University Project Learning Center (UPLC) (2-12)	Academic Emergency	Below	Academic Emergency	Below	Academic Emergency	Below	Academic Emergency	Above
Youngstown Early College (9-12)	Excellent	N/A	Excellent	N/A	Excellent	N/A	Excellent	N/A
Middle Schools								
Volney Rogers	Academic Watch	Met	Continuous Improve	Met	Academic Watch	Below	Academic Emergency	Below
Wilson	Academic Emergency	Below	Academic Emergency	Below				
P Ross Berry	Academic Emergency	Below	Academic Emergency	Met	Academic Emergency	Below	Academic Emergency	Below
Rayen Early / College	Continuous Improve	Met	Continuous Improve	Met	Continuous Improve	Above		
Elementary (PreK - 5)								
Taft	Continuous Improve	Met	Effective	Above	Academic Emergency	Above	Academic Emergency	Below
Williamson	Continuous Improve	Above	Academic Watch	Met	Continuous Improve	Above	Academic Watch	Above
Paul C Bunn	Continuous Improve	Below	Academic Watch	Met	Continuous Improve	Met	Academic Watch	Met
Martin Luther King	Continuous Improve	Above	Academic Emergency	Below	Academic Watch	Below	Continuous Improve	Met
Kirkmere	Continuous Improve	Met	Continuous Improve	Met	Continuous Improve	Met	Continuous Improve	Above
McGuffey	Continuous Improve	Above	Continuous Improve	Met	Continuous Improve	Above	Academic Watch	Above
Harding	Academic Watch	Met	Continuous Improve	Above	Academic Emergency	Below	Continuous Improve	Met

Appendix B: Janice Strasfeld, Director of The Youngstown Foundation

Presented March 6, 2013.

Jan Strasfeld – Executive Director, The Youngstown Foundation

Remarks for Youngstown City Schools Plan Presentation – 3/6/2013

Madam chair, members of the commission and guests....I'm Jan Strasfeld, executive director of The Youngstown foundation. I am here to show support for the adoption of the revitalization plan that Dr. Hathorn has presented. Since its inception 95 years ago.... The Youngstown Foundation has been devoted to ensuring the quality of life for the residents of Youngstown. We have invested over \$ 90 million dollars in our local community.... through nonprofit organizations and institutions that address a wide range of needs....providing promising solutions to vital concerns.

During my tenure, no issue has been more challenging.... or more perplexing... than education. We have recognized its importance to our economy and our quality of life.... and we have been steadfast supporters of efforts to ensure that Youngstown's students have access to quality education... Most recently, along with the Raymond John Wean Foundation, we sponsored the Harwood Institute's Community Engagement Study for the Youngstown City Schools.

One of the outcomes of that research was the community's concern to increase the number of students pursuing post-secondary education. The Youngstown Foundation, through its Y-Star Program, has already addressed this concern.

Last fall, The Youngstown Foundation created the Y-Star Program.... which provides last-dollar scholarships to all Youngstown City School's high school graduates to attend Eastern Gateway Community College or Youngstown State University. The program is designed to make the critical contribution to enable motivated and qualified students to go to... and succeed in post-secondary education. The opportunity is there for all of our kids.... however, we need to ensure that our students use it.

The revitalization plan provides a means of doing so. Beginning in the early grades with the discovery program.... continuing through the innovative career-college prep program and peaking in high school, the plan offers students college knowledge... information... and support about the importance of postsecondary education and what it will take to succeed.

It also offers students enriched learning opportunities and exposure to careers that often require postsecondary education. And.... it offers them encouragement and support.

The Efficiency and Choice Plan is connected to the vision that fostered our \$3million dollar investment in our kids through Y-Star. It is a vision that focuses on an educational pathway to success that begins with students and extends to a community that will increasingly rely on workers with postsecondary education.

We are going to have to work together to realize the vision and our work is going to have to begin in the early grades. The Efficiency and Choice Plan recognizes this.

Implementing the plan will involve community understanding about the need for change and community commitment and capacity to make it. Again referring to the feedback from the hundreds of Youngstown citizens who participated in the community engagement study, the schools and the community need to act now to make a difference in the lives of our children and our community. The work of the commission and the contents of the plan make the need for change clear.

It is now up to all of us to move ahead with it.

**Appendix C: Choice Plan and the Implications of the Plan on Each of the Schools
as well as the Choices for Students within the Youngstown City Schools.**

More STUDENT CHOICE by Grade Level

Grade 2 going to 3	Grade 3 going to 4	Grade 4 going to 5	Grade 5 going to 6	Grade 6 going to 7	Grade 7 going to 8	Grade 8 going to 9
DISCOVERY Program	DISCOVERY Program	DISCOVERY Program	DISCOVERY Program VPA/ STEM REC	DISCOVERY Program VPA/ STEM REC Chaney Career & College East Career & College	DISCOVERY Program VPA/ STEM REC Chaney Career & College East Career & College	VPA/ STEM YEC East Career & College
Grade 9 going to 10	Grade 10 going to 11	Grade 11 going to 12	Grade 12 going to further education or jobs...			
East Career & College VPA/STEM	East College Prep or Traditional Choffin Career Tech	East College Prep or Traditional	<p align="center">New Programs! More Pathways!</p> <p align="center">YCS—education defined by choice</p>			

