

# Center for Learning Excellence



## Strategic Action Agenda 2008-2009

Updated  
September 3, 2008



CENTER FOR  
LEARNING EXCELLENCE  
COLLEGE OF EDUCATION  
AND HUMAN ECOLOGY





## **Center for Learning Excellence Strategic Action Agenda**

The Center for Learning Excellence Leadership Team met in retreat on October 1 and 2, 2007 to develop a strategic action agenda to guide center efforts for the next two years. The team first reviewed the themes that have recently been adopted by the College of Education and Human Ecology to guide college-wide planning and re-visited the vision and mission that have guided center activities during the first seven years of operation. The planning process was designed to determine: whether the existing vision and mission statements and the center's projects and policies are responsive to current needs and the goals and directions that should be sought by the center in the future. Specific attention was given to identifying opportunities that might help the center achieve its goals and barriers that might make it difficult to do so.

This document is organized in four parts. In section one, the center's vision and mission are considered within the context of the center's history and the goals of the college. Section two looks at the responsiveness of the center's initiatives to the needs of its current sponsors and other needs that exist within the state and nation. In section three, future needs and directions are identified and considered in relation to the adequacy of current resources available to meet those needs and move in the intended directions. Section four sets forth the strategic agenda with attention to the linkages and resources that will be needed to carry it out.

### **Section One Vision and Mission**

The Center for Learning Excellence was established in August of 2000 to support the work of more than 500 school districts participating in Ohio's Alternative Education Challenge Grant Programs. The center was founded by then-Human Ecology Dean David W. Andrews as a project of the John Glenn Institute for Public Service and Public Policy. Dean Andrews served as director of the center from its inception until June of 2006.

The center began with a vision of helping students at risk of school failure due to problem behavior become successful in school and in life. Guided by this vision the center set out to identify evidence-based practices and principles that could be used in the Challenge Grant Programs, to conduct training and technical assistance consistent with this evidence-based approach, and, to conduct an evaluation of the state-wide program each year. Although the vision has expanded over time, these three components of mission have changed very little.

The vision has evolved over time as the center has expanded its work beyond education and problem behaviors to include initiatives sponsored by many additional state and local agencies and organizations that share responsibility for serving Ohio's children youth and families. The center's customers include the

Ohio Departments of Alcohol and Drug Addiction Services, Education, Health, Job and Family Services, Mental Health, Mental Retardation and Developmental Disabilities and Youth Services. The center is also helping up to fifty Ohio Family and Children First County Councils plan, implement and evaluate programs and services designed to improve the well-being of children, youth and families within their communities. In each of the center's initiatives there is a focus on building its customer's capacity to make better decisions and, as a result, achieve measurable outcomes that benefit children youth and families.

The vision and mission statements were revised in May, 2007 for incorporation in a marketing brochure. They were modified only slightly after review by the Leadership Team in October and are shown below in their final forms.

### **Vision**

Customers of the Center for Learning Excellence will make better decisions that lead to the improvement of the public services they provide for children, youth and families and the public policies they develop and carry out.

### **Mission**

The mission of the Center of Learning Excellence has three components.

To create and identify evidence based principles and practices that can be used to improve the effectiveness of public services and policies that affect children and families;

To develop and provide training and technical assistance consistent with this evidence-based approach; and,

To facilitate planning efforts and conduct evaluations that lead to the improvement of public services and public policies that affect children and families.

This expanded vision and consistent mission reflect the types and kinds of initiatives that center staff will take on. As was the case at the outset the focus of these initiatives is most often on the problems of children, youth and families at risk of failure in school or in life.

## **College of Education and Human Ecology: Context**

The mission of the college calls for excellence in teaching, research and service that significantly and positively impacts individuals, families, schools and consumers and simultaneously embraces the land-grant mission of the university. The Center for Learning Excellence is a translational center dedicated to outreach and engagement work within the service component of the college mission.

The work of the center began in the John Glenn Institute for Public Service and Public Policy with strong direction from the College of Human Ecology. Consistent with the college mission, the initial work of the center was with school districts creating projects aimed at reducing non-academic barriers to school success. Hundreds of school districts and thousands of children, adolescents and their families have benefitted from this work. Each of the projects initiated over the next seven years fits within this framework as well.

