

CORE Report Addendum

by the Ohio Commission Hispanic/Latino Affairs
Fiscal Year 2010 - 2011 Budget Analysis



Background

In January 2009 Governor Ted Strickland in his State of the State address announced his plans to reform education in Ohio. Shortly after, in collaboration with Chancellor Eric Fingerhut, of the Board of Regents, he outlined an education plan that was then included in the executive biennium budget (2010 - 2011 fiscal year). However, during this time, the Ohio economy was beginning to deteriorate rapidly and the State budget director announced that revised revenue estimates created a \$3.2 billion shortfall in the budget the governor had introduced in February. By the time the budget bill was finally passed and sent to the Governor on July 16, 2009, it was clear how dire the economic circumstances in Ohio had become.

Also during this time frame, the Public Policy Center Director of the Ohio Latino Affairs commission was compiling into a report the research from a series of mini-conferences held at the end of 2008, beginning of 2009 and gathering information from the Department of Education and Board of Regents on the current programs they had to address the Latino community's needs that were identified at the mini-conferences.

Since it was clear that this was a time of great transition for the state, many of the programs, (and thus the information included in the report), were also subject to change; therefore an addendum to the final report was promised. As a result, this addendum includes the changes made in the budget, as well as proposed changes in the form of legislation that are still pending in the General Assembly. Thankfully, most of the main components of the Governor's education plan were preserved, so that most of the following changes were positive.

Components

The Challenges

The charts below include the challenges identified by the Latino community and compiled within the CORE Report as well as the corresponding fiscal year 2010-2011 programs and funding. If there were no budget items that corresponded to an identified challenge, then the challenges were not included. Otherwise, the challenges listed below are a reproduction of those in the CORE Report.

The Opportunities

By analyzing the budget changes, it is clear that some of these changes have created opportunities for the Latino community. These are not all-inclusive, and the Commission encourages communities to identify their own opportunities which correspond to the changes. Furthermore, the text within the "budget analysis" table is underlined where it corresponds to the opportunities identified.

The Budget

The table includes information on the budget process, so that in the future, community advocates have a better understanding of the budget process, in addition to information that will help them decide how they might want to focus their efforts during the next budget cycle. The budget process begins with an executive proposal. This proposal may then be altered, and it is then introduced as a piece of legislation in the House (House Bill 1). It is then sent to the Senate, where additional changes, sometimes substantial, may be made. Finally, if the bill looks different from its original form, it is sent to a conference committee where select House and Senate members have to come to agreement on the content of the bill before sending it back to the House and Senate for another vote. Once it is voted upon, it is then sent to the Governor, where he can veto some line items before signing it. Thus, the table below reflects this process and the opportunities for modification. To review the budget and associated comparison documents, please visit <http://www.legislature.state.oh.us/> and view House Bill 1 (128th GA).

Executive	House	Senate	Final (as Enacted)
The Governor's budget as originally proposed.	Modifications made by the House.	Modifications made by the Senate.	Modifications made by the conference committee, voted upon by both chambers, and signed by the Governor. The final language, as enacted.

The Legislature

The charts below include information regarding legislation that has been proposed thus far in the General Assembly. Some of the bills would modify programs or funding that was included in the budget. All of the bills listed relate to challenges identified in and included in the CORE Report. For more information on these bills please visit <http://www.legislature.state.oh.us/>.

EARLY CHILDHOOD EDUCATION

The Challenge: Early Childhood Education Awareness

- Latino parents need to be educated about the importance of early childhood programs.
- More Latino children need to participate in early childhood programs.

The Opportunities

- Use the Center for Early Childhood Development as a resource
- Become a member of or contact the Early Childhood Advisory Council
- Become a member of or contact the committee to study publicly funded child care services

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Create a <u>Center for Early Childhood Development</u> in ODE. \$265.70.10	Same as executive.	Same as the Executive, but requires the Governor to partner with the Superintendent in the creation of the Center, rather than the Superintendent create the Center in consultation with the Governor.	Same as the Senate.
Develop single set of standards for children and programs. \$265.10.20	Same as executive.	Same as executive.	Requires eligible expenditures to be claimed each fiscal year to help meet the state's TANF maintenance of effort requirement and requires the Superintendent of Public Instruction and the Director of Job and Family Services to enter into an interagency agreement.

