
DEPARTMENT OF EDUCATION

I. School financing

- Maintains the dollar amounts from FY 2017 for the formula amount and all categorical payments for both years of the biennium.
- Provides an additional payment of a "third-grade reading bonus" to each STEM school based on how many of its third grade students score at a proficient level or higher on the English language arts assessment.
- Specifies that a school district's transportation funding must be calculated using a multiplier of the greater of 37.5% or the district's state share index (for FY 2018) or a multiplier of the greater of 25% or the district's state share index (for FY 2019).
- For each city, local, and exempted village school district, adjusts the district's aggregate amount of core foundation funding (excluding some payments) and pupil transportation funding as follows:
 - Imposes a cap that restricts the increase in the aggregate amount of funding over the previous year's state aid to no more than 5% of the previous year's state aid in each fiscal year of the biennium;
 - If a district has a decrease in total ADM between FY 2011 and FY 2016 that is 10% or greater, guarantees that the district receives 95% of the district's amount of state aid in FY 2017;
 - If a district has a decrease in total ADM between FY 2011 and FY 2016 that is between 5% and 10%, guarantees that the district receives a scaled amount between 95% and 100% of the district's amount of state aid in FY 2017;
 - Guarantees that all other districts receive at least the same amount of state aid in each fiscal year of the biennium as in FY 2017.
- For each joint vocational school district, adjusts the district's aggregate amount of core foundation funding (excluding career-technical education and associated services funding and the graduation bonus) in substantially the same manner as it does for city, local, and exempted village school districts.
- Extends the Straight A Program to FYs 2018 and 2019, and makes changes in its operation.

- Repeals sections that prescribe the calculation of school districts' capacity measures for the tangible personal property (TPP) reimbursement in the tax code.
- Repeals two provisions that allow for the recalculation of a school district's state funding due to reductions in the district's property tax base made after the funding was initially computed.

II. College Credit Plus and College-Ready Programs

College Credit Plus (CCP) Program

Student eligibility

- Beginning with the 2018-2019 school year, requires a student, as a condition of eligibility for the CCP Program, to either (1) be "remediation-free" on at least one specified assessment, or (2) score within a specified range of the remediation-free threshold and have at least a 3.0 GPA or an advisor's recommendation.
- Requires the Chancellor of Higher Education, in consultation with the Superintendent of Public Instruction, to adopt rules specifying conditions under which "underperforming" participants may continue participating in the CCP Program.

Payments

- Specifies that, under the default payment structure for the CCP Program, the Department of Education must pay the lesser of (1) the default amount or (2) the college's standard rate for an undergraduate course.
- Prohibits payments made by the Department for a CCP course under an alternative payment structure from exceeding the college's standard rate for an undergraduate course, if that rate is less than the default ceiling amount.
- Prohibits payments made by the Department for a CCP course under an alternative payment structure from being below the default floor amount.

Course eligibility

- Requires the Chancellor, in consultation with the state Superintendent, to adopt rules specifying which courses under the CCP Program are eligible for funding from the Department of Education.
- Specifies that courses may be taken under 'Option B' of the CCP Program only if they are eligible for funding under the adopted rules.

Textbooks

- Beginning with the 2018-2019 school year, requires each public and participating nonpublic high school to enter into a textbook agreement, separate from any other CCP funding agreement, with each college that enrolls the school's participants under 'Option B'.
- Specifies provisions to be included in each textbook agreement, including that the college must provide all textbooks to participants, the high school must pay for textbooks in one of the prescribed manners, and the participant must return textbooks upon completion of the course.
- Prescribes a different structure for home-instructed participants to procure textbooks under CCP.

Appeals and information

- Changes to whom a student may appeal a principal's decision, with regard to the student's participation in the CCP Program, from the State Board of Education to the district superintendent or the applicable governing entity.
- Changes to whom a participant may appeal a dispute, with regard to the granting of credit for CCP courses, from the State Board to the Department of Education.
- Moves the annual deadline, from March 1 to February 1, by which high schools must provide CCP Program information to students in grades 6 through 11.
- Eliminates provisions requiring colleges to notify the state Superintendent of a participant's (1) admission to the college under CCP, (2) courses and hours of enrollment, and (3) chosen participation option ('Option A' or 'Option B').

College-Ready Program

- Establishes the College-Ready Program to provide high school students who do not yet meet remediation-free thresholds with college-ready transitional courses.

III. Educator licensure and preparation

- Creates two new educator licenses (Career-Technical Educator Levels I and II) and, starting July 1, 2018, requires first-time applicants for a career-technical educator license to obtain one of the new licenses, rather than the professional career-technical teaching license.

- Requires the State Board of Education to continue issuing the professional career-technical teaching license until June 30, 2018, and authorizes certain individuals to continue to renew their professional career-technical teaching licenses after that date.
- Requires instruction in opioid and other substance abuse prevention be included in teacher preparation programs for educators and other school personnel for all content areas and grade levels.
- Requires, as a condition for renewal of an educator license, completion of an on-site work experience with a local business or chamber of commerce.

IV. Curriculum and graduation credentials

Credit for integrated course content

- Permits public and chartered nonpublic schools to integrate academic content in subject areas for which the State Board of Education has adopted standards into a course in a different subject area, and to allow a student to receive credit for both subject areas that were integrated into the one course.
- Permits a school to administer a related end-of-course exam in a subject in an integrated course to a student upon completion of the integrated course.
- By July 1, 2018, requires the Department of Education, in consultation with the Department of Higher Education and the Governor's Office of Workforce Transformation, to develop guidance on granting integrated credit.

Credit through subject area competency

- Requires the Department of Education to develop a framework for school districts and community schools to use in granting units of high school credit to students who demonstrate subject area competency through work-based learning experiences, internships, or cooperative education.
- Requires each district and community school to comply with the framework, beginning with the 2018-2019 school year.

Industry-recognized credentials and licenses for graduation

- Requires the Superintendent of Public Instruction, in collaboration with the Governor's Office of Workforce Transformation and representatives of business organizations, to establish by January 1, 2018, a committee to develop and update

biannually a list of industry-recognized credentials and licenses for high school graduation and state report card purposes.

- Eliminates the responsibility for the State Board of Education to approve industry-recognized credentials and licenses.

OhioMeansJobs-Readiness Seal

- Requires the Superintendent of Public Instruction to establish the OhioMeansJobs-Readiness Seal which must be attached or affixed to the diplomas and transcripts of students enrolled in a public or chartered nonpublic school who satisfy specified requirements.

Regional workforce collaboration model

- Requires the Governor's Office of Workforce Transformation, the Department of Education, and the Chancellor of Higher Education to develop a regional workforce collaboration model to provide career services to students by December 31, 2017.
- Requires the Governor's Office of Workforce Transformation to oversee the creation of regional workforce collaboration partnerships.

Pre-apprenticeship training programs

- Requires the Departments of Education and Job and Family Services to establish an option for career-technical education students to participate in pre-apprenticeship training programs that impart the skills and knowledge needed for successful participation in a registered apprenticeship occupation course.

V. Other education provisions

Release of state achievement test questions

- Beginning with the 2017-2018 school year, requires that 40% of questions from each state elementary achievement assessment and high school end-of-course exam become public records, instead of the staggered release of all questions as under current law.
- Prohibits the release in 2017 of any questions from the elementary English language arts and math assessments administered in the 2015-2016 school year.

Payments for Adult Diploma Program

- Requires an entity other than the Department of Education to make full or partial payments for a student participating in the Adult Diploma Pilot Program, if the

Superintendent of Public Instruction and the Chancellor of Higher Education determine that it is appropriate for that entity to make those payments.

STEAM schools, equivalents, and programs of excellence

- Authorizes the creation of science, technology, engineering, arts, and mathematics (STEAM) schools, equivalents, and programs of excellence, which are types of STEM schools, STEM school equivalents, and STEM programs of excellence, respectively.

All-day kindergarten offered by STEM and STEAM schools and equivalents

- Permits STEM and STEAM schools and equivalents to offer all-day kindergarten in the same manner as school districts to conform with provisions of current law that permit STEM schools and equivalents to offer any of grades K-12 (which also apply to STEAM schools and equivalents under the bill).

Application periods for Ed Choice income-based scholarships

- Specifies that the Department of Education need not conduct a second application period for the income-based expansion of the Educational Choice Scholarship Program, if the income-based scholarships awarded in the first application period use the entirety of the amount appropriated for that school year.

Miscellaneous provisions

- Specifies that the employers of minors participating in a STEM program approved by the Department of Education or any eligible classes through the College Credit Plus Program that meet specified requirements are exempt from the state minor labor law, which restricts employment of minors in certain occupations.
- Repeals the requirement that each school district and educational service center appoint a business advisory council.
- Requires each school district superintendent to appoint three nonvoting members who represent local businesses to the board of education.
- Removes the Governor, the Superintendent of Public Instruction, and the Chancellor of Higher Education from the membership of the board of directors of the nonprofit corporation that implements the Bright New Leaders for Ohio Schools Program.
- Limits the ability of an unclassified Department of Education employee to receive payment on separation of employment for sick leave accumulated while employed by a school district to an employee who began employment with the Department before October 1, 2017.

I. School financing

(R.C. 3314.08, 3317.013, 3317.014, 3317.017, 3317.02, 3317.022, 3317.0212, 3317.0218, 3317.16, 3326.33, 3326.41, and 5709.92)

H.B. 59 of the 130th General Assembly (the general operating budget act for the 2013-2015 biennium) enacted a new system of financing for school districts and other public entities that provide primary and secondary education, which was subsequently amended by H.B. 64 of the 131st General Assembly (the general operating budget act for the 2015 – 2017 biennium). This system specifies a per-pupil formula amount and then uses that amount, along with a district's "state share index" (which depends on valuation and, for districts with relatively low median income, on median income), to calculate a district's base payment (called the "opportunity grant"). The system also includes payments for targeted assistance (based on a district's property value and income) and supplemental targeted assistance (based on a district's percentage of agricultural property), as well as categorical payments (which include special education funds, kindergarten through third grade literacy funds, economically disadvantaged funds, limited English proficiency funds, gifted funds, career-technical education funds, capacity aid, a graduation bonus, a third-grade reading bonus, and student transportation funds).

The bill makes changes to the current funding system as described below and applies these changes, where applicable, to the core foundation funding formulas for city, local, and exempted village school districts, joint vocational school districts, community schools, and STEM schools. For a more detailed description of the bill's school funding system, see the LSC Redbook for the Department of Education and the LSC Comparison Document for the bill. Click on "Budget Bills and Related Documents," then on "Main Operating," and then on "Redbooks" or "Comparison Document."

Note, as used below, "ADM" means average daily membership. The Department of Education uses the student enrollment that a district is required to report three times during a school year to calculate a district's average daily membership for the specific purposes or categories required for the school funding system, including a district's "formula ADM" and "total ADM."²⁰

²⁰ R.C. 3317.03, not in the bill.

Formula amount

(R.C. 3317.022)

The bill maintains the formula amount from FY 2017 (\$6,000) for both FY 2018 and FY 2019. That amount is incorporated in the school funding system to calculate a district's base payment (the "opportunity grant") and is used in the computation of various other payments.

State share index

(R.C. 3317.017)

The bill makes clarifying changes to the calculation of the "state share index" but otherwise maintains the formula as it exists in current law.

The "state share index" is an index that depends on valuation and, for districts with relatively low median income, on median income. It is adjusted for school districts where 30% or more of the potential taxable valuation is exempted from taxation, which reduces the qualifying districts' three-year property valuation in the formula, and, thereby, increases their calculated core funding.

The "state share index" is a factor in the calculation of the opportunity grant, special education funds, catastrophic cost for special education students, kindergarten through third grade literacy funds, limited English proficiency funds, career-technical education funds, career-technical associated services funds, the graduation bonus, the third-grade reading bonus, and transportation funds for city, local, and exempted village school districts.

Targeted assistance

The bill maintains the calculation of targeted assistance funding, which is based on a district's value and income, as it exists in current law. Targeted assistance is paid to city, local, and exempted village school districts, and community schools and STEM schools are paid 25% of the per-pupil amount of targeted assistance funding for each student's resident district (unless the community school is an Internet- or computer-based community school (e-school)).

The bill also maintains the calculation of targeted assistance supplemental funding, which is based on a district's percentage of agricultural property, as it exists in

current law. Targeted assistance supplemental funding is paid only to city, local, and exempted village school districts.²¹

Special education funding

(R.C. 3317.013)

The bill maintains the dollar amounts for the six categories of special education services from FY 2017 for both FY 2018 and FY 2019, as described in the table below. These amounts are used in the calculation of special education funding for city, local, and exempted village school districts, joint vocational school districts, community schools, and STEM schools.

Category	Disability	Dollar amount for FY 18 and FY 19
1	Speech and language disability	\$1,578
2	Specific learning disabled; developmentally disabled; other health-impairment minor; preschool child who is developmentally delayed	\$4,005
3	Hearing disabled; severe behavior disabled	\$9,622
4	Vision impaired; other health-impairment major	\$12,841
5	Orthopedically disabled; multiple disabilities	\$17,390
6	Autistic; traumatic brain injuries; both visually and hearing impaired	\$25,637

Kindergarten through third grade literacy funds

(R.C. 3314.08(C)(1)(d), 3317.022(A)(4), and 3326.33(D))

The bill maintains the dollar amounts from FY 2017 for the calculation of kindergarten through third grade literacy funds for city, local, and exempted village school districts, community schools, and STEM schools for both FY 2018 and FY 2019.

²¹ R.C. 3317.0217, not in the bill.



Economically disadvantaged funds

(R.C. 3314.08(C)(1)(e), 3317.02(E), 3317.022(A)(5), 3317.16(A)(3), and 3326.33(E))

The bill maintains the dollar amounts in current law (which were used for the 2015-2017 biennium) for the calculation of economically disadvantaged funds for city, local, and exempted village school districts, joint vocational school districts, community schools, and STEM schools for both years of the biennium.

Funding for limited English proficient students

The bill maintains the dollar amounts in current law (which were used for the 2015-2017 biennium) for the three categories of limited English proficient students for both years of the biennium, as described in the table below. These amounts are used in the calculation of funding for limited English proficient students for city, local, and exempted village school districts, joint vocational school districts, community schools, and STEM schools.²²

Category	Type of student	Dollar amount for FY 18 and FY 19
1	A student who has been enrolled in schools in the U.S. for 180 school days or less and was not previously exempted from taking the spring administration of either of the state's English language arts assessments (reading or writing)	\$1,515
2	A student who has been enrolled in schools in the U.S. for more than 180 school days or was previously exempted from taking the spring administration of either of the state's English language arts assessments (reading or writing)	\$1,136
3	A student who does not qualify for inclusion in categories 1 or 2 and is in a trial-mainstream period, as defined by the Department	\$758

²² R.C. 3317.016, not in the bill.

Gifted funding

(R.C. 3317.022(A)(7))

Gifted identification funding

The bill maintains the dollar amount in current law for gifted identification funding (\$5.05, which was used for FY 2017) for both FY 2018 and FY 2019. This funding is paid to city, local, and exempted village school districts.

Gifted unit funding

The bill also maintains the dollar amount in current law for each gifted unit (\$37,370) for both FY 2018 and FY 2019. The Department must pay gifted unit funding to a city, local, or exempted village school district in an amount equal to the dollar amount for each gifted unit times the number of units allocated to a district. Under continuing law, the Department must allocate funding units to a district for services to identified gifted students as follows:

(1) One gifted coordinator unit for every 3,300 students in the district's gifted unit ADM (which is the district's formula ADM minus the number of its resident students enrolled in community schools and STEM schools), with a minimum of 0.5 units and a maximum of 8 units for the district.

(2) One gifted intervention specialist unit for every 1,100 students in the district's gifted unit ADM, with a minimum of 0.3 units allocated for the district.²³

Career-technical education funding

(R.C. 3317.014 and 3317.16(D)(2))

The bill maintains the dollar amounts for the five categories of career-technical education services from FY 2017 for both FY 2018 and FY 2019, as described in the table below. These amounts are used in the calculation of career-technical education funding for city, local, and exempted village school districts, joint vocational school districts, community schools, and STEM schools.

²³ R.C. 3317.051, not in the bill.

Category	Career-technical education programs ²⁴	Dollar amount for FY 18 and FY 19
1	Workforce development programs in agricultural and environmental systems, construction technologies, engineering and science technologies, finance, health science, information technology, and manufacturing technologies	\$5,192
2	Workforce development programs in business and administration, hospitality and tourism, human services, law and public safety, transportation systems, and arts and communication	\$4,921
3	Career-based intervention programs	\$1,795
4	Workforce development programs in education and training, marketing, workforce development academics, public administration, and career development	\$1,525
5	Family and consumer science programs	\$1,308

Career-technical associated services funding

(R.C. 3317.014)

The bill maintains the dollar amount for career-technical education associated services from FY 2017 (\$245) for both FY 2018 and FY 2019. This amount is multiplied by a district's total career-technical ADM and a district's state share index in order to calculate the district's career-technical education associated services funding.

Capacity aid

(R.C. 3317.0218)

The bill maintains the formula for capacity aid for city, local, and exempted village school districts from FY 2017. This payment is based on how much one mill of taxation will raise in revenue for the district.

²⁴ Continuing law specifies that each career-technical education program must be defined by the Department in consultation with the Governor's Office of Workforce Transformation (R.C. 3317.014).

Graduation bonus

(R.C. 3317.16(A)(7) and 3326.41(B))

The bill maintains the formula in current law for calculating an additional "graduation bonus" payment to each city, local, and exempted village school district,²⁵ joint vocational school district, community school,²⁶ and STEM school based on how many students graduate from the district or school, as indicated on the district's or school's most recent report card.

Third-grade reading bonus

(R.C. 3326.41(B)(2))

The bill maintains the formula in current law for calculating an additional "third-grade reading bonus" payment to each city, local, and exempted village school district²⁷ and community school²⁸ based on how many of the district's or school's third grade students score at a proficient level of skill or higher on the district's or school's most recent administration of the English language arts assessment. It also provides for the payment of this bonus to each STEM school. (The law was amended at the end of the 131st General Assembly to authorize STEM schools to enroll students in any of grades K-12, rather than any of grades 6-12.)

Transportation funding

(R.C. 3317.0212)

The bill specifies that a school district's transportation funding must be calculated using the following multiplier:

- (1) For FY 2018, the greater of 37.5% or the district's state share index;
- (2) For FY 2019, the greater of 25% or the district's state share index.

Under current law, this multiplier is the greater of 50% or the district's state share index.

²⁵ R.C. 3317.0215, not in the bill.

²⁶ R.C. 3314.085(B)(1), not in the bill.

²⁷ R.C. 3317.0216, not in the bill.

²⁸ R.C. 3314.085(B)(2), not in the bill.

Payments prior to the bill's effective date

(Section 265.210)

As with the past two biennial budget acts, the bill requires the Superintendent of Public Instruction, prior to the bill's effective date, to make operating payments in amounts "substantially equal" to those made in the prior year, "or otherwise," at the Superintendent's discretion.

Payment caps and guarantees

(Sections 265.220 and 265.230)

City, local, and exempted village school districts

The bill adjusts a city, local, or exempted village school district's aggregate amount of core foundation funding and pupil transportation funding by imposing a cap that restricts the increase in the aggregate amount of funding over the previous year's state aid to no more than 5% of the previous year's state aid in each fiscal year of the biennium. A district's core foundation funding and pupil transportation funding is further adjusted by guaranteeing that all districts receive at least the same amount of state aid in each fiscal year of the biennium as in FY 2017, except as follows:

--If a district's percentage change in total ADM between FY 2011 and FY 2016 is a decrease of 10% or more, the district is guaranteed, in each fiscal year of the biennium, 95% of the district's amount of state aid in FY 2017;

--If a district's percentage change in total ADM between FY 2011 and FY 2016 is a decrease between 5% and 10%, the district is guaranteed, in each fiscal year of the biennium, a scaled amount between 95% and 100% of the district's amount of state aid in FY 2017.

For purposes of computing a district's cap and guarantee under the bill, "core foundation funding" does not include the district's payments for career-technical education funding, career-technical associated services funding, the third-grade reading bonus, and the graduation bonus.

Joint vocational school districts

The bill adjusts a joint vocational school district's aggregate amount of core foundation funding in substantially the same manner as it does for city, local, and exempted village school districts. For purposes of computing a joint vocational school district's cap and guarantee under the bill, "core foundation funding" does not include



career-technical education funding, career-technical associated services funding, and the graduation bonus.

Newly established joint vocational school district

The bill also requires the Department to adjust, as necessary, the transitional aid guarantee and cap bases of school districts that participate in the establishment of a joint vocational school district that first begins receiving core foundation funding in FY 2018 or FY 2019 and to establish, as necessary, the guarantee and cap bases of the new joint vocational school district as an amount equal to the absolute value of the sum of the associated adjustments for the participant school districts.

Straight A Program

(Section 265.340)

The bill extends the Straight A Program to FYs 2018 and 2019. This program was created in uncodified law by H.B. 59 of the 130th General Assembly to provide grants for FYs 2014 and 2015, and it was extended by H.B. 64 of the 131st General Assembly, with some changes to the Program's operation, to provide grants for FYs 2016 and 2017. The program currently provides grants to school districts, educational service centers (ESCs), community schools, STEM schools, college-preparatory boarding schools, individual school buildings, education consortia, institutions of higher education, and private or governmental entities partnering with one or more of these educational entities. The purpose of those grants is to fund projects aiming to achieve significant advancement in one or more of the following goals: (1) student achievement, (2) spending reduction in the five-year fiscal forecast, (3) utilization of a greater share of resources in the classroom, and (4) use of a shared services delivery model.

The bill largely retains the provisions of the Straight A Program as extended by H.B. 64. It does, however, change those provisions in the following ways:

(1) Removes "utilization of a greater share of resources in the classroom" as a possible goal for a project that receives a grant under the Program;

(2) Specifies that businesses, nonprofit organizations, and innovation incubators may be part of education consortia that receive grants under the Program; and

(3) Authorizes the following two types of grants under the Program:

--Innovation grants, which must be used to implement a new idea or modification to existing processes; and

--Replication grants, which must be used to replicate a project implemented by an existing or previous grantee that the board has designated as successful and suitable for replication.

The bill appropriates \$15 million for each fiscal year from the state lottery profits for the Program.

School district TPP reimbursement

(Repealed R.C. 3317.018 and 3317.019)

The bill repeals sections of the existing school funding law that prescribe the calculation of school districts' capacity measures for the tangible personal property (TPP) reimbursement in the tax code. These calculations were performed once, in FY 2016, for purposes of the TPP reimbursement. (These sections are no longer used for any calculations in the school funding formula.)

School funding adjustments for property tax base reductions

(Repealed R.C. 3317.026 and 3317.027; conforming changes in R.C. 3316.20, 3317.01, 3317.021, and 3317.025)

The bill repeals two provisions that allow for the recalculation of a school district's state funding due to adjustments made in the district's property tax base after the funding was initially computed. The recalculations take into account reductions in property value that (a) result in tax refunds of more than 3% of a district's current expense tax revenue and (b) arise from property owner complaints, late current agricultural use value (CAUV) determinations, and retroactive tax exemptions. The bill eliminates a certification by the Tax Commissioner of changes in the taxable value of public utility property made for the purposes of the recomputation described in (a).

II. College Credit Plus and College-Ready Programs

College Credit Plus (CCP) Program

(R.C. 3365.01, 3365.03, 3365.04, 3365.05, 3365.06, 3365.07, 3365.072 (enact), 3365.091 (enact), and 3365.12; Sections 733.20 and 733.30; conforming change in R.C. 3301.0712)

The bill makes several changes to the College Credit Plus (CCP) Program. The CCP Program allows high school students who are enrolled in public or nonpublic high schools or who are home-instructed to enroll in nonsectarian college courses to receive high school and college credit. Generally, the Program governs arrangements in which the student, upon successful completion of such a course, receives transcribed credit

from the college. CCP courses may be taken at any public or participating private or out-of-state college.

Student eligibility

Students enrolled in public and nonpublic high schools, as well as home-instructed students, are eligible to participate in the CCP Program. Additionally, seventh and eighth grade students may participate in the Program in the same manner as high school students. Currently, any student wishing to enroll in a college under the CCP Program must do both of the following *prior* to participation in the Program:

--Apply to a public or a participating private or out-of-state college in accordance with the college's established procedures for admission; and

--Meet that college's established standards for admission and for course placement, including any course-specific capacity limitations on class size.

Additional conditions of eligibility

(R.C. 3365.03; Section 733.20)

Beginning with students seeking to participate in the CCP Program for the 2018-2019 school year, the bill requires that a student, as a condition of eligibility and prior to participation in the Program, either:

(1) Be considered "remediation-free" on one of the assessments established by the college presidents for the purpose of determining a student's remediation-free status; or

(2) Score within one standard error of measurement below the remediation-free threshold for one of those assessments *and* either (a) have a cumulative GPA of at least 3.0 or (b) receive a recommendation from a school counselor, principal, or career-technical program advisor.

Under current law, the college presidents establish assessments to determine all incoming undergraduate students' level of college readiness.²⁹

The bill also requires the student to meet the college's established standards for enrollment (in addition to the college's standards for admission and course placement, as under current law), as well as the relevant academic program's established standards for admission, enrollment, and course placement.

²⁹ R.C. 3345.061(F).

The additional eligibility conditions prescribed by the bill first apply to students seeking to participate in CCP for the 2018-2019 school year. Students seeking to participate for the 2017-2018 school year remain subject to the eligibility conditions prescribed by current law.

Eligibility of underperforming participants

(R.C. 3365.091)

The bill requires the Chancellor of Higher Education, in consultation with the Superintendent of Public Instruction, to adopt rules specifying the conditions under which an underperforming participant may continue to participate in the CCP Program.

The rules must address at least the following:

- (1) The definition of an "underperforming participant";
- (2) Additional conditions for participants with repeated underperformance to satisfy;
- (3) The timeframe for notifying an underperforming participant who is determined to be ineligible for participation of such ineligibility;
- (4) Mechanisms available to assist underperforming participants;
- (5) The role of school guidance counselors and college academic advisors in assisting underperforming participants;
- (6) If an underperforming participant is determined to be ineligible for participation, any consequences that ineligibility may have on the student's ability to complete the high school's graduation requirements; and
- (7) The school year for which implementation of the rules first apply.

When developing the rules, the Chancellor, in consultation with the state Superintendent, must establish a process to receive input from public and private high schools and colleges, as well as other interested parties.

Payments by the Department of Education

Under current law, each student may choose to participate in the CCP Program under 'Option A' (under which the student is responsible for all costs related to participation) or 'Option B' (under which the state, through the Department of Education, makes a payment to the college on the student's behalf). If participating under 'Option B,' the amount of state payments depends upon several factors, including

the type of high school and college in which the participant is enrolled, how the participant receives instruction, and whether the high school and college are operating under the default payment structure or an agreement specifying an alternative payment structure. Payments are calculated according to a per credit hour amount, based on the "formula amount," which is generally prescribed for the school funding formula for two years at a time in each biennial budget act. The bill sets the formula amount at \$6,000.

Payment amounts

(R.C. 3365.01 and 3365.07; conforming change in R.C. 3301.0712)

Under the default payment structure for CCP, the Department of Education is currently required to pay the default ceiling amount (\$166 per credit hour for FY 2017) or 50% of the default ceiling amount for specified participants. Meanwhile, under an alternative payment structure, payments made by the Department may differ from those under the default payment structure. However, payments cannot be below the default floor amount (\$42 per credit hour for FY 2017), unless approved by the Chancellor, or exceed the default ceiling amount. (Under the bill, the default ceiling amount and default floor amount will be unchanged for FY 2018 and FY 2019.)

The bill makes changes to the payment structure. First, it specifies that, if the college's standard rate (see below) is less than the applicable default amount, the Department of Education, instead, must pay the standard rate. Essentially, it prohibits payments made by the Department for a CCP course from exceeding the college's standard rate. "Standard rate" is defined under the bill as "the amount per credit hour assessed by the college for an in-state student who is enrolled in an undergraduate course at that college, but who is not participating in the CCP Program, as prescribed by the college's established tuition policy."

Second, the bill removes current provisions that (1) permit payments under an alternative payment structure to be below the default floor amount and (2) require the Chancellor to approve such payments, if the agreement complies with all other requirements of the CCP Program. Therefore, the bill prohibits payments made by the Department of Education for a CCP course to be below the default floor amount.

Courses eligible for funding

(R.C. 3365.06)

The bill requires the Chancellor, in consultation with the state Superintendent, to adopt rules specifying which courses under the CCP Program are eligible for funding from the Department of Education. The bill further specifies that only courses eligible for funding under those rules may be taken under 'Option B' of the CCP Program.



The rules must address at least the following:

- (1) Whether courses must be taken in a specified sequence;
- (2) Whether to restrict funding and limit eligibility to certain types of courses, including (a) courses in the statewide articulation and transfer system, (b) courses that apply to multiple degree pathways or to in-demand jobs, or (c) other types of courses;
- (3) Whether courses with private instruction, as defined by the Chancellor, are eligible for funding; and
- (4) The school year for which implementation of the rules first apply.

When developing the rules, the Chancellor, in consultation with the state Superintendent, must establish a process to receive input from public and private high schools and colleges, as well as other interested parties.

Textbooks for CCP courses

(R.C. 3365.01, 3365.07, and 3365.072; Section 733.30; conforming change in R.C. 3301.0712)

Under current law, the provision of, and payment for, textbooks is governed by the main funding statute for the CCP Program. Therefore, like the structure for CCP payments by the Department, the entity responsible for textbook payments and whether participants may be charged for textbooks varies depending upon the type of high school and college and whether the high school and college are operating under the default payment structure or an agreement specifying an alternative payment structure. Under the bill, students seeking to participate in CCP for the 2017-2018 school year remain subject to the current textbook payment structure. For a detailed description of the current structure, see pp. 31-32 of the LSC Final Analysis for H.B. 487 of the 130th General Assembly, online at the Ohio General Assembly Archives.³⁰

However, beginning with participation for the 2018-2019 school year, the bill prescribes two new structures for the provision of, and payment for, textbooks under the CCP Program – one for public and nonpublic high school students and one for home-instructed students. Unlike under current law, the new arrangement for public and nonpublic high school participants applies to all such participants, regardless of the type of high school and college in which that participant is enrolled. Further, it prohibits any public or nonpublic participant from being charged for textbooks. The bill

³⁰ www.lsc.ohio.gov/analyses130/14-hb487-130.pdf.

also codifies in statutory law the Administrative Code definition for "textbook" as "any paper, electronic, or other purchased coursework material."³¹

Textbooks for public and nonpublic school participants

Beginning with the 2018-2019 school year, each public and participating nonpublic high school must enter into an agreement with each college that enrolls the school's participants under 'Option B' of the Program to specify arrangements for the provision of textbooks. Unlike current law, the arrangement for textbooks must be separate from any other CCP funding agreement.

Under each agreement, the college must provide all required textbooks to participants, the high school must pay for the textbooks, and no participant may be charged for the textbooks. In order to pay for required textbooks under the CCP Program, the bill prescribes the following two options for high schools:

--The high school must pay the college \$10 per credit hour per participant. Under this option, the college owns the textbooks and the participant returns the textbooks to the college upon completion of the course.

--The high school and the college must agree on an amount, which the high school must then pay to the college. Under this option, the high school and college also must specify who owns the textbooks and to whom the participant must return the textbooks upon completion of the course.

Regardless of which option is chosen, the bill requires several other administrative and procedural provisions to be included in each textbook agreement, including:

(1) Unless otherwise specified in the agreement, the college may obtain required textbooks from any source offering the textbooks.

(2) The name and contact information of the person at the college and the person at the high school responsible for implementing the agreement's procedures.

(3) The entity and person responsible for ensuring that participants receive all required textbooks in a timely manner.

(4) The entity that owns the textbooks provided to participants.

(5) Protocols and timelines for notifying the college of needed textbooks.

³¹ See O.A.C. 3333-1-65(C).

(6) Participants' responsibilities for acquiring and returning textbooks and each entity's duties with regard to notifying participants of those responsibilities.

(7) Textbook payment procedures. These procedures must specify that (a) not earlier than 14 days after the beginning of the semester, the college must submit a request for payment to the high school, and (b) within 60 days of receipt of the college's request, the high school must remit payment to the college.

(8) Procedures for reimbursing a participant who, after a good faith effort to follow the agreement's procedures, purchases the textbook to ensure having it in time for the course.

(9) If the high school and the college agree to a textbook payment structure that differs from the \$10 per credit hour per participant rate, the agreed upon structure and, if applicable, any options available for renting textbooks.

The bill also permits high schools and colleges to establish multi-year payment and arrangement structures for textbooks, if those textbooks are required for CCP courses delivered at the high school on a regular basis and taught by a high school teacher.

Each high school must include information on the terms of its textbook agreements in the counseling information provided to CCP participants. Additionally, the Chancellor, in consultation with the state Superintendent, must establish a process for collecting regular feedback on the provision of textbooks from public and private high schools and colleges, as well as other interested parties.

Textbooks for home-instructed participants

Beginning with the 2018-2019 school year, the bill prescribes a different structure for home-instructed participants to procure textbooks under CCP. Beginning with that school year, each home-instructed participant must choose one of the following arrangements:

--The participant must pay the college \$10 per credit hour to rent the textbooks. Under this option, the college owns the textbooks and the participant must return the textbooks upon completion of the course.

--The participant must purchase the textbooks. Under this option, the participant owns the textbooks.

When registering for courses, the participant must inform the college of the option chosen for procuring textbooks.

Appeals

(R.C. 3365.03 and 3365.12)

Missed notification deadline

Under current law, a student enrolled in a public high school must notify the school's principal by April 1 of the intent to participate in the CCP Program during the following school year. If a student misses the deadline, that student must obtain the principal's written consent in order to participate. If the principal does not give consent, the student may then appeal the principal's decision.

The bill changes to whom the student may appeal the principal's decision, from the State Board of Education, to the district superintendent (for students enrolled in a school district) or the community school governing authority, STEM school governing body, or college-preparatory boarding school board of trustees. The bill also specifies that the district superintendent's or governing entity's decision on the appeal is final.

Course credit dispute

Under current law, if there is a dispute between a participant and the participant's high school with regard to high school credit granted for a CCP course, the participant may appeal the decision. The bill changes to whom the participant may appeal the decision, from the State Board, to the Department of Education.

Information and notifications

(R.C. 3365.04 and 3365.05)

Each school year, public and participating nonpublic high schools must provide information about the CCP Program to students in grades 6 through 11. The bill moves the annual deadline to provide this information from March 1 to February 1.

The bill also eliminates provisions requiring public and participating private colleges to notify the state Superintendent of a participant's admission to the college under CCP, as well as the participant's courses, hours of enrollment, and chosen participation option ('Option A' or 'Option B'). However, as under current law, colleges must still provide this information to the participant and the participant's high school within the statutorily prescribed timeframes.

College-Ready Program

(R.C. 3333.98)

The bill establishes and requires the Chancellor of Higher Education, in consultation with the Superintendent of Public Instruction, to administer the College-Ready Program. The Program will approve public and private ("chartered nonpublic") schools to provide courses for students who do not meet remediation-free thresholds and who need additional coursework to either qualify to take courses for college credit while still enrolled in high school or to be prepared for college upon graduation, or both. All Program requirements, deadlines, guidance, forms, documents, and procedures necessary to establish and administer the Program must be developed and published by February 1, 2018, and approved programs may offer college-ready courses beginning with the 2018-2019 school year.

To create the Program, the bill requires the Chancellor, in consultation with the state Superintendent, to convene a workgroup of faculty and administrators from both secondary schools and institutions of higher education to develop one or more models for a College-Ready Program in math. This must be done by December 31, 2017.

The bill further requires the workgroup to develop and make recommendations for a plan for the Program. Recommendations must include the development of one or more additional instructional models, criteria for approving schools and institutions to provide instruction under the Program, and a timeline to develop models for additional subject areas by the February 1 deadline. The workgroup also must recommend upper and lower score thresholds for student eligibility based on national standardized test scores and state-required assessments for high school students. The workgroup must use the remediation-free standards established by the presidents of state institutions of higher education under current law as a guide.³² Further, the workgroup must recommend data collection and evaluation requirements for the programs. Finally, the workgroup must develop an application and approval process for schools and institutions to offer College-Ready courses using the models developed by the workgroup.

³² R.C. 3345.061.



III. Educator licensure and preparation

Career-technical educator licenses

(R.C. 3319.229 (repeal and reenact))

New career-technical educator licenses

The bill replaces the professional career-technical teaching license with two new educator licenses, Career-Technical Educator Levels I and II, for individuals teaching in career-technical and workforce development subject areas in any of grades 7-12. Beginning July 1, 2018, new applicants for a career-technical educator license must obtain one of the new licenses, rather than the current professional career-technical teaching license. Provided that certain conditions are satisfied (described below), the State Board must issue a Career-Technical Educator Level I license to an applicant upon request from the superintendent of a school district that has agreed to employ the applicant. It appears that an applicant for a Career-Technical Educator Level II license is not required to be employed by a school district in order to receive that license provided the other conditions are satisfied.

The table below describes the bill's requirements for the new licenses.

License Type	Requirements to obtain license	Requirements to maintain license	Duration and renewability
Career-Technical Educator Level I	(1) High school diploma; (2) Five years of work experience in the subject area; and (3) An industry-recognized credential, (if applicable for the subject area).	Enroll in a program offered by an institution of higher education that is approved by the Chancellor and the Department that meets the following criteria: (1) provides classroom support to the license holder, (2) includes at least three semester hours of coursework in the teaching of reading in the subject area, (3) is aligned with career-technical education and workforce development competencies developed by the Department, (4) uses a summative performance-based assessment to evaluate the license holder's knowledge and skills.	Two years; renewable if the program supervisor and superintendent of the employing school district indicate that educator is making sufficient progress in both the program and teaching position.

License Type	Requirements to obtain license	Requirements to maintain license	Duration and renewability
Career-Technical Educator Level II	(1) Demonstrates mastery of the career-technical education and workforce development competencies of the teaching profession; and (2) Successful completion of the program the individual enrolled in as a condition to maintaining the Career-Technical Educator Level I license.	No provision regarding maintaining the license.	Five years; renewable in consultation with a local professional development committee.

Professional career-technical teaching license issuance and renewal

The State Board must continue issuing and renewing the current professional career-technical teaching licenses until June 30, 2018, in accordance with the rules adopted pursuant to the law repealed by the bill.

The bill authorizes both of the following individuals to continue to renew the professional career-technical teaching license, rather than obtain one of the new licenses, for the remainder of the individual's teaching career: (1) an individual who holds a professional career-technical teaching license as of July 1, 2018, and (2) an individual who holds an alternative resident educator license as of July 1, 2018, and upon expiration of that license, applies for a professional career-technical teaching license. However, the bill specifies that these individuals are not prohibited from applying for the new career-technical educator licenses.

Background

Under continuing law, the State Board is required to adopt rules establishing the standards and requirements for obtaining each educator license issued in this state. Those rules must have certain prescribed standards and qualifications for educator licenses, including, the following: (1) resident educator licenses, (2) professional educator licenses, (3) senior professional educator licenses, (4) lead professional educator licenses, and (5) alternative resident educator licenses.

Under current law, repealed by the bill, those rules also must include requirements for the issuance and renewal of professional career-technical teaching

licenses, including requirements relating to life experience, professional certification, and practical ability. Current law also prohibits requiring a qualified applicant for a career-technical teaching license to complete a degree applicable to the career field, classroom teaching, or area of licensure.³³

Opioid abuse prevention instruction in teacher preparation programs

(R.C. 3333.0414)

The bill requires the Chancellor of Higher Education to adopt rules that require teacher preparation programs to include instruction in opioid and other substance abuse prevention. The instruction must be for all educator and other school personnel preparation programs for all content areas and grade levels. It must include information on the magnitude of opioid and substance abuse, the role of educators and other school personnel can play in educating students on the adverse effects of such abuse, and resources available to teach students about consequences of such abuse and to help fight and treat it.³⁴

Work experience required for license renewal

(R.C. 3319.236)

Beginning September 1, 2018, the bill requires the State Board include as a condition for the renewal of educator licenses a requirement that each applicant complete an on-site work experience with a local business or chamber of commerce. Furthermore, each school's local professional development committee must assist teachers in identifying local work experience opportunities that meet this requirement.

The bill permits an educator who completes on-site work experience under this provision to use that experience to fulfill continuing education requirements.

Under current statutory law and administrative rule, each teacher who applies for renewal of a five-year professional or associate educator license must design an individual professional development plan, subject to the approval of the local professional development committee. In accordance with the approved plan, the teacher must complete, since the issuance or last renewal of the license, one of the following:³⁵

³³ R.C. 3319.22 and 3319.26, and repealed R.C. 3319.229, none in the bill.

³⁴ School districts are required to include instruction in prescription opioid abuse prevention in their health curricula (R.C. 3313.60(A)(5)(f), not in the bill).

³⁵ O.A.C. 3301-24-08 and R.C. 3319.22, not in the bill.



- Six semester hours of coursework related to classroom teaching and/or the area of licensure;
- 18 continuing education units; or
- Other equivalent activities related to classroom teaching or the area of licensure.

IV. Curriculum and graduation credentials

Credit for integrated course content

(R.C. 3313.603; Section 733.40)

The bill permits a school district or chartered nonpublic school to integrate academic content in subject areas for which the State Board has adopted standards into a course in a different subject area, including a career-technical education course, in accordance with guidance developed by the Department of Education. Current law requires the State Board to adopt standards in such areas as English language arts, math, science, social studies, health, technology, financial literacy and entrepreneurship, fine arts, foreign language, and physical education.³⁶

If a student completes an integrated course in the manner authorized under the bill, the student may receive credit for both subject areas. Additionally, a school may administer a related end-of-course exam in a subject in an integrated course to a student upon completion of the integrated course.

Finally, the bill explicitly states that nothing in the provisions regarding integrated course excuse a district, chartered nonpublic school, or student from the statutory curriculum requirements, test requirements, or graduation requirements.

Development of guidance and planning

Under the bill, by July 1, 2018, the Department of Education, in consultation with the Department of Higher Education and the Governor's Office of Workforce Transformation, must develop both of the following:

(1) A plan that permits and encourages districts and chartered nonpublic schools to integrate academic content in subject areas for which the State Board of Education adopts standards into other coursework so that students may earn simultaneous credit; and

³⁶ R.C. 3301.079, not in the bill.

(2) Guidance to assist districts and schools that choose to implement integrated coursework, including appropriate licensure for teachers.

Credit through subject area competency

(R.C. 3313.603 and 3314.03)

The bill requires the Department of Education, by December 31, 2017, to develop a framework for school districts and community schools to use in granting units of high school credit to students who demonstrate subject area competency through work-based learning experiences, internships, or cooperative education. Continuing law requires the State Board (not the Department) to adopt and update a statewide plan to award high school credit based on demonstrated subject area competency. It appears the Department's framework under the bill is in addition to the State Board's framework under continuing law.

Districts and schools must comply with the Department's framework beginning with the 2018-2019 school year, and each district and school must review any policy it has adopted regarding the demonstration of subject area competency to identify ways to incorporate work-based learning experiences, internships, and cooperative education into the policy in order to increase student engagement and opportunities to earn units of high school credit.

Industry-recognized credentials and licenses for graduation

(R.C. 3302.03, 3313.618, and 3313.6113)

The bill eliminates the responsibility for the State Board to approve industry-recognized credentials and licenses. Instead the bill requires the Superintendent of Public Instruction, in collaboration with the Governor's Office of Workforce Transformation and representatives of business organizations, to establish a committee to develop a list of industry-recognized credentials and licenses that may be used to qualify for a high school diploma and for state report card purposes. The state Superintendent must appoint the committee by January 1, 2018. Under the bill, the committee must do the following:

(1) Establish criteria for acceptable industry-recognized credentials and licenses aligned with the in-demand jobs list published by the Department of Job and Family Services;³⁷

³⁷ <http://jfs.ohio.gov/owd/OMJResources/In-DemandOccupations.stm>.

(2) Review the list of industry-recognized credentials and licenses in existence on January 1, 2018, and update the list as necessary; and

(3) Thereafter, review and update the list biannually.

OhioMeansJobs-Readiness Seal

(R.C. 3313.618, 3313.6110, and 3313.6112)

The bill requires the Superintendent of Public Instruction, in consultation with the Chancellor of Higher Education and the Governor's Office of Workforce Transformation, to establish the OhioMeansJobs-Readiness Seal. The seal must be attached or affixed to the high school diploma and transcript of a student enrolled in a public or chartered nonpublic school who does both of the following:

(1) Satisfies the requirements and criteria for earning the seal established by the state Superintendent, including demonstration of work-readiness and work ethic competencies such as teamwork, problem-solving, reliability, punctuality, and computer technology competency; and

(2) Completes a standardized form developed by the state Superintendent and has that form validated by at least three individuals, each of whom must be an employer, teacher, business mentor, community leader, faith-based leader, school leader, or coach of the student.

The state Superintendent must prepare and deliver to all school districts, community schools, STEM schools, college-preparatory boarding schools, and chartered nonpublic schools an appropriate mechanism for assigning a seal on a student's diploma and transcript indicating that the student has been assigned the seal, as well as any other information the state Superintendent considers necessary.

The bill also permits a parent, guardian, or other person having care or charge of a homeschooled student to assign the seal to the student's diploma in the same manner as prescribed for transcripts issued by school districts and chartered nonpublic schools.

Regional workforce collaboration model

(R.C. 6301.21)

The bill requires the Governor's Office of Workforce Transformation, the Department of Education, and the Chancellor of Higher Education to develop a regional workforce collaboration model by December 31, 2017. The model must be developed in consultation with business and economic stakeholder groups. It must provide guidance on how business and economic stakeholder groups must collaborate to form a



partnership to provide career services to students. Stakeholder groups include the JobsOhio Regional Network, local chambers of commerce, economic development organizations, business, business associations, secondary and post-secondary organizations, and Ohio College Tech Prep Regional Centers. Career services may include job shadowing, internships, co-ops, apprenticeships, career exploration activities, and problem-based curriculum developed in alignment with in-demand jobs.

The bill further requires the Office of Workforce Transformation to oversee the creation of regional workforce collaboration partnerships based on the model developed under the bill. The bill requires six partnerships located in different regions of the state as determined by JobsOhio.

Pre-apprenticeship training programs

(R.C. 3313.904)

The bill requires the Departments of Education and Job and Family Services, in consultation with the Governor's Office of Workforce Transformation, to establish an option for career-technical education students to participate in pre-apprenticeship training programs that impart the skills and knowledge needed for successful participation in a registered apprenticeship occupation course.

V. Other education provisions

Release of state achievement test questions

(R.C. 3301.0711; Section 733.10)

The bill changes the process by which questions and preferred answers on state achievement assessments for grades three through eight and high school end-of-course exams become public records. Beginning with those administered in the spring of the 2017-2018 school year, not less than 40% of questions from state-required assessments and exams must become public records. The bill specifies that the Department of Education must determine which questions will be needed for reuse on a future assessment or exam, and those questions will not be released and must be redacted before the assessment or exam is released as a public record. However, the bill requires the Department to inform each school district and school of the corresponding statewide academic standard and benchmark to which each redacted question relates.

Under current law, a percentage of the questions and answers are to be released each year as follows, so that the entire content of an assessment or exam becomes a public record within three years of its administration:



(1) 40% of the questions and preferred answers on July 31 following the administration of the assessment or exam;

(2) 20% of the questions and preferred answers on July 31 one year after the administration; and

(3) The remaining 40% of the questions and preferred answers on July 31 two years after the administration.

Under the bill, the Department must continue staggered release through the 2016-2017 school year but it prohibits the release in 2017 of any questions and corresponding preferred answers from the elementary English language arts and math assessments that were administered in the 2015-2016 school year.

Payments for the Adult Diploma Pilot Program

(R.C. 3313.902)

The bill requires an entity other than the Department of Education to make full or partial payments for a student participating in the Adult Diploma Pilot Program, if the Superintendent of Public Instruction and the Chancellor of Higher Education determine that it is appropriate for that entity to make those payments.

The Adult Diploma Pilot Program permits a community college, technical college, state community college, or Ohio Technical Center to obtain approval from the Superintendent and the Chancellor to develop and offer a program of study that allows eligible students (those who are at least 22 years old and have not received a high school diploma or certificate of high school equivalence) to obtain a high school diploma. Current law specifies the formula for calculating the amount of the payment for each student enrolled in the Program and prescribes that the amount be paid to the student's institution in three separate payments: 25% after the student successfully completes the first third of the Program, 25% after the student successfully completes the second third of the Program, and 50% after the student successfully completes the final third of the Program.

STEAM schools, equivalents, and programs of excellence

(R.C. 3326.01, 3326.03, 3326.032, 3326.04, and 3326.09)

The bill authorizes the creation of science, technology, engineering, arts, and mathematics (STEAM) schools, equivalents, and programs of excellence, which are types of STEM schools, STEM school equivalents, and STEM programs of excellence, respectively.



Requirements for STEAM schools and equivalents

Currently, in order to establish a STEM school or receive a designation of STEM school equivalent, a partnership of public and private entities (in the case of a STEM school) or a community school or chartered nonpublic school (in the case of a STEM school equivalent) must submit a proposal to the STEM Committee. The proposal must contain certain information, including evidence that the school will offer a rigorous, diverse, integrated, and project-based curriculum and, in the case of a STEM school, information regarding its governance.

Under the bill's provisions, a proposal for a STEAM school or STEAM school equivalent must contain all of the same information and all of the following:

(1) Evidence that the curriculum will integrate arts and design into the study of science, technology, engineering, and mathematics to foster creative thinking, problem-solving, and new approaches to scientific invention (under current law, a STEM school or equivalent must include the "arts and humanities" in its curriculum);

(2) In the case of a STEAM school, evidence that the school will operate in collaboration with a partnership that includes arts organizations (as well as institutions of higher education and businesses as under current law for STEM schools);

(3) In the case of a STEAM school equivalent, evidence that the school has a working partnership with public and private entities that includes arts organizations (as well as higher education entities and business organizations as under current law for STEM schools); and

(4) Assurances that the school has received in-kind commitments of sustained and verifiable fiscal and in-kind support from arts organizations.

The bill also requires that the curriculum team for each STEAM school and equivalent include an expert in the integration of arts and design into the STEM fields. Under current law, this team consists of at least the school's chief administrative officer, a teacher, a representative of the higher education institution that is a collaborating partner in the school or equivalent, and a member of the public with expertise in the application of science, technology, engineering, and mathematics.

If a STEM school or equivalent wishes to become a STEAM school or equivalent, it may change its existing proposal to include the information described above and submit the revised proposal to the STEM Committee for approval.

Requirements for STEAM programs of excellence

A school district, community school, or chartered nonpublic school may, under existing law, submit a proposal to the STEM Committee for a grant to support the operation of a STEM program of excellence. This proposal must contain specified information, including evidence that the program will offer a rigorous and diverse curriculum that is based on scientific inquiry and technological design, emphasizes personal learning and teamwork skills, and will expose students to advanced scientific concepts within and outside the classroom. Although current law requires the STEM Committee to award these grants, funds have not been appropriated for this purpose for several years.

Under the bill's provisions, a proposal for a grant for a STEAM program of excellence must contain all of the same information as a proposal for a STEM program of excellence, plus include both of the following:

(1) Evidence that the curriculum will integrate arts and design into the curriculum to foster creative thinking, problem-solving, and new approaches to scientific invention; and

(2) Evidence that the program will operate in collaboration with a partnership that includes arts organizations (as well as institutions of higher education and businesses as under current law for STEM schools).

As with STEM schools and equivalents, if a STEM program of excellence wishes to become a STEAM program of excellence, it may change its existing proposal to include the information described above and submit the revised proposal to the STEM Committee for approval.

Additional grade levels

The bill also permits STEM and STEAM programs of excellence to serve students in any of grades K-12, rather than any of grades K-8 as under current law.

All-day kindergarten offered by STEM and STEAM schools and equivalents

(R.C. 3326.11)

The bill permits STEM and STEAM schools and equivalents to offer all-day kindergarten in the same manner as school districts. This change conforms with provisions of current law enacted by S.B. 3 of the 131st General Assembly (effective March 16, 2017) that permit STEM schools and equivalents to offer any of grades K-12. These provisions also apply to STEAM schools and equivalents under the bill.



Application periods for Ed Choice income-based scholarships

(R.C. 3310.16)

The bill specifies that the Department of Education need not conduct a second application period for the income-based expansion of the Educational Choice (Ed Choice) Scholarship Program, if the income-based scholarships awarded in the first application period use the entirety of the amount appropriated for that school year. If there are funds remaining, the Department must conduct a second application period.

Background

The income-based expansion of the Ed Choice Scholarship Program qualifies for an Ed Choice scholarship students whose family income is at or below 200% of the federal poverty guidelines, regardless of the academic performance of the student's resident public schools. Unlike other Ed Choice scholarships, the income-based scholarships are funded directly from an amount appropriated by the General Assembly, instead of deductions from students' resident districts.³⁸ Application periods are divided into two windows. The first occurs between February 1 and July 1 of the school year prior to the school year in which a scholarship is sought. The second may not occur before July 1 of the school year for which the scholarship is sought and must run for more than 30 days.

The first year of the Ed Choice expansion was the 2013-2014 school year, for which only kindergarten students could receive scholarships. For each subsequent year, the law provides for adding one next higher grade level until all grades are eligible for scholarships. Accordingly, for the 2017-2018 school year, the Program will serve grades K-4, and for the 2018-2019 school year, it will serve grades K-5.

A scholarship may be used to enroll in participating chartered nonpublic schools.

State minor labor law exemption for STEM programs and CCP

(R.C. 4109.06)

The employers of minors are exempt from the state minor labor law if the minor is participating in certain occupations, activities, or programs that are specified in current law. The bill adds the following two programs to that list of occupations, activities, and programs:

- (1) A STEM program approved by the Department of Education;

³⁸ R.C. 3310.032, not in the bill.



(2) Any eligible classes through the College Credit Plus Program that include a recognized pre-apprenticeship program that imparts the skills and knowledge needed for successful participation in a registered apprenticeship occupation course.

If an employer is exempt from the state minor labor law, the employer may employ a minor without being presented an age and schooling certificate for the minor. An age and schooling certificate is issued by the superintendent of the school district in which the minor resides or the chief administrative officer of the school the minor attends after the superintendent or chief administrative officer has examined and approved specified information regarding the minor's prospective employment, school record, age, and, in some cases, physical fitness in order to issue an age and schooling certificate.³⁹

Additionally, an employer who is exempt from the state minor labor law is no longer subject to (1) the prohibition in Ohio law on employing a minor in an occupation which is considered hazardous or detrimental to the health and well-being of minors by the Director of Commerce and (2) the restrictions in Ohio law regarding a minor's hours of work. However, the employer is still subject to all federal requirements regarding the employment of minors.⁴⁰

Business advisory members of school district boards of education

(R.C. 3301.07, 3311.19, and 3313.011; repealed R.C. 3313.82)

The bill repeals the requirement that each school district board of education and educational service center (ESC) governing board appoint a business advisory council. Instead, it requires the superintendent of each school district to appoint to the board of education three nonvoting, advisory members who represent local business. It does not establish a similar requirement for ESCs.

The bill also specifies that the advisory members of a district board serve at the pleasure of the appointing authority.

Additionally, the advisory members must advise and make recommendations to the board on matters specified by the board, including those related to employment skills and relevant curriculum, economic change and how it affects the job market, and suggestions on how to establish a working relationship with businesses, labor organizations, and educational personnel.

³⁹ R.C. Chapter 3331., not in the bill.

⁴⁰ 29 U.S.C. 218.



Bright New Leaders for Ohio Schools – board of directors

(R.C. 3319.271)

The bill removes the Governor (or the Governor's designee), the Superintendent of Public Instruction (or the Superintendent's designee), and the Chancellor of Higher Education (or the Chancellor's designee) from the membership of the board of directors of the nonprofit corporation that implements the Bright New Leaders for Ohio Schools Program. The change results in a board that consists of an even number of directors (eight).

The Bright New Leaders for Ohio Schools Program provides an alternative path for individuals to receive training, earn degrees, and obtain licenses in public school administration.

Accumulated sick leave – Department of Education unclassified employees

(R.C. 124.384)

The bill limits the ability of an unclassified Department of Education employee to receive payment on separation of employment for sick leave accumulated while employed by a school district to an employee who began employment with the Department before October 1, 2017. Under current law, any unclassified Department employee initially employed on or after July 5, 1987, may receive such a payment.