Youngstown Academic Plan

School	Current					Proposed			
	Rating 2011-12	Grades	Enrollment	Available Seats	Empty Seats	Grades	Enrollment	Empty Seats	Notes
Elementary School									
Bunn	CI	PK-5	302	350	48	PK-6	313	37	
Harding	AW	PK-5	424	485	61	PK-6	451	34	Rating moves up
Kirkmere	CI	PK-5	282	500	218	3-8	482	18	Discovery Program
Martin Luther King	CI	PK-5	325	350	25	PK-6	302	48	
McGuffey	Effective	PK-5	485	825	340	PK-6	568	257	
Taft	CI	PK-5	338	485	147	PK-6	440	45	
Williamson	Effective	PK-5	379	379	0	PK-6	369	10	
Middle School									
P. Ross Berry	AE	8	249	700	451	—	—	—	Consider for admin in 2014-15
Rayen Early College	CI	6-8				6-8	—	—	Enrollment included at Chaney
Volney Rogers	AW	6-7	259	350	91	—	—	—	Consider for choice 2014-15
Wilson	AE	6-7	300	379	79	2-12	200	179	Changes to alternative school
High School									
Chaney	Effective	6-12	554	1250	696	6-12	813	437	
Choffin	NA	11-12/ Career/PS	141	800	659	11-12/ Career/ PS	372	428	
East	AE	9-12	971	1250	279	7-12	782	468	
Youngtown EC	Excellent	9-12	200	225	25	9-12	225	0	
Univ. Learning Ctr	AE	2-12	108	350	242	—	—	—	Close permanently
Total			5,317	8,678	3,361		5,317	1,961	
Reduces AW/AE	6 AW/AE								1 AW/AE or D/F 2013-14

Appendix D: Five Year Forecast Resulting from Choice Plan

March 6, 2013

Revised Forecast with Reconfiguration Plan

Youngstown City School District

Five Year Forecast Summary
For the Fiscal Years Ended June 30, 2010, 2011 and 2012 Actual;
Forecasted Fiscal Years Ending June 30, 2013 Through 2017

	Actual				Average Change	Forecasted				
	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012			Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017
Revenues										
2.080 <i>Total Revenues and Other Financing Sources</i>	112,613,900	113,024,173	108,140,896	-2.0%	104,074,365	104,890,981	106,571,641	108,284,594	110,029,466	
Expenditures										
3.010 YCS Operating Expenditures	72,002,643	74,589,168	73,828,372	1.3%	71,737,000	71,935,414	71,263,235	72,741,078	75,576,184	
3.020 Payments to other Schools	29,888,124	29,469,960	31,970,752	-0.4%	34,380,253	35,067,858	35,769,215	36,484,600	37,214,292	
Non Operating Expenditures	9,036,822	2,865,196	2,059,321	-48.2%	1,440,000	560,000	562,700	565,481	565,000	
5.050 <i>Total Expenditures</i>	110,927,589	106,924,324	107,858,445	-1.4%	107,557,253	107,563,272	107,595,150	109,791,159	113,355,476	
6.010 <i>Excess of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses</i>	1,686,311	6,099,849	282,451	83.2%	3,482,888	2,672,291	1,023,509	1,506,565	3,326,010	
7.010 Cash Balance July 1 - Excluding Proposed Renewal/Replacement and New Levies	1,313,690	3,000,001	9,099,850	165.8%	9,382,301	5,899,413	3,227,122	2,203,613	697,048	
7.020 <i>Cash Balance June 30</i>	3,000,001	9,099,850	9,382,301	103.2%	5,899,413	3,227,122	2,203,613	697,048	2,628,961	

Assumptions for the Revised Five-Year Forecast
with YCS Reduction Choice Plan
March 6, 2013

The assumptions that were submitted with the five year forecast presented at the December 13, 2012 ADC meeting are the same as this forecast with the following exceptions:

1. Staffing changes from the YCS Reduction Choice Plan are now included in salaries and benefits. Reductions of \$8,676,872 are included as well as additions of \$3,208,658 for a net savings of \$5,468,214. 83% of the annual savings are included in FY 2014 and 17 % are included in FY 2015. Staffing is assumed to remain flat beginning in FY 2015. Approximately \$3,700,000 of the net savings is in salaries and \$1,700,000 is in benefits.
2. State funding increases by 2% per year beginning in FY 2014. This is mainly based on the assumption that enrollment stays the same for the next four years. It is assumed that the increased number of choices for students, improved customer service and improved marketing will end the pattern of declining enrollment.
3. Estimates for FY 2013 are updated to reflect the most recent data. State funding is down approximately \$1.4 from the December forecast. The cost of purchased services is up by about \$1.5 million due to increased payments to other districts. Salaries are down approximately \$1.3 million and there are slight increases in the areas of benefits, supplies, and capital outlay.
4. The forecast assumes restructuring costs of \$2 million in FY 2014 and \$1 million in FY 2015. Restructuring costs could involve additional severance pay, unemployment compensation, minor building & furniture modifications, moving of supplies and equipment, transportation, marketing, and other unanticipated costs.

The costs are included in Salaries (\$500,000), Benefits (\$500,000), Purchased Services (\$500,000) and Capital Outlay (\$500,000) for FY 2014. For FY 2015 they are in Salaries (\$300,000), Benefits (\$200,000) and Purchased Services (\$500,000).