Inspiring innovation in living and learning, a central theme of the College of Education and Human Ecology, has been a goal of the center since its inception. Because this theme is embodied in most of the center's initiatives, the center is in some ways uniquely positioned to benefit from the merger of the two colleges and to contribute to its continuing development. When the merger took place, the center was already engaged in a variety of projects that balance attention to living and learning. Access to the additional resources of the combined college will only serve to enhance existing efforts and open doors to new opportunities.

A second theme that has emerged within the college is a focus on complex issues affecting individuals, families, schools and communities. All center initiatives have addressed both scale and complexity. Nearly all projects have been designed for broad applicability and to help customers address complex problems and issues. Beginning with the alternative education project that served customers statewide, all of the center's subsequent efforts have emphasized statewide impact. For example, the center's work in addressing behavioral health needs has been aimed at statewide impact. The work of the Partnerships for Success initiative began in ten counties and has now expanded to forty-four with plans to further expand to eighty-eight. The work of the LearningWork Connection serves youth workforce development planners and providers statewide.

These and other center projects have addressed a wide range of complex problems including those associated with the behavioral health needs of at-risk learners and families, community mobilization and planning, youth workforce development and the state and local systems changes that must be made if individual initiatives in these areas are to succeed.

Additional themes to be addressed are a commitment to national change and to finding solutions to urban problems. Several current center initiatives have developed models that are designed for use nationally as well as within Ohio. Some initiatives have been undertaken in urban areas. The plan presented in the following sections has been developed with an eye toward placing greater emphasis on both of these themes.

## **Section Two Responsiveness of Current Activities and Services**

The Center for Learning Excellence has grown over seven years from a \$350,000 project created to help alternative education programs address problems associated with child and adolescent problem behaviors to a multi-faceted \$3 million initiative that serves a wide range of needs associated with child, youth and family well-being. The center's growth is not the result of an aggressive marketing campaign. Rather, the successes of each subsequent project have led to new opportunities offered by the leaders of agencies and organizations who have become aware of those successes mostly by word of mouth.

### **Current Sponsors**

Current sponsors are, with a few exceptions, agencies of state government that share responsibility for serving the needs of Ohio's children and families. As the names of the sponsoring agencies suggest, this assistance has been provided in a number of domains including, Education, Mental Health, Violence Prevention, Alcohol and Drug Abuse, Human Services, Youth Workforce Development, Juvenile Justice, Community Planning and Youth Development. The center's assistance to agencies has addressed needs associated with child, youth and family well-being and has resulted in improvements to the prevention, early identification and intervention, and treatment efforts of the agencies.

All of the center's various initiatives have as a primary goal to help customers build capacity to make better decisions about child, youth and family-serving policies and programs. Although all of the current customers are state agencies each serves distinct constituencies. The center's customers include the Ohio Departments of Alcohol and Drug Addiction Services, Education, Health, Job and Family Services, Mental Health, Mental Health and Retardation and Developmental Disabilities and Youth Services. In some cases the center's products and services result in better services to specific target groups. Increasingly and perhaps most importantly the center helps to build better cross-agency systems that can meet individual and group needs more comprehensively.

The center's customers are served both centrally and locally. Work with representatives of sponsoring agencies most often occurs at the center or at other Columbus locations. Telephone calls, e-mails, list-serves and websites supplement and enhance face-to-face contacts. Little attention has been given so far to the use of other electronic forms of communication or other technologies.

The center's operating income comes entirely from the financial agreements entered into with sponsoring agencies. The university and college make no financial contribution to the center but each receives a percentage of the total direct costs associated with each project to cover costs incurred in providing other kinds of support, e.g., fiscal, legal and human resources, and other administrative services. Most (70%) of the center's operating income is spent on personnel and fringe benefits. The center is fortunate to have a highly educated and highly skilled staff. Each staff member must be comfortable working in the university setting and in the real world of state sponsors and local customers. Most have both graduate degrees and experience in community settings.

Both the overall increase in funding that the center has enjoyed since its inception and the expansion of its customer base over time suggest that the center's products and services have met the needs of current sponsors very well. The fact that the center recently made a successful transition from one state administration to the current one is also a positive sign.

