



Jennifer Stump

*Final Analysis*  
*Legislative Service Commission*

## **Sub. H.B. 196**

124th General Assembly  
(As Passed by the General Assembly)

**Reps. Husted, Clancy, Peterson, Raga, DeWine, Goodman, DePiero, G. Smith, Ogg, Jerse, White, Schaffer, Willamowski, Schmidt, Gilb, Setzer, Webster, Barrett, Williams, Key, Faber, Allen, Woodard, Calvert, Grendell, Flowers, Buehrer, Reidelbach, Lendrum, Hagan, WomerBenjamin, Schneider, Niehaus, Aslanides, Coates, Blasdel, Collier, Latta, Seitz, Widowfield**

**Sens. Robert Gardner, Mumper, Amstutz, Goodman, Harris, Jacobson, Jordan, Wachtmann, White**

**Effective date: Emergency, November 20, 2001**

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### **ACT SUMMARY**

- Permits a school district board of education to contract with nonprofit or for profit entities to operate alternative schools in the district.
- Specifies standards for alternative schools that are operated by nonprofit or for profit entities.
- Applies the Public Records Law to records pertaining to the provision of educational services in Ohio by nonprofit or for profit entities that operate alternative schools.
- Explicitly authorizes the State Board of Education, upon recommendation from the Department of Education, to revoke the charter of an alternative school operated by a school district if the school is in violation of the law.
- Creates a one-year conditional teaching permit as a precursor to the alternative educator license.
- Establishes a three-year period for the issuance of conditional teaching permits in the area of intervention specialist.

- Specifies that an alternative educator license in the area of intervention specialist is valid for teaching in grades kindergarten through twelve.
- Permits a licensed educator to teach in a teaching or subject area or in a grade level for which the educator is not licensed for up to two years while completing coursework required to be licensed in that area or grade level.
- Eliminates the requirement that educator licensing rules adopted by the State Board of Education be subject to approval by concurrent resolution of the General Assembly before they may take effect.
- Clarifies that the curriculum requirement a person under 22 years old must complete for a high school diploma is the one in effect when the person first enrolls in high school.
- Permits personally identifiable information about a student to be reported to a third party for purposes of assigning a data verification code to the student.
- Requires the Department of Education to administer the High Schools That Work program.
- Reduces the appropriation for grants to tech prep consortia by \$25,000 in each of fiscal years 2002 and 2003.
- Requires the Governor's Commission on Successful Teachers to make recommendations concerning alternative pathways for obtaining educator licenses.
- Changes the due date for the report of the Instructional Subsidy and Challenge Review Committee from December 31, 2001 to December 31, 2002.

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## CONTENT AND OPERATION

### Alternative schools

#### Background

School district boards of education are authorized to establish alternative schools to serve students in grades kindergarten through twelve who are on suspension, who are having truancy problems, who are experiencing academic failure, who have a history of class disruption, or "who are exhibiting other academic or behavioral problems."<sup>1</sup> The boards of the Big-Eight School Districts and the board of any school district with a "significantly substandard graduation rate" are *required* to establish at least one such alternative school for their respective districts.<sup>2</sup> Each board that establishes an alternative school must

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<sup>1</sup> R.C. 3313.533(A).

<sup>2</sup> R.C. 3313.534, *not in the act*. The Big-Eight School Districts are Akron, Canton, Cincinnati, Columbus, Cleveland, Dayton, Toledo, and Youngstown. The Department of Education is required to define "significantly substandard graduation rate."

develop and implement a plan for the school. The plan must include the qualifications for assignment of students to the school, the criteria and procedures that will be used to return students to their regular schools, and procedures for evaluating the alternative school program and for reporting the results of the evaluation to the public. The plan also may include a requirement that students assigned to the school attend additional hours beyond the normal school day, restrictions on extracurricular activities, and a requirement that students wear uniforms as specified by the district board.<sup>3</sup> Two or more school districts may join to form either a cooperative education school district or a joint educational program to operate a joint alternative school.<sup>4</sup>

**Authorization for school districts to contract with nonprofit and for profit entities to operate alternative schools**

Under continuing law, school districts are authorized to employ teachers and nonteaching staff necessary to operate an alternative school. Formerly, however, the statute appeared to permit only a district board to operate the alternative school itself or to do so jointly with the board of another district.