Youngstown City School District

Mahoning

reduction choice plan

Schedule of Revenues, Expenditures and Changes in Fund Balances
For the Fiscal Years Ended June 30, 2010, 2011 and 2012 Actual;
Forecasted Fiscal Years Ending June 30, 2013 Through 2017

6-Mar-13

	Actual				Average Change	Forecasted				
	Fiscal Year 2010	Fiscal Year 2011	Fiscal Year 2012	Fiscal Year 2013		Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	
Revenues										
1.010 General Property Tax (Real Estate)	\$19,823,262	\$19,428,611	\$20,072,011	0.7%	\$20,072,000	\$20,072,000	\$20,172,000	\$20,273,000	\$20,374,000	
1.020 Tangible Personal Property Tax	\$278,274	\$121,221	\$1,373	-77.7%						
1.030 Income Tax										
1.035 Unrestricted State Grants-in-Aid	\$74,695,774	\$73,929,162	\$78,644,391	2.7%	\$76,699,025	\$78,233,006	\$79,797,666	\$81,393,619	\$83,021,491	
1.040 Restricted State Grants-in-Aid	\$1,005,009	\$1,000,975	\$1,000,975	-0.2%	\$1,000,975	\$1,000,975	\$1,000,975	\$1,000,975	\$1,000,975	
1.045 Restricted Federal Grants-in-Aid - SFSF	\$5,025,208	\$7,548,481	\$1,514,442	-14.9%						
1.050 Property Tax Allocation	\$8,789,067	\$7,528,547	\$4,542,232	-27.0%	\$3,386,000	\$3,232,000	\$3,248,000	\$3,264,000	\$3,280,000	
1.060 All Other Revenues	\$2,896,247	\$2,591,675	\$2,156,902	-13.6%	\$2,253,000	\$2,253,000	\$2,253,000	\$2,253,000	\$2,253,000	
1.070 Total Revenues	112,512,841	112,148,672	107,932,326	-2.0%	103,411,000	104,790,981	106,471,641	108,184,594	109,929,466	
Other Financing Sources										
2.010 Proceeds from Sale of Notes										
2.020 State Emergency Loans and Advancements (Approved)										
2.040 Operating Transfers-In										
2.050 Advance-In	101,059	875,501	208,570	345.1%	663,365	100,000	100,000	100,000	100,000	
2.060 All Other Financing Sources										
2.070 Total Other Financing Sources	101,059	875,501	208,570	345.1%	663,365	100,000	100,000	100,000	100,000	
2.080 Total Revenues and Other Financing Sources	112,613,900	113,024,173	108,140,896	-2.0%	104,074,365	104,890,981	106,571,641	108,284,594	110,029,466	
Expenditures										
3.010 Personal Services	42,026,286	43,163,332	43,664,515	1.9%	40,590,738	39,060,000	37,270,000	37,007,000	37,044,000	
3.020 Employees' Retirement/Insurance Benefits	19,116,479	18,526,571	18,797,246	-0.8%	19,183,739	19,799,000	21,291,000	23,333,000	25,949,000	
3.030 Purchased Services	37,885,869	39,317,404	39,694,453	2.4%	42,724,776	44,079,272	44,950,857	45,339,874	46,246,671	
3.040 Supplies and Materials	1,744,735	1,809,414	2,556,823	22.5%	2,400,000	2,405,000	2,410,000	2,415,000	2,420,000	
3.050 Capital Outlay	35,990	70,758	14,049	8.2%	150,000	600,000	100,000	100,000	100,000	
3.060 Intergovernmental										
Debt Service:										
4.010 Principal-All (Historical Only)										
4.020 Principal-Notes	1,322,500	1,322,500	1,322,500		1,340,000	460,000	462,700	465,481	465,000	
4.030 Principal-State Loans										
4.040 Principal-State Advancements	6,690,000	1,500,000								
4.050 Principal-HB 264 Loans										
4.055 Principal-Other										
4.060 Interest and Fiscal Charges	66,768	59,513	39,675	-22.1%						
4.300 Other Objects	1,081,408	1,112,136	1,072,038	-0.4%	1,068,000	1,060,000	1,010,593	1,030,804	1,030,804	
4.500 Total Expenditures	109,970,035	106,881,628	107,161,299	-1.3%	107,457,253	107,463,272	107,495,150	109,691,159	113,255,475	
Other Financing Uses										
5.010 Operating Transfers-Out	82,053	42,696	33,781	-34.4%						
5.020 Advances-Out	875,501		663,365		100,000	100,000	100,000	100,000	100,000	
5.030 All Other Financing Uses										
5.040 Total Other Financing Uses	957,554	42,696	697,146	718.6%	100,000	100,000	100,000	100,000	100,000	
5.050 Total Expenditures and Other Financing Uses	110,927,589	106,924,324	107,858,445	-1.4%	107,557,253	107,563,272	107,595,150	109,791,159	113,355,475	
6.010 Excess of Revenues and Other Financing Sources over (under) Expenditures and Other Financing Uses	1,686,311	6,099,849	282,451	83.2%	3,482,888-	2,672,291-	1,023,509-	1,506,565-	3,326,009-	
7.010 Cash Balance July 1 - Excluding Proposed Renewal/Replacement and New Levies	1,313,690	3,000,001	9,099,850	165.8%	9,382,301	5,899,413	3,227,122	2,203,612	697,047	
7.020 Cash Balance June 30	3,000,001	9,099,850	9,382,301	103.2%	5,899,413	3,227,122	2,203,612	697,047	2,628,962-	
8.010 Estimated Encumbrances June 30					200,000	200,000	200,000	200,000	200,000	
Reservation of Fund Balance										
9.010 Textbooks and Instructional Materials										
9.020 Capital Improvements										
9.030 Budget Reserve										
9.070 Bus Purchases										
9.080 Subtotal										
10.010 Fund Balance June 30 for Certification of Appropriations	3,000,001	9,099,850	9,382,301	103.2%	5,899,413	3,027,122	2,003,612	497,047	2,628,962-	