### **Issues and Other Considerations**

The center has delivered high quality products and services for its state agency customers since its inception. Success in one arena has often led to opportunities in others. The center's ODE-sponsored work with alternative education, created an opportunity for work with ODMH. The work with ODE and ODMH positioned the center for work with ODYS and subsequent sponsors. There is, however, a danger in having nearly all of the center's funding coming from contracts with state agency sponsors. **Diversification of funding sources should be a high priority moving forward.**

The types and kinds of products the center offers are ones that can be marketed at both the national and local levels. For example, the Partnerships for Success model for planning, implementing and evaluating community based efforts to serve children, youth and families is one that is nearly ready to be marketed at both levels in other states. The center's work in education and behavioral health, youth workforce development and in community planning and evaluation also has resulted in products and services that have broad applicability and that present specific marketing opportunities. **Capacity-building, which has become the center's signature approach in developing products and services, should be emphasized in all future efforts.**

As attention turns to marketing products and services at the national and local levels, developing new ways of using new technologies and electronic forms of communication to extend the center's reach to those levels. This is particularly important if the center is to be fully responsive to the mission of the college and to the themes emerging from the merger. **Projects that diversify funding and increase revenue and, at the same time, help in finding solutions to complex urban problems should be a high priority.**

The college has encouraged all of its centers to identify ways that they can be mutually supportive and to involve faculty members in their work. Encouraging such new relationships will help to tie the mission of outreach and engagement to the academic and research missions of the college and strengthen the capacity of all of the college's major components. **Projects that combine the resources of two or more centers and/or engage faculty in developing and delivering high quality products and services should be a high priority.**

### **Future Needs**

It can no longer be assumed that the center will continue to grow and prosper using the opportunistic approach to funding that has served it well in the past. It is possible that Ohio will be affected by a recession in 2009 and that budget cuts may be required to address the state's financial needs. If that were to happen sponsored projects like those carried out by the center might become vulnerable and subject to budget cuts or elimination. In any case diversification is needed and an aggressive search for new funding sources will be required.

### **Opportunities**

At the national level and in other states there is a need for the kinds of products and services the center has become expert at developing. Federal sponsors that might be recruited include the United States Departments of Education, Labor, and Health and Human Services. If the center's experience in Ohio is any indication, other states may have a pent up demand for help in planning, implementing and evaluating programs that serve children, youth and families. This demand might exist in state agencies and in local communities.

Each of the center's current divisions has the capacity to respond to these kinds of needs with existing products and services. Each has the capacity to develop new products responsive to needs that have yet to be identified. Attention must be given both to applications of existing products and services for new sponsors and to the identification of additional needs those sponsors may have.

## **Challenges**

In addition to the potential for reductions in the size and funding of current programs, there are also pressures being placed on the center's budget by the college and OSURF. With indirect cost rate requirements now approaching the 20% mark, increasing effort must be given to achieving efficiencies across center divisions and projects. Also, some spending requirements that come with OSURF management of contracts place limits, at least in the intermediate term, on the financial resources available to the center to meet product development and marketing expenses.

The center's current approach to contracting uses fixed price contracts to identify costs associated with product and service deliverables. Although this has historically made it possible to avoid some of the limiting features of line-item budgets, there is no guarantee that these can be avoided altogether. As the center takes on new work with direct support from federal agencies line-item budgets may be required by some sponsors. The same may be true of government and community agencies in other states.

## **Strategic Action Agenda**

- 1 Aggressively work to maintain and increase funding for contracts with current sponsors. Consider retention and expansion of current contracts as important as attracting new sponsors.
- 2 Finalize development of and aggressively market PfS products and services to potential customers in national organizations and agencies of the federal government. Market also to statewide organizations and agencies and state governments in other states.
- 3 Develop and aggressively market Community Planning and Evaluation products and services to current and potential sponsors at the state and local levels.
- 4 Aggressively market existing LWC products and services in potential national markets. Continue development of the WIB pilot planning model and aggressively market it to national customers when ready.
- 5 Develop and aggressively market new products and services, especially those in areas of emerging national interest.
- 6 Develop working relationships with other EHE centers and co-author proposals to state and federal agencies.

- 7 Develop working relationships with EHE faculty and co-author proposals to state and federal agencies.
- 8 Develop expertise in electronic communication and use to extend and improve current work and to attract new sponsors.