Early Childhood Education Awareness Cont'd

<p>Creates the <u>Early Childhood Advisory Council</u> to serve as the federally mandated state advisory council on early childhood education and care, and advise the state regarding the creation and duties of the Center for Early Childhood Development in ODE. §§ 3301.90; 265.70.20.</p>	<p>Same as executive.</p>	<p>Same as executive but also requires the Council to promote family-centered programs and services that acknowledge and support the social, emotional, cognitive, intellectual, and physical development of children and the vital role of families in ensuring the well-being and success of children.</p>	<p>Same as the Senate.</p>
<p>Early Childhood Advisory Council will establish an Early Childhood Financing Workgroup which would explore a system of financing early care and education. . §§ 3301.90; 265.70.20.</p>	<p>Requires the Early Childhood Advisory council to establish a Family Child Care Licensing Workgroup to develop recommendations that explore the implementation, costs, and timeline necessary for the creation of a tatewide licensing system for family child care roviders. Requires the Workgroup to submit its recommendations to the Governor and the General Assembly no later than December 31, 2009.</p>	<p>Same as executive.</p>	<p>Same as executive.</p>
<p>Require all day kindergarten services subject to exceptions. §§ 3321.05, 3321.01, 3317.03, 3306.01, 265.70.70.</p>	<p>Same as executive.</p>	<p>Same as executive.</p>	<p>Same as executive.</p>

Early Childhood Education Awareness Cont'd			
No Provision.	No provision.	Requires preschool programs licensed by ODE and use the Montessori method to comply with staff member to child ratios and maximum group sizes specified in the accreditation standards of the American Montessori Society or the Association Montessori Internationale when combining preschool-aged children and kindergartners in the same classroom. . § 3301.56.	No provision.
No provision.	No provision.	Creates a <u>committee to study publicly funded child care services</u> , including the Early Learning Initiative. Requires that the committee provide a report of its findings by June 30, 2010.	Same as Senate.

The Legislature:

House	Senate
<p>HB 68 – Nutrition Education (Dodd), To establish the health farms and healthy schools grant program for the purpose of providing grants to schools to establish nutrition education and agricultural education programs for kindergartners.</p> <p>HB 279 – Montessori Ratios (Foley) With respect to staff member to child ratios and maximum group sizes when Montessori preschools combine preschool-aged children and kindergartners.</p>	<p>SB 12 – All-Day Kindergarten, (Sawyer) To provide formula funding for all-day kindergarten for all school districts and community schools that offer it.</p>

KINDERGARTEN – TWELFTH GRADE

The Challenge: Connection between Education and Workforce Development (K-12)

- Latinos need to be connected with vocational and alternative programs. This helps create a connection between education and workforce development.
- Include Latinos in internships in industry, working in small companies under the concept of incubators, and programs that emphasize careers.
- Create connections between employers looking for bilingual workers (which are many) and education.
- Latinos must actively participate in workforce investment boards in order to increase understanding and awareness.
- A pilot program should be created for middle and high school children to take apprenticeship classes in collaboration with community colleges.

The Opportunities

- Contact the School Funding Advisory Council regarding the challenges.
- Become a member of or contact the Business Advisory Council.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Defines the instructional services support to include career technical education teachers. §§ 3306.05, 3306.051, 3306.11	Eliminated career-technical education teachers from the instructional services support component.	No provision.	Same as the House.
Career-technical education teachers - 10% of the number of core teachers determined for grades 9-12 (Core teachers are to be on a 1:25 teacher to student ratio for grades 4-12, 1:15 ratio for grades K-3). §§ 3306.05, 3306.051, 3306.11	No provision.	No provision.	No provision.

Connection between Education and Workforce Development (K-12) Cont'd			
<p>STEM (Science, Technology, Engineering and Mathematics) -Specifies that GRF appropriation item 200457, STEM Initiatives, be used for initiatives that support innovative mathematics and science education and mathematics and science professional development for teachers, including on-site laboratories, job-embedded professional development, and mentoring and coaching. § 265.20.60</p>	<p>Same as the Executive, but instead of onsite laboratories, job-embedded professional development, and mentoring and coaching, requires that the initiatives be connected to and leveraged against Ohio's portfolio of STEM education initiatives including STEM schools, STEM Programs of Excellence, and STEM Centers positioned to enhance teacher preparation and professional development through professional practice on-site laboratories, teacher-in-residence programs, master teacher and apprentice models, and STEM teaching fellowships.</p>	<p>Replaces the House provision with provisions specifying that GRF appropriation item 200457, STEM Initiatives, be used to enhance STEM teacher preparation, professional development, and STEM curricular approaches with funds distributed on a competitive basis by a panel established and managed by the STEM Learning Network, and overseen by an Ohio-based nonprofit enterprise.</p>	<p>Same as the Executive, but specifies the appropriation be distributed by the STEM Committee and specifies STEM schools and STEM Programs of Excellence, as well as other initiatives supporting innovative mathematics and science education and professional development, as entities to whom funds should be distributed.</p>
<p>Requires the Partnership for Continued Learning to establish a JVSD funding committee to study the extent to which current JVSD programming and funding are responsive to state, regional, and local business and industry needs. Requires the committee to issue a report by September 1, 2010, containing its recommendations for revisions to JVSD programming and funding. §§ 3306.14; 265.30.50</p>	<p>Same as the Executive, but changes the committee to a career-technical education funding committee, Specifies that the committee include: (1) one or more representatives of the Partnership selected by the Partnership; (2) one or more business leaders selected by the State Superintendent; (3) three representatives of each of the following, all appointed by the State Superintendent: (a) JVSDs, (b) compact career-technical programs, and (c) comprehensive career-technical programs; and (4) one member of a school district board of education selected by the Governor.</p>	<p>No provision.</p>	<p>No provision. (But a similar study is to be conducted by the <u>School Funding Advisory Council.</u>)</p>

Connection between Education and Workforce Development (K-12) Cont'd			
Requires all school districts, educational service centers, community schools, and STEM schools to appoint a business advisory council . (Under current law, only city and exempted village school districts and educational service centers are required to appoint a council.) §§ 3313.82, 3314.03, 3315.17, 3326.11.	Same as the Executive, but permits school districts, community schools, and STEM schools to appoint one committee that functions as both a business advisory council and a family and community engagement team.	No provision.	Same as the House.

The Challenge: Family and Community Engagement (K-12)

Family

- Often, parents have not received an education in their home countries; therefore, they are unable to be role models and help children appreciate the value of education, as well as the importance of adhering to their Latino heritage.
- There is a need to educate parents on the American school system requirements and their role in children’s educational process.
- Parents need reassurance to feel safe. They may fear signing forms or providing personal information because of issues with documentation.
- The education system must be reconciled with the long hours that parents are working.
- Due to the overwhelming process of integration, the promotion of education requires a lot information repetition in a bilingual form, concentrated campaigns, and one to one counseling.

Community

- There is a need to further build the capacity of grassroots organizations that play an important role connecting schools and parents. They are trusted partners who understand how to reach out to the different Latino communities and should be considered key partners in solution finding.
- Latino organizations and communities need to be aware and recognize the need to create their own scholarship programs to assist youth.
- There is a need for more knowledge and training regarding rights and advocacy, especially regarding the issue of equal access.
- There is a need for youth leadership development, mentoring programs, and role models.

The Opportunities

- Become a member of or contact the school district’s family and community engagement team.
- Contact the State Board of Education and contribute to the list of best practices for improving parental involvement.

Family and Community Engagement (K-12) Cont'd

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Requires each school district, community school, and STEM school to appoint a <u>family and community engagement team</u> , to include parents, community representatives, health and human service representatives, business representatives, and other representatives identified by the board, governing authority, or governing body, to do the following:	Same as the Executive, but permits school districts, community schools, and STEM schools to appoint one committee that functions as both a business advisory committee and a family and community engagement team.	No provision.	Same as the House, but makes the provision permissive for community schools and STEM schools and changes the name of the team to "family and civic engagement."
(1) Work with local county family and children first councils to recommend qualifications and responsibilities for school family and community engagement coordinators. (2) Develop five-year family and community engagement plans. (3) Provide annual progress reports on the development and implementation of the plans that are to be submitted along with the plan to the county family and children first council. (4) Advise and provide recommendations to the board, governing authority, or governing body on matters specified by those entities. §§ 3313.821, 3314.03, 3326.11	Same as the Executive.	Same as the Executive.	Same as the Executive.
No provision.	No provision.	Requires the State Board of Education, by January 29, 2010, to develop a <u>list of best practices for improving parental involvement</u> in schools for optional use by public and nonpublic schools. Requires the list be made available on the ODE web site.	Same as the Senate.

The Challenge: Family, Health and Safety (K-12)

- Institutions need to look at, understand, and account for how family issues affect school performance. Issues include the following:
 - A number of Latino families face addictions, alcohol dependency, domestic violence and cultural problems.
 - Parents are frequently engulfed in the transition from their home countries to the US, leaving youth to fend alone.
- Because of so many family issues, youths may get involved in drugs, gangs, experience early pregnancies, stop attending church and drop of out of school to get jobs.
- There is a need for programs that address low self-esteem and identity issues experienced by Latino youth.

The Opportunities

- Become a member of or contact the School Health Services Advisory Council.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
<p>Specifies that GRF appropriation item 440459, Help Me Grow, is to be used to distribute subsidies to counties to implement the Help Me Grow Program. Allows the appropriation item to also be used in conjunction with Early Intervention funding from the MRDD, and in conjunction with other early childhood funds and services to promote the optimal development of young children. Requires the Dept. of Health to enter into an interagency agreement with ODE, MRDD, ODJFS, and Mental Health to ensure that all early childhood programs and initiatives are coordinated and school-linked. (\$289.20)</p>	<p>Same as the Executive.</p>	<p>Same as the Executive, but also specifies that the appropriation item may be used in conjunction with Early Intervention funding to promote family centered programs and services that acknowledge and support the social, emotional, cognitive, intellectual, and physical development of children and the vital role of families in ensuring the wellbeing and success of children.</p>	<p>Same as the Senate.</p>

Family, Health and Safety (K-12) Cont'd			
Specifies school nurses be funded as one per organizational unit, using a salary of \$28,009 in FY 2010 and \$28,551 in FY 2011. Specifies that small school districts, defined as having formula ADM of less than 800 students, do not receive funding for a school nurse. (§§3306.06, 3306.02)	Same as the Executive, but reclassifies school nurses as school wellness coordinators, eliminates funding for school wellness coordinators in FY 2010 and FY 2011, and stipulates that the funding amount for future biennia will be set by law.	No provision.	Same as the House.
No provision.	Requires that the Superintendent of Public Instruction's expenditure and reporting standards encourage school districts to give preference to employing or obtaining the services of licensed school nurses with funds received for the school nurse wellness coordinator factor and the district health professional factor. (§§3306.06, 3306.02)	No provision.	Same as the House.
Establishes the nine-member <u>School Health Services Advisory Council</u> to make recommendations on: (1) the content of courses of instruction required to obtain a school nurse license or a school nurse wellness coordinator license; And (2) best practices for the use of school nurses and school nurse wellness coordinators in providing health and wellness programs for students and employees of public schools. §3319.70, 3319.71	Same as the Executive, but removes the licensed practical nurse employed by a school district or community school from the Council and adds a member of the public to be appointed by the Governor.	No provision.	Same as the House.

Family, Health and Safety (K-12) Cont'd			
Earmarks up to \$224,250 in each fiscal year of GRF appropriation item 200578, Violence Prevention and School Safety, to fund a safe school center to provide resources for parents and for school and law enforcement personnel. \$265.30.70.	Same as the Executive.	Same as the Executive.	Same as the Executive, but applies language to the entire appropriation.

The Legislature:

House	Senate
<p>HB 19 - Dating Relationships, (Harwood) To require school districts to adopt a dating violence policy and to include dating violence education within the health education curriculum.</p> <p>HB 26 - Corporal Punishment (Williams, B.) To prohibit corporal punishment in all public and chartered non public schools.</p> <p>HB 60 - School Nutrition (Pillich), To establish nutritional standards for food and beverages sold in vending machines in public schools.</p> <p>HB 68 - Nutrition Education (Dodd), To establish the health farms and healthy schools grant program for the purpose of providing grants to schools to establish nutrition education and agricultural education programs for kindergarteners.</p> <p>HB 83 - School Assaults (Boyd) To provide for the reporting of assaults in public schools to school administrators and law enforcement authorities.</p>	<p>SB 55 - Sex Education, (Fedor) To establish standards for comprehensive sexual health education in public schools, to create the Office of Healthy Schools within the Department of Education, to require the State Board of Education to adopt health education standards closely modeled after the National Health Education Standards (NHES) developed by the Joint Committee on National Health Standards, and to designate Sec. 3313.6011 of the Revised Code as the "Act for Our Children's Future."</p> <p>SB 59 - Healthy Students (Fedor) To establish standards for K-12 health education in public schools and to create the Office of Healthy Schools within the Department of Education.</p> <p>SB 122 - School Law Enforcement (Turner) To authorize a board of education of a school district or governing board of an educational service center to employ public high school law enforcement officers, to provide that public high school law enforcement officers are members of the Ohio Public Employees Retirement System, to prohibit the impersonation of a public high school law enforcement officer, and to specify the powers of arrest and citation of public high school law enforcement officers.</p>

The Challenge: Professional and Institutional Development (K-12)

- Educators must understand the problems youth are experiencing as a result of identity and self-esteem issues.

- Educational institutions in highly predominant migrant areas need to be educated about their responsibilities in regards to children of undocumented parents and/or undocumented children themselves and these children’s rights.
- State agencies and public institutions must learn about compliance of rules and regulations to ensure they serve the Latino community properly.

The Opportunities

- Become a parent member of the Educator Standards Board.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Directs the Chancellor of the Board of Regents and the Superintendent of Public Instruction to establish and administer the Teach Ohio Program which includes: (1) a statewide program administered by a nonprofit corporation that encourages high school students from economically disadvantaged groups to become teachers; (2) the Ohio Teaching Fellows Program; (3) the Ohio Teacher Residency Program; (4) alternative licensure programs; (5) any other program as identified by the Chancellor and Superintendent. §§ 3333.39	Same as the Executive.	Same as the Executive, except eliminates the Ohio Teaching Fellows Program.	Same as the Executive, but permits the establishment of the Ohio Teaching Fellows Program if the Chancellor determines sufficient funds are available from GRF appropriations to the Board of Regents, rather than requiring that it be established.
Earmarks up to \$350,000 in each fiscal year of GRF appropriation item 200448, Educator Preparation, to be used for training and professional development of school administrators, treasurers, and business officials. .§265.20.50	Same as the Executive.	Same as the Executive.	No provision.
Professional and Institutional Development (K-12) Cont'd			

Included in the adequacy amount for school funding. §3306.03.	No provision.	No provision.	No provision.
Adds a school district treasurer or business manager member and a <u>parent member to the Educator Standards Board</u> , to be appointed by the State Board of Education. Requires that the Educator Standards Board's membership reflect the diversity of the state in terms of gender, race, ethnic background, and geographic distribution. §3319.60, 3319.61, 3319.611, 3319.612, Section 265.60.60.	Same as the Executive, but also adds two additional teachers, one high school teacher and one elementary teacher, to the Board.	Same as the House.	Same as the House.
No provision.	Requires ODE, in consultation with the Educator Standards Board and by December 31, 2010, to develop a model peer assistance and review program and to make recommendations to expand the use of peer assistance and review programs in school districts. Specifies that the model program must include the following elements: (1) releasing experienced teachers from instructional duties for up to three years to mentor and evaluate new and underperforming teachers, (2) targeted professional development, and (3) a committee containing representatives of teachers and the employer to review evaluations and make recommendations regarding teachers' continued employment. § 265.70.50	No provision.	Same as the House.
Professional and Institutional Development (K-12) Cont'd			

<p>Creates the Office of Urban and Rural Student Success in ODE to (1) develop systems redesign and improvement strategies for urban and rural school districts; (2) provide school districts with recommendations and strategies to improve the academic success of students from economically disadvantaged areas and to address nonacademic barriers; (3) work with the University System of Ohio's institutions, private institutions of higher education, and national and international experts to implement its duties; and (4) provide other assistance and support as directed by the Superintendent of Public Instruction. §3301.81</p>	<p>Same as the Executive.</p>	<p>No provision.</p>	<p>No provision.</p>
<p>Creates the Center for Creativity and Innovation within ODE to monitor, develop, and disseminate information about creative and innovative education practices for assistance to school districts and JVSs. §3301.82</p>	<p>Same as the Executive.</p>	<p>No provision.</p>	<p>No provision.</p>

The Challenge: Quality Data and Standards (K-12)

- There is a need for improving the quality of data regarding Latino students. Real drop out rates and student counts are not possible to obtain.

The Opportunities

- Contact the Office of School Resource Management with concerns.

Quality Data and Standards (K-12) Cont'd

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
<p>Requires the State Board of Education to develop achievement assessments that reflect the new academic standards. Replaces each of the current achievement tests in grades 3-8 with a new assessment, except reduces the number of assessments by two by combining the current reading and writing assessment into an English language arts assessment. (Under current law a separate writing assessment is given in grades 4 and 7.) §§ 3301.079, 3301.0710, 3301.0711, 3301.0712, 3301.16, 3301.42, 3302.01, 3302.02, 3313.603, 3313.608, 3313.61, 3313.611, 3313.612, 3313.614, 3314.36, 3325.08, Repealed: 3301.43, 3302.032</p>	<p>Same as the Executive.</p>	<p>Replaces the Executive provision with a provision that requires the State Board of Education and Superintendent of Public Instruction, by July 1, 2010, to study and make recommendations regarding these changes to the assessments and those described below. Requires the recommendations to address (1) the necessity of implementing each proposal, (2) a timeline that would be required for implementation, (3) estimated implementation costs, and (4) necessary legislative changes.</p>	<p>Same as the Executive, but delays the combining of the reading and writing assessment into an English language arts assessment until a date set by the State Board of Education.</p>
<p>Establishes the <u>Office of School Resource Management</u> within ODE. Requires the office to (1) determine fiscal data to be included on the funding and expenditure accountability reports using data collected from ODE's resource allocation study; (2) collaborate with the Auditor of State in establishing metrics for performance audits of schools and in publishing best practices identified in the audits; (3) ensure that districts and schools act timely to develop plans for implementation of recommendations contained in the performance audits; (4) provide staff assistance to the Ohio Research-Based Funding Model Advisory Council; and (5) conduct assessments and evaluations as directed by the Superintendent of Public Instruction. §3301.80</p>	<p>Same as the Executive, but permits the Office to consult with fiscal officers of school districts as well as to use data collected from ODE's resource allocation study in determining the fiscal data to be included on the annual funding and expenditure accountability reports.</p>	<p>No provision.</p>	<p>No provision.</p>
<p>Quality Data and Standards (K-12) Cont'd</p>			

Requires ODE to establish a pilot program of school on-site visits. Requires the on-site visits to be conducted in cooperation with one or more institutions of higher education. Requires ODE, during each visit, to do the following: (1) determine if the school has complied with the operating standards prescribed by the State Board of Education; (2) determine if the school has complied with all applicable laws and administrative rules, including laws regarding academic and fiscal accountability; and (3) review the school's progress in implementing a continuous improvement plan. §§3301.83, 265.60.10	Same as Executive, but removes the requirement that ODE cooperate with one or more institutions of higher education when conducting site visits and includes community schools in the pilot program.	No provision.	No provision.
Specifies that each site-visit may include school tours, classroom observations, and interviews with administrators, teachers, or other school staff, parents, community members, or students.	Same as the Executive, but requires, rather than permits, that these activities be included in the site visits.	No provision.	No provision.
Requires ODE to share aggregate student value-added data and calculations, analyses, and reports using aggregate student value-added data with the Chancellor of the Board of Regents. §3302.021	Same as the Executive.	Same as the Executive.	Same as the Executive.
Expresses the General Assembly's intention that Ohio school districts participate in the administration of the National Assessment of Education Progress (NAEP). Requires each school and school district selected to participate. §265.50.40	Same as the Executive.	Same as the Executive.	Same as the Executive.

Quality Data and Standards (K-12) Cont'd

The Legislature:

Senate
SB 102 - School Dropout Programs, (Turner) To require the State Board of Education to recommend performance standards for dropout programs operated by school districts.
SB 167 - School Performance Ratings (Cates) To revise the performance ratings for school districts and buildings.

The Challenge: Specialized Services

- Access to Individualized Education Plans (IEP) needs to be increased, especially among undocumented children.

The Budget:

Executive (Governor)	House	Senate	FINAL (AS ENACTED)
Special education teachers – one per 20 special education students where the number of special education students is 90% of the weighted number of children with disabilities. §§3306.05, 3306.051, 3306.11.	Same as the Executive.	No provision.	Same as the Executive.
Special education teacher's aides – one for every two special education teachers. §§ 3306.05, 3306.051, 3306.11	Same as the Executive, but phases-in funding for special education teacher's aides at 50% for FY 2010 and FY 2011.	No provision.	Same as the House.

The Challenge: Transition between Education Institutions (K-12)

- The transition, connections, and information/resource sharing between high schools, community colleges and four year institutions need to be improved.
- There is a need for better marketing of community colleges to Latinos. They are a viable alternative for many Latinos. They are flexible, offer good career paths, and are less expensive.
- Educational institutions need to address the cultural and social problems faced by Latinos who wish to attend college, including transportation, affordability, and lack of documentation.
- There is a need for local networks to connect the Department of Education, school districts, colleges, and Latino community organizations so that together challenges can be discussed and some specific actions taken.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Permits ODE to use GRF appropriation item 200100, Personal Services, to pay fees for ODE's membership in the Education Commission of the States. 265.10.10.	Same as the executive (with changes to specific earmarks).	Same as the executive (with changes to specific earmarks).	Same as the executive (with changes to specific earmarks).
No provision.	No provision.	No provision.	Abolishes the Partnership for Continued Learning. Transfers duties of the Partnership to ODE, as applicable. Replaces, and transfers the responsibilities of, the STEM subcommittee of the Partnership to an independent STEM committee and directs ODE to provide administrative support for the committee. 3301.41, (Repealed), 3301.46, 3302.032, 3313.603, 3313.6013, 3319.234, 3326.02-3326.08, 3326.20, 3326.51, 3345.062, Repealed: 3301.42, 3301.43
Transition between Education Institutions (K-12) Cont'd			

<p>Authorizes the Superintendent of Public Instruction and the Chancellor of the Ohio Board of Regents jointly to adopt rules allowing school districts, community schools, STEM schools, and nonpublic schools to enter into alternative funding agreements to pay colleges and universities for high school students taking college courses through PSEO programs, including Seniors to Sophomores. 3365.12, 3314.08, 3326.36, 3365.04, 3365.041, 3365.07, 3365.10</p>	<p>Same as the executive.</p>	<p>Same as the executive.</p>	<p>Same as the executive.</p>
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HIGHER EDUCATION

The Challenge: Connection between Education and Workforce Development (Higher Ed)

- Latinos need to be connected with vocational and alternative programs. This helps create a link between education and workforce development.
- Include Latinos in internships in industry, working in small companies under the concept of incubators, and programs that emphasize careers.
- Create connections between employers looking for bilingual workers (which are many) and education.
- Latinos must actively participate in workforce investment board in order to increase understanding and awareness.
- A pilot program should be created for middle and high school children to take apprenticeship classes in collaboration with community colleges.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Prohibits the increase of in-state undergraduate instructional and general fees in FY 2010 at all state-assisted institutions. 371.20.90	Same as Executive.	Same as Executive.	Replaces the Executive provision with a provision that limits the increase of fees at all state-assisted institutions in FY 2010 to 3.5% above what was charged in the prior academic year.
Prohibits the increase of in-state undergraduate instructional and general fees in FY 2011 at state-assisted community colleges, technical colleges and university regional campuses. 371.20.90	Same as Executive.	Same as the Executive, but limits the increase of fees at main campuses of state-assisted universities in FY 2011 to 3.5% above what was charged in the prior academic year.	Same as the Senate, but limits the increase of fees at state-assisted community colleges, technical colleges and university regional campuses in FY 2011 to 3.5% above what was charged in the prior academic year instead of prohibiting any increases.

Connection between Education and Workforce Development (Higher Ed) Cont'd

The Legislature:

House	Senate
HB 161 - College Graduations, (Koziura), To require state universities to guarantee that a full-time undergraduate student with a declared major field of study can complete the coursework for that program of study in a specified time period. (P)	SB 5 - Grants For Graduates, (Buehrer) To create the Grants for Grads Program. (P) SB 6 - Special Education Scholarship, (Coughlin) To create the Special Education Scholarship Pilot Program. (P)

The Challenge: Professional and Institutional Development (Higher Ed)

- Educators must understand the problems youth are experiencing as a result of identity and self-esteem issues.
- Educational institutions in highly predominant migrant areas need to be educated about their responsibilities in regards to children of undocumented parents and/or undocumented children themselves and these children's rights.
- State agencies and public institutions must learn about compliance of rules and regulations to ensure they serve the Latino community properly.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Changes the appointing authority of the three members employed by institutions of higher education that offer teacher preparation programs from the State Board of Education to the Chancellor of the Board of Regents. §3319.60, 3319.61, 3319.611, 3319.612, Section 265.60.60.	Same as the Executive, but specifies the institutions offer "educator" preparation programs instead of "teacher" preparation programs.	Same as the House.	Same as the House.

Professional and Institutional Development (Higher Ed) Cont'd			
Directs the Chancellor of the Board of Regents and the Superintendent of Public Instruction to establish and administer the Teach Ohio Program which includes the Ohio Teaching Fellows Program; the Ohio Teacher Residency Program; alternative licensure programs; any other program as identified by the Chancellor and Superintendent. §3333.39	Same as the Executive.	Same as the Executive, except eliminates the Ohio Teaching Fellows Program.	Same as the Executive, but permits the establishment of the Ohio Teaching Fellows Program if the Chancellor determines sufficient funds are available from GRF appropriations to the Board of Regents, rather than requiring that it be established.
Creates four levels of licensure based on skills: resident, professional, senior professional, and lead professional licensure. 3319.22, 3319.222, 3319.26, 3319.28, Repealed: R.C. 3319.222, 3319.302, 3319.304.	Same as the Executive, but eliminates the requirement that an applicant for a professional, senior, or lead educator license must demonstrate that students in the applicant's classroom have achieved a valueadded measure designated by the Superintendent and specifies that the accreditation of the institutions of higher education from which applicants for a professional, senior, or lead educator license have degrees must be from a regional accrediting organization.	Same as the House, but reinstates the Executive provision requiring an applicant for a professional, senior, or lead educator license to demonstrate that students in the applicant's classroom have achieved a valueadded measure designated by the Superintendent of Public Instruction; and makes the resident educator license renewable.	Same as the House, but permits the State Board of Education to extend the duration of the resident educator license, on a case-by-case basis, to enable the license holder to complete the Ohio Teacher Residency Program. (Also, requires the Educator Standards Board to make recommendations to incorporate a measure of annual student academic achievement see entry EDU-24.)

The Challenge: Quality Data and Standards (Higher Ed)

- There is a need for improving the quality of data regarding Latino students. Real drop out rates and student counts are not possible to obtain.

The Legislature:

Senate
SB 146 - Minority Set-Asides (Miller, R.) To require community colleges, state community colleges, technical colleges, and university branches to comply with minority business enterprise set aside requirements.

The Challenge: Transition between Education Institutions (Higher Ed)

- The transition, connections, and information/resource sharing between high schools, community colleges and four year institutions need to be improved.
- There is a need for better marketing of community colleges to Latinos. They are a viable alternative for many Latinos. They are flexible, offer good career paths, and are less expensive.
- Educational institutions need to address the cultural and social problems faced by Latinos who wish to attend college, including transportation, affordability, and lack of documentation.
- There is a need for local networks to connect the Department of Education, school districts, colleges, and Latino community organizations so that together challenges can be discussed and some specific actions taken.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Authorizes the Superintendent of Public Instruction and the Chancellor of the Ohio Board of Regents jointly to adopt rules allowing school districts, community schools, STEM schools, and nonpublic schools to enter into alternative funding agreements to pay colleges and universities for high school students taking college courses through PSEO programs, including Seniors to Sophomores. 3365.12, 3314.08, 3326.36, 3365.04, 3365.041, 3365.07, 3365.10	Same as the executive.	Same as the executive.	Same as the executive.

ENGLISH LANGUAGE LEARNING

The Challenge: Bilingual and Bicultural Education

- More assistance is needed for English Language Learners trying to pass the Ohio Graduation Test.
- There is a need for more resources for Limited English Proficient students. (Classes are overloaded, not enough qualified bilingual teachers.)
- Teachers, counselors and staff should receive cultural awareness and sensitivity training for the different types of issues facing the different populations (such as migrant families, undocumented families, multi-generational families, etc). Professional development programs in this area are hard to find.

The Budget:

Executive	House	Senate	FINAL (AS ENACTED)
Funding is computed for “Instructional Services Support,” which is part of the Adequacy Amount given to each school district, and which includes a “Limited English Proficiency Teacher Factor.” (P) 3306.05, R.C. 3306.051, 3306.11.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Provides for one LEP teacher generated for every 100 students identified as needing LEP instruction. (P)	Same as the Executive.	No provision.	Same as the Executive.