Appendix E: Board of Education Resolution regarding Choice Plan

**The Public Schools Youngstown, Ohio
Office of the Superintendent
March 12, 2013**

RESOLUTION NO. 43-13

RESOLUTION APPROVING THE YOUNGSTOWN CITY SCHOOL DISTRICT REVITALIZATION PLAN II FOR IMPLEMENTATION AT THE START OF THE 2013-14 SCHOOL YEAR

WHEREAS, the Superintendent has developed a comprehensive Youngstown City School District Revitalization Plan II for implementation to restructure the schools, meet the diverse needs of all students, and generate new energy and academic success; and

WHEREAS, the Revitalization Plan II complements and enhances the district's Academic Recovery Plan, provides new, exciting and relevant academic programs tailored to student interests and needs, and makes reorganizational changes that preserve the district's financial resources; and

WHEREAS, the Revitalization Plan II is specifically designed to enable all students to benefit from the Youngstown Board of Education adopted curriculum, based on state standards and 21st Century Skills, as well as evidence-based teaching which is aligned to curriculum and embedded in real-world contexts, quarterly assessments to monitor student achievement, and targeted and timely intervention that keeps students on pace; and

WHEREAS, the Revitalization Plan calls for right sizing the district for efficient building operations and staffing; reconfigure schools and programs to create more choice for students and parents and to reduce expenditures as fiscal responsibility to taxpayers; and

WHEREAS, the Revitalization Plan II will add sixth grade to elementary schools; introduces new 3-8 Discovery Program; closes/repurposes middle schools and introduces new 7/8 College/Career Prep Program; enhances the Chaffin Career Tech program and modifies the district alternative program; and

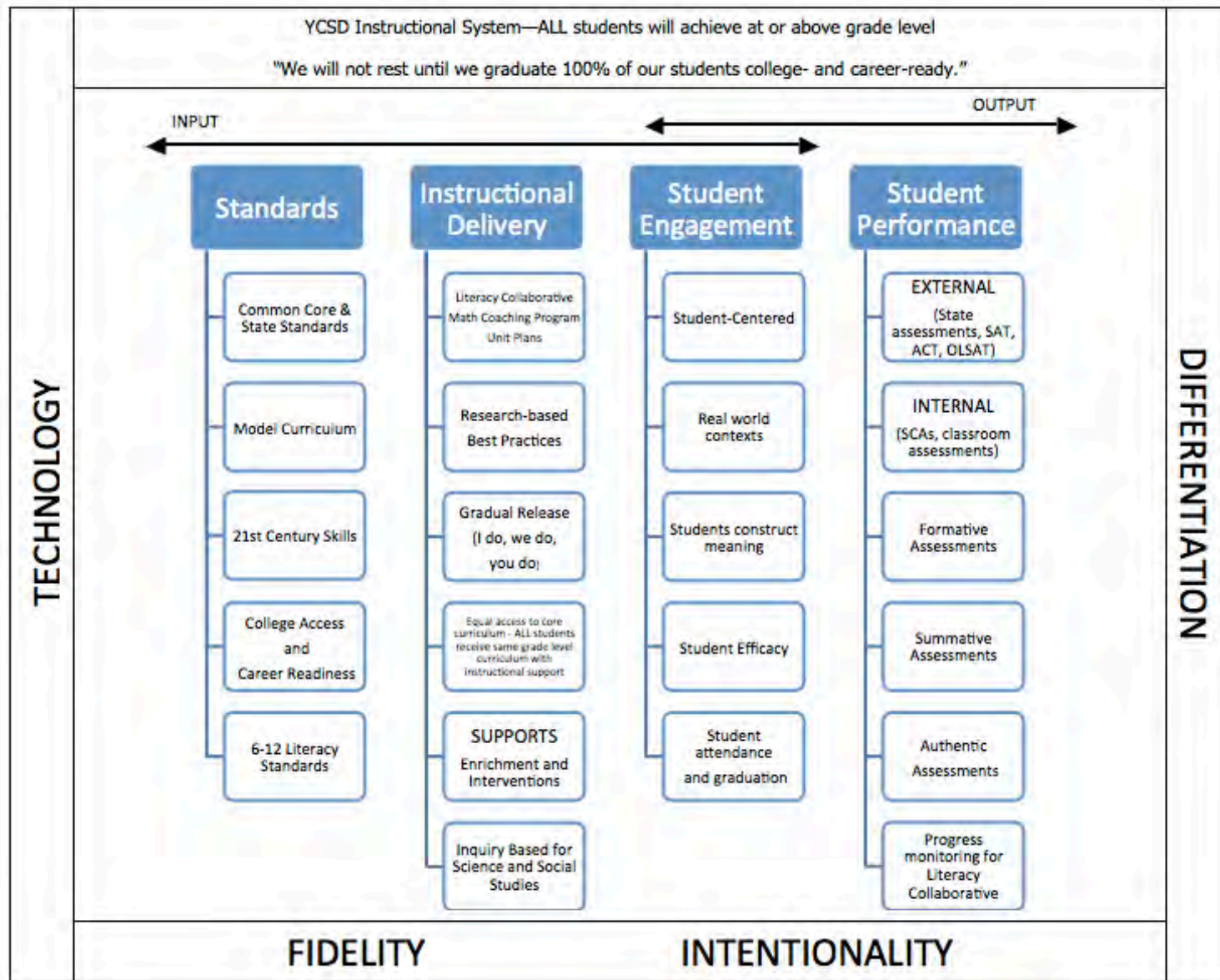
WHEREAS, in the Revitalization Plan II, Kirkmere will be repurposed as Discover Program and Kirkmere students will be reassigned to McGuffey, Taft, Harding, Williamson or M.L. King; and

WHEREAS, in the Revitalization Plan II, the middle schools at P. Ross Berry, Wilson and Volney will be repurposed or closed. Grade 7 & 8 will have two programs designed for exploration of two pathways-career prep or college prep and located at Chaney and East.