### **Implementation of the Strategic Action Agenda**

This agenda will be carried out by the Center for Learning Excellence Leadership Team and all of its staff members. The implementation of the agenda will consist of personal plans developed by the members of the leadership team and specific to the program areas each represents. These initial plans will be revised quarterly after careful assessment of the progress that has been made and the challenges that remain.

The contents of the initial plans adopted by the members are summarized and included here as Appendix A, Strategic Action Agenda Implementation Specific Strategies. These strategies are shown in relation to the nine goals set forth in the strategic action agenda and in relation to the goals and themes of the College of Education and Human Ecology. In Appendix B, the strategies are shown in relation to the domains or program areas that are addressed in the work of the Center for Learning Excellence. In Appendix C, short descriptions of the specific strategies shown in Appendixes A and B are included for reference purposes. The three appendixes will be updated quarterly to make this a living document that always gives an up-to-date picture showing how center staff members are working to implement the plan.

It is the responsibility of each member of the leadership team to ensure that the staff members in each division are aware of the overall plan and the specific ways the plan will be carried out. It is also the responsibility of the leadership team members to seek participation of their staff members in continuous planning and in developing periodic revisions to the plan.

## **Appendix A**

### **Strategic Action Agenda Implementation**

#### **Specific Strategies**

**Updated 09/03/08**



**Center for Learning Excellence  
Strategic Action Agenda Implementation  
Specific Strategies  
Updated 09/03/08**

**Strategic Action Agenda**

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Strategic Action Agenda Implementation  
Specific Strategies  
Updated 09/03/08**

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<b>Agenda Item</b>	<b>Specific Strategies</b>	<b>Retain Funding</b>	<b>Diversify Funding</b>	<b>Increase Revenue</b>	<b>Emerging National Interest</b>	<b>Solutions to Urban Problems</b>	<b>Two or More Centers</b>	<b>Engage Faculty</b>	<b>Status</b>	
Aggressively work to maintain and increase funding for contracts with current sponsors. Consider retention and expansion of current contracts as important as attracting new sponsors.	SFY 2009 Continuation Proposals	X		X		X	X	X		
	Melissa Ross PfS Academy	X							Contract Signed	
	Kathy Paxton ODMH Alt Ed Evaluation	X							Contract Signed	
	ODADAS FASD Coord/Eval/Training	X							Contract Signed	
	Diana Jackson LearningWork Connection	X							RFP in October	
	Al Neff/Kathy Paxton ECOT Professional Development	X					X	X	X	Proposal Accepted
	Dave Julian United Way Community Change Project	X					X		X	Discussions in Progress for January Renewal

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Agenda Item	Specific Strategies	Retain Funding	Diversify Funding	Increase Revenue	Emerging National Interest	Solutions to Urban Problems	Two or More Centers	Engage Faculty	Status
Finalize development of and aggressively market PfS products and services to potential customers in national organizations and agencies of the federal government. Market also to statewide organizations and agencies and state governments in other states.	Melissa Ross PfS Academy	X							Contract Signed
	Melissa Ross/David Julian Market PfS to Univ of Washington		X	X		X			Face-to-Face Meeting at the center held. Trip to Washington postponed. Met at recent conf and discussed opportunities to work together.
	Melissa Ross Management Training for OFCF Coordinators		X	X					Discussions in Progress
	Melissa Ross Disproportionate Minority Contact Initiative				X				Proposal Submitted
	Melissa Ross Adult Learning Upgrade							X	Project Underway with EHE Faculty
	Dave Julian/Melissa Ross ODE School Community Partnerships			X	X				Proposal Development in Process

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Develop and aggressively market Community Planning and Evaluation products and services to current and potential sponsors at the state and local levels.	David Julian United Way Community Change Project	X				X		X	Discussions in Progress for January Renewal
	Kathy Paxton Service to Science Regional Evaluation Institutes		X	X					Proposal Submitted
Aggressively market existing LWC products and services in potential national markets. Continue development of the WIB pilot planning model and aggressively market it to national customers when ready.	Diana Jackson Urban WIA Planning Project	X				X			In Planning Process

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Agenda Item	Specific Strategies	Retain Funding	Diversify Funding	Increase Revenue	Emerging National Interest	Solutions to Urban Problems	Two or More Centers	Engage Faculty	Status
Aggressively market Education and Behavioral Health products and services to current and potential sponsors at the local, state and national levels.	Kathy Paxton ODADAS FASD Coord/Eval/Training	X							Contract Signed
	Kathy Paxton ODMH Alt Ed Evaluation	X							Contract Signed
	Kathy Paxton North Central Mental Health Transitions Project		X	X		X			Proposal Development in Process
	Kathy Paxton Groveport Madison Schools Project					X			Proposal Submitted
Develop and aggressively market new products and services, especially those in areas of emerging national interest.	Al Neff / Kathy Paxton ECOT Professional Development	X				X	X	X	Proposal Accepted
	Kathy Paxton ODE Safe & Supportive Learning Environments		X	X	X				Proposal Development in Process

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Develop working relationships with other EHE centers and co-author proposals to state and federal agencies.	Al Neff / Kathy Paxton ECOT Professional Development	X				X	X	X	Proposal Accepted
Develop working relationships with EHE faculty and co-author proposals to state and federal agencies.	Al Neff/Tammy Collins Juvenile Justice Exploration with Deanna Wilkerson		X	X	X	X		X	Discussions in Progress
	Kathy Paxton CDC Regional FASD Training Center		X	X	X			X	Proposal Submitted
Develop expertise in electronic communication and use to extend and improve current work and to attract new sponsors.	Al Neff and All Project Directors WebEx Pilot Project		X	X	X			X	On-Going
	Kathy Paxton Center Communications & Website Development			X	X			X	On-Going

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**Appendix B**

**Strategic Action Agenda Implementation**

**Domains**

**Updated 09/03/08**



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**Strategic Action Agenda**

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Agenda Item	Specific Strategies	Education	Mental Health	VATOD	Human Services	Workforce Development	Juvenile Justice	MR/DD	Community Planning
Aggressively work to maintain and increase funding for contracts with current sponsors. Consider retention and expansion of current contracts as important as attracting new sponsors.	SFY 2009 Continuation Proposals	X	X	X	X	X	X	X	X
	Melissa Ross PfS Academy	X					X		X
	Kathy Paxton ODMH Alt Ed Evaluation	X	X						
	ODADAS FASD Coord/Eval/Trng				X			X	
	Diana Jackson LearningWork Connection					X			X
	Al Neff/Kathy Paxton ECOT Professional Development	X							
	Dave Julian United Way Community Change Project					X			X

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Agenda Item	Specific Strategies	Education	Mental Health	VATOD	Human Services	Workforce Development	Juvenile Justice	MR/DD	Community Planning
Finalize development of and aggressively market PfS products and services to potential customers in national organizations and agencies of the federal government. Market also to statewide organizations and agencies and state governments in other states.	Melissa Ross PfS Academy	X					X		X
	Melissa Ross/David Julian Market PfS to Univ of Washington								X
	Melissa Ross Management Training for OFCF Coordinators								X
	Melissa Ross Disproportionate Minority Contact Initiative								X
	Melissa Ross Adult Learning Upgrade								X
	Dave Julian/Melissa Ross ODE School Community Partnerships	X							X
	Melissa Ross/Al Neff Market PfS Model and Professional Development to OSU Extension								X

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Agenda Item	Specific Strategies	Education	Mental Health	VATOD	Human Services	Workforce Development	Juvenile Justice	MR/DD	Community Planning
Develop and aggressively market Community Planning and Evaluation products and services to current and potential sponsors at the state and local levels.	David Julian United Way Community Change Project  Kathy Paxton Service to Science Regional Evaluation Institutes				X   X	X			X
Aggressively market existing LWC products and services in potential national markets. Continue development of the WIB pilot planning model and aggressively market it to national customers when ready.	Diana Jackson Urban WIA Planning Project					X			X

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Aggressively market Education and Behavioral Health products and services to current and potential sponsors at the local, state and national levels.	Kathy Paxton ODADAS FASD Coord/Eval/Training			X				X	
	Kathy Paxton ODMH Alt Ed Evaluation	X	X						
	Kathy Paxton North Central Mental Health Transitions Project			X					
	Kathy Paxton Groveport Madison Schools Project	X							
Develop and aggressively market new products and services, especially those in areas of emerging national interest.	Al Neff/Kathy Paxton ECOT Professional Development	X							
	Kathy Paxton ODE Safe & Supportive Learning Environments	X	X	X					

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Develop working relationships with other EHE centers and co-author proposals to state and federal agencies.	Al Neff/Kathy Paxton ECOT Professional Development	X							
Develop working relationships with EHE faculty and co-author proposals to state and federal agencies.	Al Neff /Tammy Collins Juvenile Justice Exploration with Deanna Wilkerson  Kathy Paxton CDC Regional FASD Training Center				X	X	X		
Develop expertise in electronic communication and use to extend and improve current work and to attract new sponsors.	Al Neff and All Project Directors WebEx Pilot Project  Kathy Paxton Center Communications & Website Development	X	X	X	X	X	X	X	X

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## **Appendix C**

### **Strategic Action Agenda Implementation Short Descriptions of Current Efforts Updated 09/03/08**



## **Continuation Proposals**

### **Ohio Department of Youth Services Partnerships for Success Academy (Melissa Ross)**

Partnerships for Success is an initiative of Ohio Family and Children First that helps Ohio counties improve programs and services to achieve positive outcomes. The academy helps PfS counties build local capacity choose and implement evidence-based practices and to evaluate locally designed programs.

### **Ohio Department of Mental Health Evaluation and Professional Development Project (Kathy Paxton)**

The Center for Learning Excellence supports ODMH efforts to expand and improve school-based mental health services throughout Ohio. Current efforts focus on evaluating the partnerships developed, services provided and reporting methods used in Ohio's Alternative Education Challenge Grant Programs. Additionally, the center provides professional development opportunities for ODMH and participating mental health boards.

### **Ohio Department of Alcohol and Drug Addiction Services Fetal Alcohol Spectrum Disorders Coordination Project (Kathy Paxton)**

The Center for Learning Excellence has assisted ODADAS and Ohio's FASD Steering Committee in developing and implementing a statewide strategic plan for the prevention and treatment of Fetal Alcohol Spectrum Disorders. The center's efforts have led to the selection of a systems approach helped to establish efficiencies in systems resource allocation and to improve coordination of services.

### **Ohio Department of Job and Family Services LearningWork Connection (Diana Jackson)**

LearningWork Connection turns the principles and insights of youth workforce development research into practical tools that youth-serving professionals use to help young people increase their employability and become productive members of their communities. The project provides training and technical assistance to Workforce Investment Act planners and providers statewide.

**Electronic Classroom of Tomorrow (ECOT)  
Professional Development for ECOT Education Professionals (Al Neff/Kathy Paxton)**

This project will help ECOT staff to implement a strategic professional development plan for ECOT teachers and other professional educators. In addition three courses will be offered to introduce teachers to: best practices for teaching online; instructional design; and teaching math, science and reading to at-risk learners.

**United Way of Central Ohio  
Development of Performance Measures for Community Results (Dave Julian)**

This project is designed to assist local UWCO staff and volunteers to develop performance measures related to nine community results that the agency desires to achieve. Tools and strategies developed by the Partnerships for Success Academy will be used in identifying appropriate measures and measurement procedures.

**New Proposals Submitted**

**Ohio Department of Youth Services  
DMC Evaluation Project**

In SFY 08, the Center for Learning Excellence supported DYS' DMC initiative by presenting the OJJDP model for developing and implementing strategies to prevent and respond to DMC to county participants. Additionally, evidence-based training and technical assistance consistent with that model was provided. In SFY 09, local Title II recipients will be implementing and evaluating strategies to impact locally prioritized needs relevant to DMC. The center will support the Title II process by offering a set of deliverables designed to support the evaluation of the impact of these strategies.

**Adult Learning Upgrade**

This project is designed to enhance PfS training materials based on the principles and practices of adult learning and communications.

**SAMHSA- Center for Substance Abuse Prevention  
Service to Science Regional Evaluation Institutes**

In partnership with ODADAS and the Center for Substance Abuse Prevention's Central Center for the Application of Prevention Technologies (CSAP-CCAPT), the Center for Learning Excellence will provide five, two-day regional academies that will guide participants through a planning process toward achieving an accessible and effective prevention service delivery system. The activities proposed will help programs build local capacity to (1) conduct self-evaluations of their prevention efforts, (2) identify and

choose third-party evaluators when needed, and (3) to become better consumers of evaluation findings and make changes based on these findings for continuous quality improvement.

### **Centers for Disease Control and Prevention Regional FASD Training Center**

The Center for Learning Excellence will partner with the Center for Substance Abuse Prevention's Central Center for the Application of Prevention Technologies (CSAP CCAPT) housed at the Minnesota Institute of Public Health to develop the Central States Fetal Alcohol Spectrum Disorders Regional Training Center. The existing established regional geographical designation includes: Illinois, Michigan, Wisconsin, Indiana, Ohio, West Virginia, Iowa, North and South Dakota and Minnesota, including the Red Lake Nation. The center will develop, implement, and evaluate training programs for health and human service practitioners addressing the prevention, identification, and treatment of fetal alcohol spectrum disorders. The Regional Training Center will be physically housed at the Center for Learning Excellence with internal partnership with the OSU Center for Continuing Medical Education and the Nisonger Center, a University Center for Excellence in Developmental Disabilities, with on-going advisory support from Ohio's Statewide FASD Initiative.

### **Groveport Madison Schools Project**

The Center for Learning Excellence will facilitate a strategic planning process in partnership with Groveport Madison High School to determine the feasibility and implementation plan for the development of a new community based school for at risk students. The Center will also provide technical assistance

### **Proposals under Development**

#### **Ohio Department of Education School Community Partnerships Project**

The Center for Learning Excellence is in the process of proposing the development of a School/Community Partnership Academy. Participation in the School/Community Partnership Academy will provide specific content, tools and experiences that will enable local community practitioners to define and effectively intervene to address relevant issues that adversely affect school success at the local level.

## **North Central Mental Health TRAC Evaluation Project**

The Center for Learning Excellence will facilitate grant advisory staff planning and provide evaluation services for North Central Behavioral Health Services that includes two studies designed to evaluate the program goals and objectives over a five-year period for *TRAC*, a new specialized emancipation program geared toward individuals transitioning from foster care and child mental health services and entering into independent living and the adult mental health system. *TRAC* serves youth between the ages of 17-21 who are transitioning from foster care to independent living.

## **Ohio Department of Education Safe & Supportive Learning Environments**

The Center for Learning Excellence will partner with the Ohio Department of Education Office for Safety, Health and Nutrition in the Center for Students, Families and Communities offering technical assistance to schools, communities and providers of school based services to promote the well being and educational performance of students.

## **Exploratory Discussions in Progress**

### **PfS National Marketing Project**

The Center for Learning Excellence has been quite successful in assisting communities in making investment decisions in evidence based programming to support youth and family development. These successes will be summarized in a variety of products including scientific publications and other marketing materials. In addition, a national version of the PfS manual, toolbox and other PfS products will be developed and disseminated in specific venues.

### **University of Washington**

Discussions are underway with University of Washington faculty to explore ways to market PfS in Washington State. Representatives of the Center for Learning Excellence and the University of Washington continue to discuss opportunities to work together to implement and evaluate the PfS process. To date, opportunities have focused on scholarship and developing evaluation procedures

### **Juvenile Justice Exploration**

Al Neff and Tammy Collins are engaged in a dialogue with Deanna Wilkerson, a faculty member in EHE Human Development and Family Science aimed at establishing a partnership to develop and implement juvenile justice projects consistent with the mission of the Center for Learning Excellence.

### **Management Training for OFCF Coordinators**

Discussions with the Ohio Family and Children First Coordinators of Ohio Association have been initiated to determine if the Center for Learning Excellence might contribute to their professional development efforts relative to management skills and knowledge. Our connection with the John Glenn School of Public Policy would be leveraged in this project. As of this writing, we are awaiting a decision on the associations' interest in proceeding.

### **Market PfS Model and Professional Development to OSU Extension**

Representatives of the Center for Learning Excellence will initiate a conversation with OSU Extension to discuss opportunities to build the capacity of extension staff utilizing Partnerships for Success tools and procedures.

