



Education Reform – House Bill 1

Building The Plan

- Summer 2008 - Governor Strickland hosted 12 "Conversations on Education" throughout every region of Ohio. The conversations focused on the six principles on education the governor laid out in his State of the State address as well as specific policy ideas for making sure that Ohio's schools are among the best in the world and meet the needs of every child.
- Fall 2008 - A second round of education forums were held and were focused on how to properly finance a truly reformed system of education.
- January 28, 2009 - Governor Strickland introduced his proposal for Ohio school finance in his State of the State speech
- February 23, 2009 – House Bill 1 was introduced



Evidence-Based Approach

- Evidence-based approach to school funding was developed by Allan Odden and Lawrence O. Picus
 - Relies on research findings to develop three prototype schools (one each for elementary, middle, and high school)
 - Includes the resources and strategies to be employed to ensure an adequate education



Guiding Principles

- According to the Office of Budget Management, the Strickland Administration has committed to developing an education system that is grounded on the following principles:
 - Ensure the success of all children regardless of their socio-economic situation;
 - Align state resources to address disparities;
 - Create a flexible and adaptable system that encourages innovation and creativity;
 - Recognize that instructional quality is a central driver of educational attainment;
 - Recognize that each student is different and allocate resources based on need;
 - Retain the state-local partnership, but accurately account for local resources; and
 - Use most recent data and information to recalibrate the model in future years.



The Focus

- The main focus of the proposed budget is on:
 - Education reform
 - Academic reform
 - Finance/resource accountability



State Funding

- Primary and Secondary Education
- Joint Vocational School Districts and Educational Service Centers
- Community Schools and Scholarship Programs
- Spending Accountability



Academic Standards and Assessments

- Minimum standards for schools
- Academic standards and model curricula
- Achievement assessments
- Replacement of OGT as graduation requirement
- Performance indicators for report cards
- Community service education
- Career and college planning
- All-day kindergarten
- Extending the school year
- On-site visits to schools
- Pre-high school academic credit



Educator Licensure and Employment

- Educator licenses
- Alternative credentials
- Transition
- Teacher residency program
- Educator preparation programs
- Educator Standards Board



Concerns

- Much of the conversation from public schools has centered on concerns with the plan, including:
 - providing for a more accurate teacher salary figure in the funding model;
 - providing money for low-wealth districts sooner during the phase-in process of the plan;
 - operation of the different components of the plan (i.e. gifted education, operations and maintenance, transportation, career-tech);
 - the length of the school year;
 - the elimination of the option of reduction in force (RIF) for financial reasons; and
 - language on expectations for the requirements regarding accountability and implementation of the new system.



Substitute HB 1

- According to the Ohio House of Representatives, the proposed legislative changes:
 - Strengthens the funding model;
 - Is a transition that makes sense;
 - Provides implementation with flexibility and accountability; and
 - Addresses additional educational programs



Substitute HB 1

- Removed federal stimulus funding (Title I and Title VI-B) from the new Ohio Evidence Based Model (OEBM) funding formula.
- No expenditure requirements in the first year
- Instructional Quality Index now named Educational Challenge Factor
- Gain caps of 1.9%
- Phase in student/teacher ratio in K-3
- Phase in charge off (over next 3 biennium budgets)
- Phase out of calamity days
- Adequacy amount divided into three categories:
 - Core academic strategies
 - Academic improvement
 - Other funded components



What's Next

- The House Finance committee will take the amendments and report the bill to the full chamber for a floor vote.
- Once the House passes it, the committee process starts again in the Senate.
- Once the Senate process is complete, their version of the bill is sent back to the House.
- The House can accept the changes made by the Senate or it may refuse the changes and the bill will be referred to a committee of conference.
- A committee of conference is comprised of members from the House and the Senate. Their charge is to work through the differences in the House and Senate versions of the bill and produce a final version.
- Both chambers then vote to approve this version and send it to the governor to be signed into law.
- The governor then has the ability to issue line-item vetoes before signing the bill.
- This process is expected to be completed by June 30.



Our Guess – Cannot Predict Now