WHEREAS, under this plan Career Tech students (grades 11 & 12) will attend Choffin Career and Technical Center for the entire school day benefiting through more continuity and time in the classroom and the districts alternative school program University Project Learning Center housed at the former Mary Hadow School building will be closed and the program will move to Wilson.

NOW THEREFORE BE IT RESOLVED, that the Board of Education of the Youngstown City School District hereby moves to approve the Youngstown City School District Revitalization Plan II as submitted by Superintendent Connie Hathorn, the major components of which are defined herein, for implementation at the start of the 2013-2014 school year.

Appendix F: YCSD Instructional Framework



YCSO Instructional System—ALL students will achieve at or above grade level
"We will not rest until we graduate 100% of our students college- and career-ready."

MONITORING

Administrators

- 3-5 minute walkthroughs
- 30 minute walkthroughs
- Scripted Observations
- Evaluations

DLT (Monthly)

BLT (Monthly)

TBT (Bi-monthly)

CHANGE MECHANISM

YCSO "One Plan"

Reviewed by DLT and BLT twice/year

ARP

Reviewed by ARC, DLT and BLT twice/year

Title I

Annual Review

SIG

Reviewed by ODE and district twice/year

PROFESSIONAL DEVELOPMENT

Aligned

- Results of walkthrough data
- CFA data and instructional strategies discussed at TBTs
- Instructional framework (maps, assessment, delivery of instruction)

Embedded

On-going

Purposeful

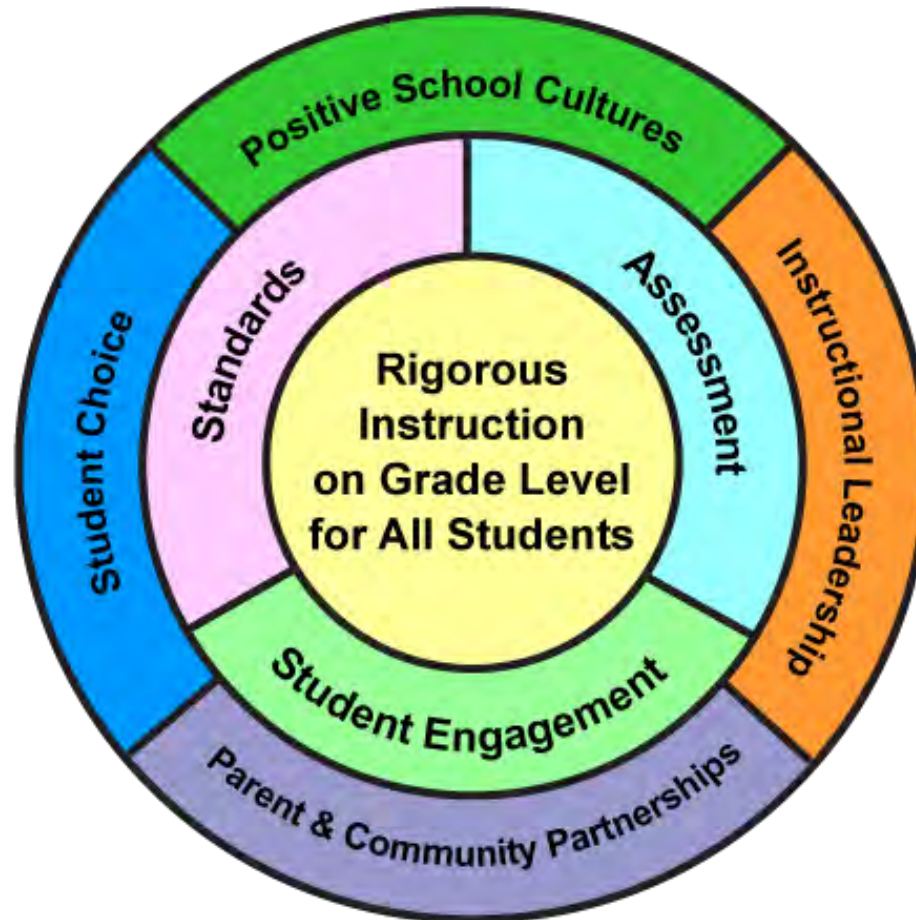
Structured

Consistent

Collaborative

"We will not rest until we graduate 100% of our students college- and career-ready."