The act specifically permits a board, whether individually or jointly with another district board, to contract with a nonprofit or for profit entity to operate an alternative school, which operation may include the provision of personnel, supplies, equipment, or facilities.<sup>5</sup> The act does specify, however, that anyone employed as a teacher at an alternative school operated by a nonprofit or for profit entity must be licensed and subject to a background check in the same manner as a teacher employed by a school district.<sup>6</sup> Such licensing might include any teaching certificate issued under former law and still valid; any provisional or professional educator license; or any of the limited licenses, permits, or certificates issued by the Department of Education, including an alternative educator license, an internship certificate, a 12-hour per week teaching permit, or the one-year conditional teaching permit created by the act (see "**Creation of a one-year conditional teaching permit**" below).<sup>7</sup>

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<sup>3</sup> R.C. 3313.533(A)(3) and (B).

<sup>4</sup> R.C. 3313.533(E).

<sup>5</sup> R.C. 3313.533(C) and (E).

<sup>6</sup> R.C. 3313.533(F).

<sup>7</sup> R.C. 3319.22, 3319.26, 3319.28 (not in the act), 3319.301 (not in the act), and 3319.302.

*Standards for alternative schools operated by nonprofit or for profit entities*

The act specifies some standards for alternative schools operated by nonprofit or for profit entities that are either different from or in addition to those otherwise specified for alternative schools operated by a school district.

First, in addition to the specifications in continuing law, the plan adopted for any alternative school operated by a nonprofit or for profit entity must include the following items:

(1) A description of the educational program of the alternative school, which must specify provisions for the school to be configured in clusters or small learning communities, provisions for the incorporation of education technology into the curriculum, and provisions for accelerated learning programs in reading and mathematics;

(2) Methods to determine the reading and mathematics level of each student assigned to the alternative school and to continuously monitor each student's progress in those areas, both of which methods must be aligned with the district's curriculum;

(3) A plan for social services to be provided at the school, which may include (but is not limited to) such things as counseling services, psychological support services, and enrichment programs;

(4) A plan for a student's transition from the alternative school back to a school operated by the school district; and

(5) A requirement that the alternative school maintain its financial records in a manner compatible with the form prescribed for school districts by the Auditor of State.<sup>8</sup>

Second, admission to any alternative school that is operated by a nonprofit or for profit entity must be limited to disruptive or low-performing students in grades six through twelve.<sup>9</sup>

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<sup>8</sup> R.C. 3313.533(G)(1).

<sup>9</sup> R.C. 3313.533(G)(2) and (3).

**Request for proposals for the operation of alternative schools by nonprofit or for profit entities**

When a school district decides to contract with a nonprofit or for profit entity for the operation of an alternative school, the district must select the entity through a formal process outlined in the act. This process requires the district to publicize a request for proposals in a newspaper of general circulation in the district once a week for a period of at least two consecutive weeks. A request for proposals must include all of the following information:

(1) Instructions and information to respondents concerning the submission of proposals;

(2) Instructions regarding communications with persons to whom questions concerning a proposal may be directed;

(3) A description of the performance criteria that will be used to evaluate whether a contractor is meeting the district's educational standards, or the method by which such performance criteria will be determined;

(4) Factors and criteria to be considered in evaluating proposals, the relative importance of each factor or criterion, and a description of the evaluation procedures to be followed;

(5) Any terms or conditions of the proposed contract, including any requirement for a bond and the amount of such bond;

(6) Documents, which may be incorporated by reference into the request for proposals if the documents are readily available to all interested parties.

The district must evaluate the submitted proposals and may hold discussions with any respondent to ensure a complete understanding of the proposal and the qualifications of such respondent to execute the proposed contract. Such qualifications shall include all of the following:

(1) Demonstrated competence in performance of the required services as indicated by effective implementation of educational programs in reading and mathematics and at least three years of experience successfully serving a student population similar to the student population assigned to the alternative school;

(2) Demonstrated performance in the areas of cost containment, the provision of educational services of a high quality, and any other areas determined by the district;

(3) Whether the respondent has the resources to undertake the operation of the alternative school and to provide qualified personnel to staff the school;

(4) Financial responsibility.

After its initial evaluation, the district must select at least three proposals for further review (or all proposals if less than three are submitted). The district may hold additional meetings with the three respondents to clarify or revise provisions of a proposal or the proposed contract. Upon written notice, the district may discontinue discussion with a respondent. The district may also cancel a request for proposals or reject a proposal at any time prior to the execution of a contract. Final award of the contract must be made to the respondent the district considers to have the most merit in light of the requirements of the contract.

The act specifies that a respondent may request that the district not disclose confidential or proprietary information or trade secrets contained in its proposal. Such a request must be accompanied by an offer of "indemnification" to the district. If the district agrees to nondisclosure of certain information, that information is not available for public inspection under the Public Records Law. Otherwise, the request for proposals and all submitted proposals, unless withdrawn before the contract is awarded, become public records after the award of the contract.<sup>10</sup>

#### **Public record requirement regarding the operation of alternative schools**

Under the Public Records Law, any records kept by a public office, including school districts, are open to public inspection unless exempted by statute. The act explicitly states that records pertaining to the "delivery of educational services" by an alternative school operated by a nonprofit or for profit entity under contract to a school district are subject to the Public Records Law. However, if a nonprofit or for profit entity operates schools in Ohio and one or more other states, only those records dealing with its operations in Ohio are public records under the act.<sup>11</sup>

#### **Revocation of charter of alternative school operated by a school district**

Continuing law requires the State Board of Education to revoke the charter of any school district or school that fails to meet the standards for elementary and high schools prescribed by the Board.<sup>12</sup> Explicit authority is granted by the act to

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<sup>10</sup> R.C. 3313.533(H).

<sup>11</sup> R.C. 149.43(A)(1).

<sup>12</sup> R.C. 3301.16 (not in the act).

the State Board, upon recommendation from the Department of Education, to revoke the charter of any alternative school that is operated by a *school district* and that violates any provision of the law regarding alternative schools.<sup>13</sup>

**Creation of a one-year conditional teaching permit**

The act creates a new step in the optional path to teacher licensure. It creates a one-year conditional teaching permit for teaching in grades seven to twelve, which the State Board may issue without adopting any rules.<sup>14</sup> Specifically, the act requires the State Board to issue the conditional permit to any person who:

- (1) Holds a bachelor's degree;
- (2) Has successfully completed a basic skills test as prescribed by the State Board;
- (3) Has completed either as part of the applicant's degree program or separate from it the equivalent of 15 semester hours of coursework in the teaching or subject area for which the permit is sought by the applicant;
- (4) Has completed within the previous five years the equivalent of a total of six semester hours of additional coursework with a grade point average of at least 2.5 out of 4.0, or its equivalent. This coursework must be accepted by the applicant's prospective employer and must be in the following areas:
  - Teaching or subject area;
  - Characteristics of student learning;
  - Diversity of learners;
  - Planning for instruction;
  - Instruction strategies;
  - Learning environments;
  - Communication;

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<sup>13</sup> R.C. 3313.533(I).

<sup>14</sup> R.C. 3319.302. *The act specifically states the intent of the General Assembly that the permit be issued without the adoption of rules.*

- Assessment; or
- Student support.<sup>15</sup>

(5) Has entered into a written agreement with the Department of Education and the applicant's prospective employer under which the employer will provide a structured mentoring program for the applicant;

(6) Agrees to complete while employed under the conditional permit the equivalent of another three semester hours of coursework in the applicant's teaching or subject area;<sup>16</sup>

(7) Agrees to seek at the conclusion of the year in which the applicant is employed under the conditional permit an alternative educator license, which would give the applicant two more years of licensed teaching experience while working toward a provisional license. The applicant may not be reemployed for a second year unless the applicant does in fact seek and receive the alternative educator license.<sup>17</sup> (See "Alternative educator licenses" below.)

(8) Pays an application fee specified by the State Board.

**Temporary issuance of conditional teaching permits in the area of intervention specialist**

As a temporary measure (which committee testimony indicated may potentially address the special education teacher shortage in Ohio), the act allows

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<sup>15</sup> *The act provides that the coursework may have been completed through classes developed and offered by regional professional development providers, such as special education regional resource centers, regional professional development centers, educational service centers, local educational agencies, professional organizations, and institutions of higher education, if the coursework is taken for credit in collaboration with a college or university that has a teacher education program approved by the State Board.*

<sup>16</sup> *The additional coursework may be provided in the same manner as listed under note 15.*

<sup>17</sup> *An individual with a conditional teaching permit may be employed by a chartered nonpublic school. Under continuing law, however, teachers at chartered nonpublic schools are only required to have a bachelor's degree from an accredited college or university (R.C. 3301.071, not in the act). Therefore, for applicants who teach in chartered nonpublic schools, the requirements for a conditional teaching permit appear to be stricter than those the applicants would otherwise have to meet under continuing law to teach in the same school.*

for the issuance of one-year conditional teaching permits in the area of "intervention specialist" for the three-year period after the effective date of the act. According to the licensure rules of the State Board, an intervention specialist is a person qualified to teach students in any grade level who are gifted, who have "mild to moderate" or "moderate to intensive" educational needs, or who are visually or hearing impaired. Individuals who apply for a conditional teaching permit as an intervention specialist must meet the same requirements as all other applicants for a conditional teaching permit, except for the following differences:

(1) The 15 semester hours of coursework completed as part of the applicant's degree program or separate from it must be in the principles and practices of teaching exceptional children, including such topics as child and adolescent development, diagnosis and assessment of children with disabilities, curriculum design and instruction, applied behavioral analysis, and methods of teaching students from culturally diverse backgrounds with different learning styles.

(2) The applicant is not required to have completed a total of six semester hours of additional coursework beyond the original 15 semester hours described above.

(3) The three semester hours of coursework completed while employed under the conditional permit must be in the content and methods of teaching reading.<sup>18</sup>

### **Alternative educator licenses**

Continuing law requires the State Board of Education to adopt rules establishing an "alternative educator license," which is an optional path for a person to follow in obtaining a regular teacher's license (known as either a provisional educator license or a professional educator license). Those rules must require applicants to satisfy the following conditions:

(1) Possession of a bachelor's degree;

(2) Successful completion of three semester hours or the equivalent of college coursework in the "developmental characteristics of adolescent youths";

(3) Successful completion of three semester hours or the equivalent of college coursework in teaching methods; and

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<sup>18</sup> Section 7.

(4) Achievement of a passing score on an examination in the subject area to be taught.

The statute limits the alternative license to two years and prohibits its renewal. But it requires that the license holder be granted a "provisional educator license" upon successfully completing all of the following requirements:

(1) Two years of teaching under the alternative license;

(2) Successful completion within the two years of the alternative license period of at least 12 additional semester hours, or the equivalent, of college coursework in the principles and practices of teaching "in such topics as student development and learning, pupil assessment procedures, curriculum development, classroom management, and teaching methodology"; and

(3) Assessment of subject matter content and professional knowledge as required of other applicants for a provisional educator license.<sup>19</sup>

Previously, the alternative educator license applied only to teachers in grades seven through twelve. However, the act creates an exception for alternative educator licenses issued in the area of *intervention specialist* so that those teachers may teach in grades kindergarten through twelve (see "**Temporary issuance of conditional teaching permits in the area of intervention specialist**" above for more information on intervention specialists). All teachers holding alternative educator licenses in other teaching or subject areas are still required to teach only in grades seven through twelve. The act also specifies that the State Board rule must require any applicant for an alternative educator license to hold "a minimum of" a bachelor's degree in the subject area to be taught.<sup>20</sup>

**Temporary conditional authority to teach out of licensed teaching or subject area or grade level**

The act permits a person who is a fully licensed educator to teach in a teaching area or subject area or in a grade level for which the person is not licensed for up to two years as long as during that time the person enrolls in, attends, and completes required coursework in order to be qualified to teach in that

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<sup>19</sup> The State Board's rule (approved by the General Assembly through H.C.R. 41 of the 123rd General Assembly) establishes some additional requirements including (among other items) that the applicant's employer provide an approved mentoring program for the applicant (O.A.C. 3301-24-10).

<sup>20</sup> R.C. 3319.26. Presumably, the State Board could require in its rule a degree higher than a bachelor's degree.

area or grade level.<sup>21</sup> This special authorization applies to anyone who holds a provisional or professional educator license or who holds a valid teaching certificate issued under former law.

**Elimination of requirement that educator licensing rules be approved by the General Assembly before taking effect**

Continuing law requires that the State Board of Education adopt rules for obtaining educator licenses. The law also requires that these licensing rules be adopted pursuant to procedures established by the Administrative Procedure Act (codified in R.C. Chapter 119.), which specifies among other things that the State Board conduct a public hearing regarding the content of any proposed rule changes. However, prior law also required that the following two conditions be satisfied before any licensing rule changes were effective:

- (1) The State Board had to file the proposed rule changes with the chairpersons of the House and Senate education committees; and
- (2) The proposed rule changes had to be approved by both houses of the General Assembly through adoption of a concurrent resolution.<sup>22</sup>

Previously, any changes to licensing rules could not take effect until the *later* of the date the General Assembly approved the rule changes through adoption of the concurrent resolution or one year after the first day of January that followed the date the proposed rule changes were "published."<sup>23</sup>

The act eliminates the requirement that licensing rule changes be filed with the chairpersons of the education committees and that they be approved by adoption of a concurrent resolution. It does, however, retain the requirement that any such changes may not take effect until one year after the first day of January following the date of their publication.

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<sup>21</sup> R.C. 3319.227. *The act provides that the additional coursework may be completed in the same manner as provided for coursework under the one-year conditional teaching permit enacted under the act. See note 15.*

<sup>22</sup> R.C. 3319.22(B)(1). *Continuing law also prohibits the State Board from adopting any educator licensing rules using emergency rulemaking procedures otherwise permitted under the Administrative Procedure Act (R.C. 3319.22(B)(2)).*

<sup>23</sup> R.C. 3319.23, *not in the act. While the law does not appear to specify when a rule is "published," such publication probably means the public notification requirement in R.C. 119.03(E), which takes place after the Chapter 119. rulemaking process is completed.*

The act also provides that certain specified proposed rule changes that were adopted by the State Board on July 9, 2001 are not subject to the requirement that they be filed with the chairpersons of the education committees and be approved by adoption of a concurrent resolution. Instead, the act makes those specified rule changes subject to the act's provisions.<sup>24</sup>

**Reporting of student information to a third party for assignment of data verification codes**

Under continuing law, the Department of Education maintains the Education Management Information System (EMIS), which serves as a database of information on school districts and schools. The data compiled by EMIS includes information on student academic performance, personnel, classroom enrollment, discipline, and fiscal expenditures. Data acquisition sites around Ohio provide centralized computer services for their member districts, which may include reporting data required by EMIS.

The nature of the data compiled by EMIS sometimes requires districts to collect personal information about students. To protect student confidentiality and to ensure the accuracy of data, each student is assigned a data verification code upon his or her initial enrollment in an Ohio school. Individual student data is then reported to EMIS using the student's data verification code. Prior law prohibited the reporting of personally identifiable information about a student to the Department, to the State Board of Education, or to any other person, except for those employees of school districts or data acquisition sites who are authorized to have access to that type of information.

The act creates another exception to this general prohibition against reporting student information. Under the act, personally identifiable information about students may be reported to a third party *solely* for the purpose of assigning the data verification codes to those students. Presumably, this would allow a person or entity not employed by a school district or a data acquisition site to take over the responsibility of assigning such codes to students. In addition, to avoid

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<sup>24</sup> Section 8. *The specific rule changes are: the amendment of O.A.C. 3301-23-44 (temporary licenses), 3301-24-02 (performance based licensure), 3301-24-05 (general licensure requirements), 3301-24-08 (professional and associate license renewal), and 3301-24-09 (performance based licensure for administrators); and the enactment of new O.A.C. 3301-24-04 (entry-year teachers and principals) and rescission of existing O.A.C. 3301-24-04. These changes are proposed for approval by the General Assembly in S.C.R. 24 of the 124th General Assembly, which was referred to the Senate Education Committee. Enactment of the act would make adoption of S.C.R. 24 unnecessary for adoption of these rule changes.*

reporting errors, the act specifies that each data verification code must be unique on a statewide basis over time.<sup>25</sup>

**Curriculum requirement for a high school diploma**

**Background**

Under continuing law, one requirement for receipt of a high school diploma is completion of the required curriculum. Once a student fulfills his or her school's curriculum requirement for a diploma, that student is never required to meet any different curriculum requirements that take effect pending the student's passage of the required proficiency tests or Ohio Graduation Tests (OGT). Prior to the enactment of Am. Sub. S.B. 55 of the 122nd General Assembly in 1997, a minimum of 18 specified units of study were required by rule of the State Board of Education for graduation from high school. That act, however, statutorily mandated a minimum high school curriculum of 21 total units to be taken by each student in grades nine through twelve.<sup>26</sup> That act also increased the number of required English language arts, mathematics, science, and social studies units. The following table compares the minimum requirements under the pre-1997 rule and under the statute enacted in Am. Sub. S.B. 55.<sup>27</sup> A school district may require additional units, but its curriculum must at a minimum require those specified in the statute.

<b>SUBJECT</b>	<b>PRE-1997 RULE</b>	<b>AM. SUB. S.B. 55</b>
English Lang. Arts	3 units (360 hours)	4 units (480 hours)
Health	½ unit (60 hours)	½ unit (60 hours)
Mathematics	2 units (240 hours)	3 units (360 hours)
Physical Education	½ unit (120 hours)	½ unit (120 hours)

<sup>25</sup> R.C. 3301.0714(D).

<sup>26</sup> The specific state curriculum requirements do not apply to community schools (R.C. 3314.03(A)(11)(f), not in the act).

<sup>27</sup> See R.C. 3313.603, not in the act. A unit is 120 hours of instruction, except for a laboratory course in which a unit is 150 hours of instruction. In addition, in physical education courses, one-half unit is 120 hours of instruction.

SUBJECT	PRE-1997 RULE	AM. SUB. S.B. 55
Science	1 unit (120 to 150 hours, depending on whether the unit is a laboratory course)	2 units (240 to 300 hours) until September 15, 2003, and 3 units (360 to 450 hours) thereafter, including at all times 120 to 150 hours of biological sciences and 120 to 150 hours of physical sciences
Social Studies	2 units (240 hours) total, including 60 hours of American history and 60 hours of American government	3 units (360 hours) total, including 60 hours of American history and 60 hours of American government
Electives	9 units (1,080 hours)	8 units (960 hours) until September 15, 2003, and 7 units (840 hours) thereafter; one unit (or two ½ units) must be from business/technology, fine arts, and/or foreign language

In 2001, the General Assembly modified the statutory high school curriculum requirements to mandate only 20 total units of study based on its finding that in fiscal year 1999 the model effective school districts used to determine the base cost of an adequate education required on average 19.8 units to graduate from high school.<sup>28</sup>

**The act**

Since districts or schools may change the types of courses or number of credits required to complete their curricula from year to year, the act clarifies which curriculum a person must complete to receive a diploma. Specifically, a

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<sup>28</sup> R.C. 3313.603(B) and 3317.012(A)(2), neither in the act, both as amended by Am. Sub. H.B. 94 of the 124th General Assembly. In reducing the total number of required units, the General Assembly also reduced the number of required elective units to seven prior to September 15, 2003, and to six thereafter.

person under 22 years old in order to graduate must complete the curriculum required by the district or school (including the state minimum requirements) for the year the student first enrolled in high school. The act does not specify which curriculum an adult 22 years of age or older must complete.<sup>29</sup> Presumably, it would be the equivalent of the curriculum required by the district at the time the adult sought the diploma.

### **Administration of High Schools That Work**

High Schools That Work is a program that attempts to raise the academic achievement of students through a combination of college-preparatory courses and career-technical education. As provided for in Am. Sub. H.B. 94 of the 124th General Assembly, up to \$3,650,000 in each of FY 2002 and FY 2003 had to be awarded by the Superintendent of Public Instruction to an Ohio nonprofit organization to administer the High Schools That Work program. Any organization receiving a grant was required to contribute \$1,000,000 in matching funds.

According to the Department of Education, no nonprofit organization has expressed an interest in running High Schools That Work. Therefore, the act specifies that the Department is responsible for administering the program with the appropriated funds.<sup>30</sup>

### **Set-aside for tech prep consortia**

Am. Sub. H.B. 94 of the 124th General Assembly incorrectly included an additional \$50,000 for the 2002-2003 biennium in the Department of Education's appropriation for the funding of competitive grants to tech prep consortia that expand the number of students enrolled in tech prep programs. Thus, the act reduces the appropriations for each fiscal year by \$25,000 to correct the appropriation amounts. This results in a reduction from \$4,182,573 to \$4,157,573 in FY 2002 and from \$4,432,573 to \$4,407,573 in FY 2003.<sup>31</sup>

### **Governor's Commission on Successful Teachers**

Am. Sub. S.B. 1 of the 124th General Assembly established a temporary Governor's Commission on Successful Teachers to make recommendations regarding recruitment, training, and retention of teachers. The Commission

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<sup>29</sup> R.C. 3313.614(C).

<sup>30</sup> Sections 3 and 4.

<sup>31</sup> Sections 3 and 4 .

consists of nine classroom teachers, three administrators, and one person representing higher education, all appointed by the Governor. In addition, the Superintendent of Public Instruction, the President of the State Board of Education, and the chairpersons of the education committees of the General Assembly, or their designees, serve on the Commission. The Commission must make a final report to the General Assembly by December 31, 2002.

The Commission is directed to examine and make recommendations concerning specified topics related to recruitment and retention of teachers in underserved subject areas and underserved regions of the state, professional development, mentoring programs, and increasing Ohio's participation in certification activities of the National Board for Professional Teaching Standards.

The act adds a requirement for the Commission to examine and make recommendations concerning the creation of alternative pathways for obtaining teacher licenses in order to "encourage individuals interested in teaching to enter the profession."<sup>32</sup>

#### **Change of due date for report of the Instructional Subsidy and Challenge Review Committee**

The budget act for the 2002-2003 biennium established the Instructional Subsidy and Challenge Review Committee.<sup>33</sup> Members of the Committee consist of two senators from the majority party and one senator from the minority party (all appointed by the President of the Senate), two representatives from the majority party and one representative from the minority party (all appointed by the Speaker of the House of Representatives), the Chancellor of the Ohio Board of Regents or the Chancellor's designee, two representatives of two-year colleges, and two representatives of the 13 state universities. The representatives of the state universities and the two-year colleges are appointed jointly by the President of the Senate and the Speaker of the House of Representatives. The Committee must review the allocation formula for the state share of the instructional subsidy and all of the "Challenge" line items in the Board of Regents budget and make recommendations to the General Assembly.

The Committee was formerly required to issue a written report no later than December 31, 2001, and then cease to exist. The act changes the due date of the Committee's report to December 31, 2002.<sup>34</sup>

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<sup>32</sup> Sections 5 and 6.

<sup>33</sup> Am. Sub. H.B. 94 of the 124th General Assembly.

<sup>34</sup> Sections 3 and 4.

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## HISTORY

ACTION	DATE	JOURNAL ENTRY
Introduced	04-03-01	p. 286
Reported, H. Education	06-27-01	p. 715
Passed House (82-15)	06-28-01	pp. 777-780
Reported, S. Education	10-17-01	p. 987
Passed Senate (24-8)	10-17-01	pp. 992-994
House concurred in Senate amendments (77-14)	10-18-01	pp. 954-956

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