Building a Culture of High Expectations for All



YOUNGSTOWN CITY SCHOOLS

Appendix G: Charter Schools

Youngstown Community Schools and Sponsors

IRN	School Name	Sponsor	Address	City	School Type	2011-12 Report Card Designation	2010-11 Report Card Designation	2009-10 Report Card Designation	Average Daily Enrollment
011986	Horizon Science Academy Youngstown	Buckeye Community Hope Foundation	3021 E. Dublin Granville Road	Columbus	start-up	Effective	N/A	N/A	306
133801	Life Skills Center of Youngstown	Ohio Council of Community Schools	3131 Executive Parkway, Ste 306	Toledo	start-up	Academic Emergency	Academic Watch	Continuous Improve.	236
009996	Mahoning County High School	Mahoning County ESC	100 DeBartolo Place, Ste 105	Youngstown	start-up	Academic Watch	Academic Emergency	Continuous Improve.	129
148999	Mahoning Unlimited Classroom, The	Mahoning County ESC	100 DeBartolo Place, Ste 105	Youngstown	start-up	Academic Watch	Continuous Improve.	Continuous Improve.	132
008251	Mahoning Valley Opportunity Center	Youngstown City School District	496 Glenwood Avunue, Ste 112	Youngstown	start-up	Academic Emergency	Academic Emergency	Academic Emergency	118
143453	Mollie Kessler School	Buckeye Community Hope Foundation	3021 E. Dublin Granville Road	Columbus	start-up	Academic Emergency	Academic Emergency	Academic Emergency	64
012105	South Side Academy	Ohio Council of Community Schools	3131 Executive Parkway, Ste 306	Toledo	start-up	Continuous Improvement	Academic Emergency	N/A	374
000855	Stambaugh Charter Academy	Buckeye Community Hope Foundation	3021 E. Dublin Granville Road	Columbus	start-up	Effective	Continuous Improve.	Academic Emergency	423
000303	Summit Academy Secondary School-Youngstown	Educational Service Center of Lake Erie West	2275 Collingwood Blvd.	Toledo	start-up	Academic Emergency	Academic Emergency	Academic Emergency	155
007984	Youngstown Academy of Excellence	Office of School Sponsorship	25 S. Front Street	Columbus	start-up	Academic Emergency	Academic Emergency	Academic Emergency	209
134072	Youngstown Community School	Mahoning County ESC	100 DeBartolo Place, Suite 105	Youngstown	start-up	Excellent	Effective	Excellent	333
									2,479

Source: ODE Directory of Community Schools

Mahoning County Charter Funding

Community School	HB 59 Estimated Formula ADM FY12	Estimated Opportunity Grant	Estimated Targeted Assistance	Estimated Special Education Funding	Estimated LEP Funding	Estimated Economically Disadvantaged Aid	Estimated Early Childhood Access	Estimated Gifted	HB 59 Estimated Formula Aid	Actual Base Aid FY12	Difference From Base FY12
Horizon Science Academy Youngs	305.0	\$1,524,900	\$516,256	\$54,632	\$6,529	\$273,706	\$45,844	\$15,249	\$2,437,116	\$2,336,400	\$100,716
Life Skills Ctr Of Youngstown	208.0	\$1,039,900	\$291,877	\$249,139	\$1,069	\$133,085	\$-	\$10,399	\$1,725,469	\$1,547,912	\$177,556
Mahoning County High School	103.7	\$518,250	\$157,035	\$62,242	\$375	\$76,565	\$-	\$5,183	\$819,649	\$741,128	\$78,521
Mahoning Unlimited Classroom	139.9	\$699,350	\$-	\$140,466	\$480	\$55,071	\$-	\$6,994	\$902,361	\$878,009	\$24,352
Mahoning Valley Opportunity	122.9	\$614,500	\$205,776	\$124,015	\$263	\$106,816	\$-	\$6,145	\$1,057,515	\$936,818	\$120,698
Mollie Kessler	63.9	\$319,550	\$71,914	\$373,822	\$375	\$34,191	\$-	\$3,196	\$803,048	\$605,647	\$197,401
Southside Academy	375.4	\$1,876,750	\$640,586	\$320,158	\$-	\$334,997	\$37,893	\$18,768	\$3,229,151	\$2,983,492	\$245,659
Stambaugh Charter Academy	395.8	\$1,979,050	\$672,016	\$281,876	\$9,364	\$345,159	\$41,021	\$19,791	\$3,348,276	\$3,124,447	\$223,828
STEAM Academy Youngstown	36.9	\$184,300	\$63,070	\$20,486	\$-	\$30,786	\$12,090	\$1,843	\$312,575	\$296,110	\$16,465
Summit Academy Sec Youngstown	148.8	\$744,080	\$204,965	\$2,052,807	\$1,245	\$111,180	\$-	\$7,441	\$3,121,717	\$2,577,919	\$543,798
Summit Academy-Youngstown	157.9	\$789,300	\$224,368	\$2,115,670	\$-	\$124,545	\$-	\$7,893	\$3,261,776	\$2,666,376	\$595,401
Western Reserve Kindergarten L	49.9	\$249,650	\$2,870	\$-	\$4,500	\$3,898	\$3,324	\$2,497	\$266,738	\$143,058	\$123,681
Youngstown Acad of Excellence	196.8	\$983,900	\$335,366	\$115,431	\$7,159	\$174,800	\$36,751	\$9,839	\$1,663,245	\$1,577,119	\$86,126
Youngstown Community School	328.2	\$1,640,800	\$561,027	\$175,037	\$-	\$270,167	\$50,657	\$16,408	\$2,714,096	\$2,576,869	\$137,227
Totals									\$25,662,732	\$22,991,303	\$2,671,429

**Appendix H: Executive Order –
White House Initiative on Educational Excellence for African Americans**

EXECUTIVE ORDER

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE
FOR AFRICAN AMERICANS

By the authority vested in me as President by the Constitution and the laws of the United States of America, to restore the country to its role as the global leader in education, to strengthen the Nation by improving educational outcomes for African Americans of all ages, and to help ensure that all African Americans receive an education that properly prepares them for college, productive careers, and satisfying lives, it is hereby ordered as follows:

Section 1. Policy. Over the course of America's history, African American men and women have strengthened our Nation, including by leading reforms, overcoming obstacles, and breaking down barriers. In the less than 60 years since the *Brown v. Board of Education* decision put America on a path toward equal educational opportunity, America's educational system has undergone a remarkable transformation, and many African American children who attended the substandard segregated schools of the 1950s have grown up to see their children attend integrated elementary and secondary schools, colleges, and universities.

However, substantial obstacles to equal educational opportunity still remain in America's educational system. African Americans lack equal access to highly effective teachers and principals, safe schools, and challenging college-preparatory classes, and they disproportionately experience school discipline and referrals to special education. African American student achievement not only lags behind that of their domestic peers by an average of two grade levels, but also behind students in almost every other developed nation. Over a third of African American students do not graduate from high school on time with a regular high school diploma, and only four percent of African American high school graduates interested in college are college-ready across a range of subjects. An even greater number of African American males do not graduate with a regular high school diploma, and African American males also experience disparate rates of incarceration.

Significantly improving the educational outcomes of African Americans will provide substantial benefits for our country by, among other things, increasing college completion rates, productivity, employment rates, and the number of African American teachers. Enhanced educational outcomes lead to more productive careers, improved economic opportunity, and greater social well-being for all Americans. Complementing the role of Historically Black Colleges and Universities (HBCUs) in preparing generations of African American students for

successful careers, and the work of my Administration's separate White House Initiative on Historically Black Colleges and Universities, this new Initiative's focus on improving all the sequential levels of education will produce a more effective educational continuum for all African American students.

To reach the ambitious education goals we have set for our Nation, as well as to ensure equality of access and opportunity for all, we must provide the support that will enable African American students to improve their level of educational achievement through rigorous and well-rounded academic and support services that will prepare them for college, a career, and a lifetime of learning.

Sec. 2. White House Initiative on Educational Excellence for African Americans.

(a) Establishment. There is hereby established the White House Initiative on Educational Excellence for African Americans (Initiative), to be housed in the Department of Education (Department). There shall be an Executive Director of the Initiative, to be appointed by the Secretary of Education (Secretary). The Initiative shall be supported

by the Interagency Working Group established under subsection (c) of this section and advised by the Commission established under section 3 of this order.

(b) Mission and Functions.

(1) The Initiative will help to restore the United States to its role as the global leader in education; strengthen the Nation by improving educational outcomes for African Americans of all ages; and help ensure that African Americans receive a complete and competitive education that prepares them for college, a satisfying career, and productive citizenship.

(2) The Initiative will complement and reinforce the Historically Black Colleges and Universities Initiative established by Executive Order 13532 of February 26, 2010, and together, they both will support enhanced educational outcomes for African Americans at every level of the American education system, including early childhood education; elementary, secondary, and postsecondary education; career and technical education; and adult education.

(3) To help expand educational opportunities, improve educational outcomes, and deliver a complete and competitive education for all African Americans, the Initiative shall, consistent with applicable law, promote, encourage, and undertake efforts designed to meet the following objectives:

(i) increasing general understanding of the causes of the educational challenges faced by African American students, whether they are in urban, suburban, or rural learning environments;

(ii) increasing the percentage of African American children who enter kindergarten ready for success by improving their access to high-quality programs and services that enable early learning and development of children from birth through age 5;

(iii) decreasing the disproportionate number of referrals of African American children from general education to special education by addressing the root causes of the referrals and eradicating discriminatory referrals;

(iv) implementing successful and innovative education reform strategies and practices in America's public schools to ensure that African American students receive a rigorous and well-rounded education in safe and healthy environments, and have access to high-level, rigorous course work and support services that will prepare them for college, a career, and civic participation;

(v) ensuring that all African American students have comparable access to the resources necessary to obtain a high-quality education, including effective teachers and school leaders, in part by supporting efforts to improve the recruitment, preparation, development, and retention of successful African American teachers and school leaders and other effective teachers and school leaders responsible for the education of African American students;

(vi) reducing the dropout rate of African American students and helping African American students graduate from high school prepared for college and a career, in part by promoting a positive school climate that does not rely on methods that result in disparate use of disciplinary tools, and by supporting successful and innovative dropout prevention and recovery strategies that better engage African American youths in their learning, help them catch up academically, and provide those who have left the educational system with pathways to reentry;

(vii) increasing college access and success for African American students and providing support to help ensure that a greater percentage of African Americans complete college and contribute to the goal of having America again lead the world in the proportion of adults who are college graduates by 2020, in part through strategies to strengthen the capacity of institutions of higher education that serve large numbers of African American students, including community colleges, HBCUs, Predominantly Black Institutions (PBIs), and other institutions; and

(viii) enhancing the educational and life opportunities of African Americans by fostering positive family and community engagement in education; reducing racial isolation and resegregation of elementary and secondary

schools to promote understanding and tolerance among all Americans; improving the quality of, and expanding access to, adult education, literacy, and career and technical education; and increasing opportunities for education and career advancement in the fields of science, technology, engineering, and mathematics.

(4) In working to fulfill its mission and objectives, the Initiative shall, consistent with applicable law:

(i) identify evidence-based best practices that can provide African American students a rigorous and well-rounded education in safe and healthy environments, as well as access to support services, which will prepare them for college, a career, and civic participation;

(ii) develop a national network of individuals, organizations, and communities to share and implement best practices related to the education of African Americans, including those identified as most at risk;

(iii) help ensure that Federal programs and initiatives administered by the Department and other agencies are serving and meeting the educational needs of African Americans, including by encouraging agencies to incorporate best practices into appropriate discretionary programs where permitted by law;

(iv) work closely with the Executive Office of the President on key Administration priorities related to the education of African Americans;

(v) increase the participation of the African American community, including institutions that serve that community, in the Department's programs and in education-related programs at other agencies;

(vi) advise the officials of the Department and other agencies on issues related to the educational attainment of African Americans;

(vii) advise the Secretary on the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies that are designed to improve educational opportunities and outcomes for African Americans of all ages; and

(viii) encourage and develop partnerships with public, private, philanthropic, and nonprofit stakeholders to improve African Americans' readiness for school, college, and career, as well as their college persistence and completion.

(5) The Initiative shall periodically publish reports on its activities. The Secretary and the Executive Director of the Initiative, in consultation with the Working Group and the Chair of the Commission established under subsection (c) of this section and section 3 of this order, respectively, may develop and submit to the President recommendations designed to advance and promote educational opportunities and attainment for African Americans.

(c) Interagency Working Group.

(1) There is established the Federal Interagency Working Group on Educational Excellence for African Americans (Working Group), which shall be convened and chaired by the Initiative's Executive Director and that shall support the efforts of the Initiative described in subsection (b) of this section.

(2) The Working Group shall consist of senior officials from the Department, the White House Domestic Policy Council, the Department of Justice, the Department of Labor, the Department of Health and Human Services, the National Science Foundation, the Department of Defense, and such additional agencies and offices as the President may subsequently designate. Senior officials shall be designated by the heads of their respective agencies and offices.

(3) The Initiative's Executive Director may establish subgroups of the Working Group to focus on different aspects of the educational system (such as early childhood education, K-12 education, higher education (including HBCUs and PBIs), career and technical education, adult education, or correctional education and reengagement) or

educational challenges facing particular populations of African Americans (such as young men, disconnected or out-of-school youth, individuals with disabilities, children identified as gifted and talented, single-parent households, or adults already in the workforce).

(d) Administration. The Department shall provide funding and administrative support for the Initiative and the Working Group, to the extent permitted by law and within existing appropriations. To the extent permitted by law, other agencies and offices represented on the Working Group may detail personnel to the Initiative, to assist the Department in meeting the objectives of this order.

(e) Collaboration Among White House Initiatives. The Initiative may collaborate with the White House Initiatives on American Indian and Alaska Native Education, Educational Excellence for Hispanics, Asian-American and Pacific Islanders, and (consistent with section 3(c) of this order) Historically Black Colleges and Universities, whenever appropriate in light of their shared objectives.

Sec. 3. President's Advisory Commission on Educational Excellence for African Americans.

(a) Establishment. There is established in the Department the President's Advisory Commission on Educational Excellence for African Americans (Commission).

(b) Commission Mission and Scope. The Commission shall advise the President and the Secretary on matters pertaining to the educational attainment of the African American community, including:

(1) the development, implementation, and coordination of educational programs and initiatives at the Department and other agencies to improve educational opportunities and outcomes for African Americans of all ages;

(2) efforts to increase the participation of the African American community and institutions that serve the African American community in the Department's programs and in education programs at other agencies;

(3) efforts to engage the philanthropic, business, nonprofit, and education communities in a national dialogue on the mission and objectives of this order; and

(4) the establishment of partnerships with public, private, philanthropic, and nonprofit stakeholders to meet the mission and policy objectives of this order.

The Commission shall meet periodically, but at least twice a year.

(c) Commission Membership and Chair.

(1) The Commission shall consist of not more than 25 members appointed by the President. The President shall designate one member of the Commission to serve as Chair. The Executive Director of the Initiative shall also serve as the Executive Director of the Commission and administer the work of the Commission. The Chair of the Commission shall work with the Executive Director to convene regular meetings of the Commission, determine its agenda, and direct its work, consistent with this order.

(2) The Commission may include individuals with relevant experience or subject-matter expertise that the President deems appropriate, as well as individuals who may serve as representatives of a variety of sectors, including the education sector (early childhood education, elementary and secondary education, higher education (including HBCUs and PBIs), career and technical education, and adult education), labor organizations, research

institutions, the military, corporate and financial institutions, public and private philanthropic organizations, and nonprofit and community-based organizations at the national, State, regional, or local levels.

(3) In addition to the 25 members appointed by the President, the Commission shall also include two members from the President's Board of Advisors on Historically Black Colleges and Universities (Board), designated by the President. In turn, the Board will henceforth include two members from the Commission, designated by the President. This reciprocal arrangement will foster direct communication and vital consultations that will benefit both bodies.

(4) The Executive Director of the Commission and the Executive Director of the Board shall convene at least one annual joint meeting between the Commission and the Board for the purpose of sharing information and forging collaborative courses of action designed to fulfill their respective missions. Such meetings shall be in addition to other prescribed meetings of the Commission or Board.

(5) The Executive Director of the Commission shall be a non-voting, ex officio member of the Board and shall be the Commission's liaison to the Board; and the Executive Director of the Board shall be a non-voting, ex officio member of the Commission and shall be the Board's liaison to the Commission.

(d) Commission Administration. The Department shall provide funding and administrative support for the Commission, to the extent permitted by law and within existing appropriations. Members of the Commission shall serve without compensation but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the "Act"), may apply to the administration of the Commission, any functions of the President under the Act, except that of reporting to the Congress, shall be performed by the Secretary, in accordance with the guidelines issued by the Administrator of General Services.

Sec. 4. General Provisions. (a) The heads of agencies shall assist and provide information to the Initiative as may be necessary to carry out the functions of the Initiative, consistent with applicable law.

(b) Nothing in this order shall be construed to impair or otherwise affect:

(1) the authority granted by law to an executive department, agency, or the head thereof; or

(2) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(c) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(d) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA