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Final Analysis

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Mariah M. Maldovan, Attorney

UPDATED VERSION*

SUMMARY

District exemption from certain statutory requirements

- Permits a school district to renew its exemption from certain statutory requirements related to teacher licensure and other topics every three years, rather than one three-year term only.
- Permits a school district to qualify for an exemption if, on its most recent state report card, it received a performance rating of five stars on the Progress component, a four-year adjusted cohort graduation rate of at least 93%, and a five-year adjusted cohort graduation rate of at least 95%.
- Eliminates an exemption from statutory requirements regarding teacher qualifications under the Third Grade Reading Guarantee.
- Requires the Department of Education and Workforce annually to notify eligible districts about this exemption and their eligibility for it.

Teachers and other school employees

- Permits school districts to develop and use their own frameworks for teacher evaluation, instead of using the framework developed by the State Board of Education.
- Qualifies a teacher or school counselor as “consistently high-performing” if the teacher or counselor receives the highest level of performance rating in their evaluation for at least four of the past five years and meets at least one other requirement.
- Exempts consistently high-performing school counselors from additional coursework or professional development requirements for licensure renewal.

* This version updates the effective date.

- Requires each municipal school district and its teachers' labor organization to endeavor to include in the district's evaluation procedures the development of a professional growth plan or improvement plan and a final summative conference to discuss the results of the evaluation.
- Requires the State Board to issue an alternative resident educator license to an individual who holds a master's degree, and passes an exam, in the subject area to be taught.
- Permits the Department to establish alternative pathways for bachelor's degree holders to obtain an educator license to work as an administrator or superintendent and requires the State Board to issue a license to an individual who completes one of those pathways.
- Requires the Department to develop and recommend to the General Assembly a proposal for an apprenticeship program for school principals.
- Codifies an administrative rule that permits the State Board to issue an educator license to certain qualified out-of-state educators.
- Changes the grade band specification for an educator license from grades 6 through 12 to grades 7 through 12.

Unlicensed employee RAPBACK requirement

- Limits which unlicensed employees of a district, service center, or school must be enrolled in RAPBACK to those whose employer reasonably determines their position may involve routine interaction with a child or regular responsibility for the care, custody, or control of a child.

Teaching contracts for classes outside typical school day

- Exempts districts from entering into supplemental contracts with teachers assigned to teach classes outside the normal school day if certain conditions related to the teacher's daily hours of instruction and collective bargaining are satisfied.

Board of education meetings

- Clarifies that a school district board of education is not required to hold a separate, individual public hearing on a proposed school calendar, but that the calendar may be addressed as part of another public hearing or meeting.
- Requires that the record of proceedings of a board of education meeting be read at the board's next regular meeting, instead of at the next succeeding meeting.

Remote testing for state assessments

- Requires the Department to establish a pilot program for the 2024-2025 school year based on state assessments to test the feasibility of remotely administered and proctored assessments.

Sexually transmitted infection education

- Changes references from “venereal disease” education to “sexually transmitted infection” education in school district health education curriculum.
- Changes the requirements regarding conception and marriage in the sexually transmitted infection education in schools to teach that conceiving children at an early age or outside of marriage increases the likelihood of hardship in life.

Payment for tutoring and remedial education program

- Modifies payment and tutor registration procedures for the Tutoring and Remedial Education Program.

Intradistrict open enrollment

- Requires a school district that conducts an intradistrict enrollment lottery to engage in certain deadline and notice procedures.

Student transportation – afterschool time

- Prohibits the Department from determining a school district noncompliant with transportation requirements if the school provides school-supervised academic services to the affected students promptly after school for no more than 60 minutes after the end of the school day.

School Turnaround Pilot Program

- Requires the Department to establish and administer the five-year School Turnaround Pilot Program to address chronic low performance in school districts and community schools and establishes a school building selection process.
- Requires the Department to approve one or more eligible external service providers to partner with districts, schools, community school sponsors, and school support teams.
- Requires districts, community schools, and service providers to report data regularly to the Department and requires the Department to conduct an annual evaluation of the program.

Community schools

- Permits a community school sponsor that was rated “exemplary” on its most recent evaluation to sponsor up to 200 community schools.
- Eliminates the requirement that community schools conduct monthly student residency reviews.
- Eliminates e-school enrollment limits.
- Eliminates from a sponsorship contract the requirement that a sponsor annually report the results of a community school’s academic and fiscal performance evaluation.

- Prohibits the Department from evaluating community school sponsors for the 2024-2025 school year, unless a sponsor elects to be evaluated.
- By March 31, 2025, requires the Department to develop and provide legislative recommendations for a comprehensive community school sponsor performance evaluation framework.
- Permits the Director of Education and Workforce to reallocate excess funds in FY 2024 and FY 2025 for other purposes in state foundation aid to fully pay supplemental funding for dropout prevention and recovery e-schools.

Notice requirements – reemployed STRS and SERS retirants

- Modifies the public notice and meeting requirements that apply when a board or commission seeks to employ STRS and SERS retired members in certain positions.

School district competitive bidding threshold

- Increases statutory competitive bidding thresholds to \$75,000 for school districts for 2024, and subsequently increases the amount annually by 3%, to match that of other public entities.

Debt limit for nonrequired local initiatives

- Temporarily increases the cap, to until December 31, 2027, on the amount of debt a school district may exceed for nonrequired locally funded initiatives, from 50% of the local share of the basic project cost to 75% of that cost.

Base cost calculation for FYs 2024 and 2025

- Requires the Department to calculate several cost components included in a school district's base cost calculation using the sum of the enrolled ADM of each school district that *reported* that data, rather than the enrolled ADM of *every* school district.

High School Financial Literacy Fund

- Requires the Director of Education and Workforce to request, and the Director of Budget and Management to transfer, up to \$1.5 million from the General Revenue Fund to the High School Financial Literacy Fund during the biennium ending June 30, 2025.

Student training at early learning and development programs

- Requires an eligible institution with an early childhood teacher preparation program to permit a student who is employed by an early learning and development program to complete required student training as a paid employee of that program.
- Requires the Chancellor of Higher Education and Department of Children and Youth to collaborate with industry stakeholders to develop strategies to assist employees of early learning and development programs to complete student training.

Removal of obsolete provisions

- Eliminates several policies and programs from the laws governing the Department of Education and Workforce, the State Board of Education, and schools more generally.

Grow Your Own Teacher Program

- Expands the types of schools that may participate in, expands scholarship eligibility for, and makes other changes to, the Grow Your Own Teacher Program.

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DETAILED ANALYSIS

District exemption from certain statutory requirements

Renewal

The act permits a school district to renew an exemption from certain statutory requirements related to teacher licensure and other matters every three years, as long as the district continues to qualify for the exemption. Former law did not address renewal of the exemption past an initial three-year term.

Additionally, the act requires the Department of Education and Workforce to notify, annually by September 30, each eligible district of the exemption and the district’s eligibility for it.¹

Eligibility criteria

The act establishes a new pathway for a school district to qualify for the exemption. Specifically, a district may qualify if, on its most recent state report card, the district receives a performance rating of five stars on the Progress component, has a four-year adjusted cohort

¹ R.C. 3302.151(E).

graduation rate of at least 93%, and has a five-year adjusted cohort graduation rate of at least 95%.

It also eliminates an obsolete requirement that a district receive an “A” letter grade for the performance indicators performance measure to qualify for an exemption.²

Removal of Third Grade Reading Guarantee exemption

Under former law, a school district that received the exemption was not required to comply with the teacher qualification requirements established under the Third Grade Reading Guarantee. The act eliminates that flexibility and, in effect, requires all districts to comply with those requirements, even if they receive the exemption.³

Teachers and other school employees

Teacher evaluation – alternative framework

The act permits a school district to develop or adopt an alternative framework to use in teacher evaluation procedures. Continuing law otherwise generally requires a district to develop and adopt standards-based teacher evaluation procedures according to a framework developed by the State Board of Education.

The act also makes changes to teacher evaluation procedures for a municipal school district, the only one of which is the Cleveland Metropolitan School District. First, the act requires “at least one” formal observation and classroom walkthrough for teacher evaluation procedures, instead of requiring “at least” formal observations and classroom walkthroughs. Next, the act requires each municipal school district and the teachers’ labor organization to endeavor to include in the district’s evaluation procedures the development of a professional growth plan or improvement plan and a final summative conference to discuss the results of the evaluation. Continuing law includes a growth plan and a conference for teachers in other districts under a teacher evaluation system that conforms to the State Board’s framework.⁴

Consistently high-performing teachers and school counselors

Former law required the State Board of Education to define “consistently high performing teachers” for the purposes of exempting them from additional coursework or professional development for licensure renewal. The act eliminates the requirement that the State Board define that term. Instead, it codifies a definition of “consistently high performing teacher or school counselor” and exempts *both* such teachers and counselors from those coursework and professional development licensure renewal requirements.

Under the act, a “consistently high performing teacher or school counselor” is a teacher or counselor who receives the highest level of performance rating in the teacher or counselor’s

² R.C. 3302.151(D).

³ R.C. 3302.151(A)(1).

⁴ R.C. 3311.80, 3319.111, and 3319.112.

evaluation for at least four of the past five years and, for at least three of the five years of the current licensure cycle, meets at least one, or any combination, of the following:

- Holds a valid senior or lead professional educator license;
- Holds a locally recognized educational leadership role that enhances educational practices by providing professional learning experience at district, regional, state, or higher educational level;
- Serves in a leadership role for a national or state professional academic education organization;
- Serves on a state-level committee supporting education; or
- Receives a state or national educational recognition or award.⁵

Senior or lead professional educator

The act changes the minimum degree required for a senior professional educator license or lead professional educator license from a master's degree to a bachelor's degree.⁶

Administrator and superintendent licenses

The act permits the Department to establish alternative pathways for the holder of a bachelor's degree to obtain an educator license to work as an administrator or superintendent. The act requires the State Board to issue an educator license to work as an administrator or superintendent to an individual who completes an alternative pathway.⁷

School principal apprenticeship

The act requires the Department to develop and recommend to the General Assembly a proposal for an apprenticeship program for school principals by February 21, 2025.⁸

Alternative resident educator licenses for master's degree holders

The act requires the State Board to issue an alternative resident educator license to an individual who holds at least a master's degree in, and has successfully completed an exam prescribed by the State Board for, the subject area in which the individual will teach. It also requires the holder of an initial license issued under the provision to complete a pedagogical training institute to renew that license. The license holder is subject and entitled to the same requirements and rights as any other alternative resident educator license holder.⁹

⁵ R.C. 3319.22(H).

⁶ R.C. 3319.22(B).

⁷ R.C. 3319.273.

⁸ Section 9.

⁹ R.C. 3319.264.

Temporary out-of-state teaching licenses

The act codifies an administrative rule that permits the State Board to issue an educator license to qualified out-of-state educators. Under the act, the State Board must issue a one-year, nonrenewable out-of-state educator license, valid for teaching the grade levels and curriculum areas named in the license, upon request of an employing school district, to a qualified applicant of good moral character who:

1. Is an out-of-state applicant, holds a valid out-of-state teaching license, has a bachelor's degree, has completed an approved teacher preparation program and a licensure exam, but who has not yet successfully completed Ohio's licensure exam; and
2. Has completed at least six of the required 12 semester hours of coursework in the teaching of reading for educators requesting an early childhood, primary, middle childhood, pre-K through 8, intervention specialist, early childhood intervention specialist, or primary intervention specialist license. Any remaining coursework must be listed as a limitation on the license and must be completed before the out-of-state licensure expires.

The act retains the statutory option to complete the foundations of reading exam in lieu of the requirement to complete six hours of coursework in reading.¹⁰

Educator license grade bands

The act changes the grade band specification for an educator license from grades 6 through 12 to grades 7 through 12. The pre-K through 8th grade band remains unchanged. The act permits a person who holds a license issued on or before October 24, 2024 (the act's effective date) to renew it with either the grade bands of the prior license or the new bands established by the act.¹¹

Unlicensed employee RAPBACK requirements

The act limits which unlicensed persons employed in or contracted for a position with a school district, educational service center, or chartered nonpublic school must be enrolled in the Retained Applicant Fingerprint Database (RAPBACK). It specifies that an unlicensed person must be enrolled only when the district, service center, or school reasonably determines the person's position may involve routine interaction with a child or regular responsibility for the care, custody, or control of a child.¹²

Professional development for educator license renewal

The act specifically permits a local professional development committee to grant an individual seeking to renew an educator license with credit towards continuing education requirements for completing any professional development training required by statute.

¹⁰ R.C. 3319.2210.

¹¹ R.C. 3319.079 and 3319.22(A)(1)(d).

¹² R.C. 3319.316 and 3319.391.

However, the continuing education credit is limited to one completed professional development course per licensure renewal period. In addition, the individual must hold a valid educator license at the time the course is completed.¹³

Teaching contracts for classes outside typical school day

The act creates an exception to the general requirement that a district offering classes for high school credit outside the normal school day enter into a supplemental contract with a teacher assigned to teach the classes. Specifically, it exempts districts from that requirement if the teacher voluntarily agrees to a regularly occurring schedule outside of the normal day, the teacher's total daily hours do not exceed a normal school day, and the teacher is otherwise in compliance with requirements of the district's collective bargaining agreement.¹⁴

Board of education meetings

Public hearing regarding school calendars

The act clarifies a continuing law requirement that each school district hold a public hearing within 30 days before adopting a school calendar. The act provides that the hearing can be part of another public hearing or board meeting; it does not need to be a separate, individual hearing.¹⁵

Records of proceedings

The act adjusts when the record of proceedings of a board of education meeting must be read by stating that it must be read at the board's next regular meeting, instead of at the next succeeding meeting, as under former law.¹⁶

Remote testing for state assessments

The act requires the Department of Education and Workforce to establish a pilot program for the 2024-2025 school year based on state assessments to test the feasibility of remotely administered and proctored assessments. The Department must develop standards, requirements, and methodology for how the pilot program will be operated, including:

1. Selection of internet- or computer-based community schools to participate in the pilot program, including at least one statewide internet- or computer-based community school with a total enrollment of at least 5,000 students;
2. Selection of which assessments to administer remotely and when they will be administered; and
3. The logistics of how assessments will be administered, including timing, location, and technology required to administer assessments remotely.

¹³ R.C. 3319.22(F).

¹⁴ R.C. 3319.0811.

¹⁵ R.C. 3313.48(B).

¹⁶ R.C. 3313.26.

The Department must endeavor to include a variety of schools in the pilot program.

Each student who takes a remotely administered and proctored achievement assessment or diagnostic assessment must take the assessment in the manner otherwise required under continuing law regarding such assessments.

The Department must submit a report to the General Assembly by September 1, 2025, detailing the pilot program's findings.¹⁷

Sexually transmitted infection education

The act changes references from "venereal disease" education to "sexually transmitted infection" education in the health education curriculum in school districts.

It also changes the requirement regarding conception and marriage in the sexually transmitted infection education in districts. Under the act, this education must teach that conceiving children at an early age or outside of marriage increases the likelihood of hardship in life. This replaces the former law requirement to teach that "conceiving children outside of wedlock is likely to have harmful consequences for the child, the child's parents, and society."¹⁸

Payment for tutoring and remedial education program

The act permits schools participating in the Tutoring and Remedial Education Program to instruct their educational service center or school district to authorize payment to the service center that coordinates the tutoring program. It also permits participating schools to use federal or state money applicable for tutoring or other services associated with learning loss, in addition to the school's own funds, to pay costs incurred from participating in the program.¹⁹

Finally, the act requires tutor volunteers to apply for and receive a registration from the State Board, rather than the Department as under former law.

Intradistrict open enrollment

The act requires a school district that conducts an intradistrict open enrollment lottery for students to conduct the lottery *by* the second Monday of June prior to the school year for which a student is seeking enrollment, rather than *on* that date as under former law. In addition, the district must notify parents of students who reside in the district of the lottery date prior to that date. It also must post on the district's website information about the lottery, including how and when it will be conducted.²⁰

Student transportation – afterschool time

The act prohibits the Department from determining a school district noncompliant with the requirement to pick up students for transportation not later than 30 minutes after the end

¹⁷ Section 13.

¹⁸ R.C. 3313.60 and 3313.6011.

¹⁹ R.C. 3301.28.

²⁰ R.C. 3313.984.

of the school day, if the school provides school supervised academic services to the affected students promptly after school for no more than 60 minutes after the end of the school day. This applies only to those affected students who receive the academic services. It also requires the school to be considered noncompliant if any student pickup occurs more than 60 minutes after the end of the school day.²¹

School Turnaround Pilot Program

The act requires the Department of Education and Workforce to establish, administer, and operate the School Turnaround Pilot Program for five years beginning with the 2024-2025 school year. The program is designed to address chronic low performance in school districts and community schools. A program for any particular school building may be of a three to five year duration. The act provides that districts and schools may receive funding for the pilot program from existing federal funds.²²

School building selection

The act permits the Department to select up to 15% of the school buildings on its comprehensive support and improvement schools designation list²³ for the most recent school year when selections are made, or other school buildings operated by the lowest performing school districts as determined by the Department, to participate in the program. The Department must select school buildings from at least five state support team regions to ensure geographic diversity and include community schools. When selecting participating school buildings, the Department may consider the typology of the school district that operates the building or in which the building is located, the grade levels offered in the building, and the length of time the building has been on the designation list.²⁴

Service providers

The Department must approve one or more eligible external service providers with expertise in school improvement to work in partnership with districts, schools, community school sponsors, and school support teams in the area. The act requires that service providers collaborate with school districts and community schools to ensure that services and interventions are aligned to identified needs and to recommend system-wide improvements to the Department and to the General Assembly.²⁵

Needs assessment

Each participating school district or community school must choose a single service provider approved by the Department to conduct a needs assessment, develop a multi-year

²¹ R.C. 3327.021; see also R.C. 3327.01, not in the act.

²² R.C. 3302.121(B) and (F).

²³ See the Department of Education and Workforce's webpage on [Comprehensive Support and Improvement Schools](#) available at education.ohio.gov.

²⁴ R.C. 3302.121(C).

²⁵ R.C. 3302.121(D) and (H).

improvement plan, and ensure the implementation of evidence-based interventions to improve academic achievement, chronic absenteeism rates, and family and community engagement. Under the act, a “needs assessment” is a systematic process of identifying and evaluating the specific requirements, challenges, and opportunities within an educational institution.²⁶

Reporting and evaluation

The act requires program participants and service providers to regularly report data to the Department in the manner prescribed by the Department. Annually, the Department must conduct an evaluation of the program. The Department may contract with a third party to perform that evaluation.²⁷

Community schools

Number of schools an entity may sponsor

The act permits a community school sponsor that was rated “exemplary” on its most recent evaluation to sponsor up to 200 community schools.²⁸

Monthly student residency review

The act eliminates the requirement that community schools conduct monthly student residency reviews.²⁹

E-school enrollment limits

The act eliminates enrollment limits for computer- or internet-based community schools (e-schools). Former law limited the percentage by which an e-school could increase its enrollment by prescribing annual rate of growth from the previous school year. The prescribed annual rate of growth for an e-school with an enrollment limit of 3,000 or more students was 15%. The prescribed annual rate of growth for an e-school with an enrollment limit less than 3,000 students was 25%.³⁰

Academic and fiscal performance evaluation

The act eliminates the requirement that each sponsorship contract require a sponsor to report annually to the Department of Education and Workforce and the parents of a community school’s students the results of the sponsor’s evaluation of the school’s academic and fiscal performance and organization and operation.³¹

²⁶ R.C. 3302.121(A) and (E).

²⁷ R.C. 3302.121(G).

²⁸ R.C. 3314.015

²⁹ R.C. 3314.11(A) and (G).

³⁰ R.C. 3314.20, repealed.

³¹ R.C. 3314.03(D)(3).

Sponsor evaluation framework

The act requires the Department of Education and Workforce to develop a comprehensive framework for determining the performance of community school sponsors. The Department must engage a facilitator to work with community school stakeholders in developing the framework. The framework must at least:

1. Provide meaningful differentiation of community school sponsor performance;
2. Include specific academic and operational performance indicators, metrics, and standards;
3. Specify the frequency with which sponsors should be assessed; and
4. Include recommendations for consequences for consistently underperforming sponsors.

The Department must provide a copy of the framework and the Department’s legislative recommendations to the Governor, President of the Senate, Speaker of the House, and community school stakeholders by March 31, 2025.

The act prohibits the Department from evaluating community school sponsors for the 2024-2025 school year, unless a sponsor elects to be evaluated. If a sponsor elects to be evaluated for that school year, the sponsor is eligible for any benefits established under state law based on that evaluation.³²

Dropout prevention and recovery e-school supplemental funding

The act permits the Director of Education and Workforce in FYs 2024 and 2025 to reallocate excess funds for other purposes in state foundation aid to fully pay supplemental funding for dropout prevention and recovery e-schools, instead of requiring the Director to prorate the payments as under former law, if the amount earmarked for those payments is insufficient. H.B. 33 earmarks \$4.5 million in each of FY 2024 and FY 2025 to support the supplemental payments to dropout prevention and recovery e-schools.³³

Notice requirements – reemployed STRS and SERS retirants

The act makes two changes to the law that requires a board or commission to give public notice and hold a public meeting before employing a retirant of the State Teachers Retirement System or the School Employees Retirement System in a position filled by a vote of the board or commission. First, it reduces the length of the preemployment public notice from 60 days to 30 days if the board or commission “has urgent reasons to fill [the position] in an expedited manner” (the urgent reasons must be explained in the notice). Otherwise, per continuing law, the board or commission must give 60 days’ public notice.

³² Section 8.

³³ Section 265.270 of H.B. 33 of the 135th General Assembly, as amended in Section 11 of the act.

Second, the act outright eliminates the public notice and meeting requirements if the person has been retired for at least one year before the employment is to begin.³⁴

School district competitive bidding threshold

The act increases statutory competitive bidding thresholds to \$75,000 for school districts through calendar year 2024, and subsequently increases the amount annually by 3%. This new threshold is the same as for counties, townships, municipal corporations, libraries, fire and ambulance districts, regional airport authorities, and regional water and sewer districts. Under former law, the competitive bidding threshold for school districts was generally \$50,000.³⁵

Debt limit for nonrequired local initiatives

The act temporarily increases the cap on the amount of net indebtedness a school district may exceed for nonrequired locally funded initiatives from 50% of the local share of the basic project cost and the cost for site acquisition to 75% of that cost. The cap returns to 50% on December 31, 2027. The act requires a school district to notify the Director of Education and Workforce whenever the district will exceed the limit.³⁶

Base cost calculation for FYs 2024 and 2025

The act addresses how the Department of Education and Workforce calculates the base cost calculation for city, local, and exempted village school districts in the public school financing system for FYs 2024 and 2025. Specifically, it requires the Department to calculate each of the following costs for a school district based on the sum of the enrolled ADM of every school district that *reported* that data:

1. Academic co-curricular activities cost;
2. Supplies and academic content cost;
3. Athletic co-curricular activities cost; and
4. Building operations cost.

Otherwise continuing law requires the Department to calculate each of those costs based on the sum of the enrolled ADM of *every* school district.³⁷

In addition to being used to calculate funding for each city, local, and exempted village school districts, the cost components affected by the act also are used to calculate funding for joint vocational school districts, community schools, and STEM schools in several ways. They also

³⁴ R.C. 3307.353 and 3309.345.

³⁵ R.C. 3313.46.

³⁶ Section 10.

³⁷ Section 7; see also R.C. 3317.011, not in the act.

are a factor in determining increases in the scholarship amounts of some state scholarship students attending chartered nonpublic schools.³⁸

High School Financial Literacy Fund

The act requires the Director of Education and Workforce to request, and the Director of Budget and Management to transfer, up to \$1.5 million from the General Revenue Fund to the High School Financial Literacy Fund during the biennium ending June 30, 2025.³⁹

Student training at early learning and development programs

The act requires each eligible institution with an early childhood teacher preparation program that results in a credential or associate degree or higher in early childhood education to permit a student of that program to complete required student training as a paid employee of an early learning and development program. Under the act, “eligible institution” includes: (1) a state institution of higher education, (2) a private college, (3) an Ohio technical center, (4) a career-technical center, joint vocational school district, comprehensive career-technical center, or compact career-technical center, (5) a secondary or high school, or (6) any other organization or institution that offers a child development associate credential during the time in which an individual is working to complete that credential. The act applies only to an early learning and development program that participates in the state’s tiered quality system, known as the Step Up to Quality Program. Early learning and development programs include child care centers, type A homes, licensed type B homes, licensed preschool programs, and licensed school child programs.

The act also requires the Chancellor of Higher Education and Department of Children and Youth to collaborate with industry stakeholders to develop strategies to assist employees of early learning and development programs to complete student teaching or field experience hours at their place of employment.⁴⁰

Removal of obsolete provisions

The act eliminates several provisions of the law governing the Department of Education and Workforce, the State Board of Education, and schools more generally, as follows:

Provision	Citation (R.C.)
An expired requirement that the Department publish a report regarding victims of student violence.	3301.0714(B)(1)(o)
The requirement that the Department provide copies of reports to school districts and the public profiling each school building in the district and a public notice requirement related to these reports.	3301.0714(H)

³⁸ See R.C. 3317.011 to 3317.026, none in the act.

³⁹ Section 14.

⁴⁰ R.C. 3345.205.

Provision	Citation (R.C.)
A Department requirement to establish and report on academic goals for various areas of achievement.	3301.0717
A requirement that the Department encourage, seek out, and publicize innovative and exemplary school-parent and school-business partnerships.	3301.131
An exemplary parental involvement grant program, administered by the Department.	3301.134
An annual reporting requirement from leaders of each seminary, academy, parochial, or private school.	3301.14 ⁴¹
Requirements related to supporting school districts with programs for children of migrant agricultural laborers.	3301.30
Use of academic watch or academic emergency as a measure to determine whether a school district must take remedial action regarding the operation of a school building.	3302.12(A)(1)
The Governor's Effective and Efficient Schools Recognition Program, which recognized the top 10% of schools based on factors such as student and fiscal performance.	3302.22
An expired requirement that the Department establish a process for a school district to transfer from one of sixteen educational regional service systems to another.	3312.02 ⁴²
A requirement that each school district and other public school adopt a resolution addressing college and career readiness and financial literacy in its curriculum for seventh and eighth grade.	3313.6015 ⁴³
A requirement that the Department establish a committee to develop report card models for community schools and for using that committee-developed model for community school report cards.	3314.012 ⁴⁴
Pre-2011 standards that trigger the closing of poorly performing community schools.	3314.35 ⁴⁵

⁴¹ Conforming change in R.C. 3313.92.

⁴² Conforming change in R.C. 5502.70.

⁴³ Conforming changes in R.C. 3314.03 and 3326.11.

⁴⁴ Conforming changes in R.C. 3314.0211 and 3314.29.

⁴⁵ Conforming changes in R.C. 3302.03(J), 3313.413, 3314.016, 3314.017, and 3314.03.

Provision	Citation (R.C.)
The Telecommunity Education Fund, used to finance technology grants to state-chartered elementary and secondary schools.	3317.50
The Distance Learning Fund, used to finance technology grants to eligible schools to establish distance learning.	3317.51
A requirement that the Teacher Quality Partnership conduct a study on the relationship of teacher performance on educator licensure assessments.	3319.234
A grant program for teachers who hold certificates or licenses issued by the National Board of Professional Teaching Standards.	3319.55
A requirement that the Department study and share with school districts promising practices in Ohio and throughout the country for teachers with certain professional licensure.	3319.56
A grant program used by the Department to assist school districts with certain innovations.	3319.57

Grow Your Own Teacher Program

Participants

The act expands eligibility for a Grow Your Own Teacher scholarship to:

1. Any individual who is employed at a school district, educational service center, community school, STEM school, chartered nonpublic school, or nonchartered nonpublic school that (a) is identified as “high need” by the Chancellor of Higher Education, (b) has difficulty attracting and retaining classroom teachers who hold a license to teach in a public school, and (c) either employs a scholarship recipient or is the district or school from which the recipient graduated high school; or
2. A high school senior who either (a) graduates from a school in which at least 25% of the students are eligible for a free or reduced price lunch or (b) completes the Free Application for Federal Student Aid (FAFSA) for the year in which the scholarship begins and receives a Student Aid Index of 25,000 or less.⁴⁶

The program was authorized by H.B. 33 of the 135th General Assembly, the FY 2024-FY 2025 budget act. It awards four-year scholarships for up to \$7,500 per year to high school seniors and school employees who commit to teach for at least four years within six years of completing a teacher training program. If a scholarship recipient does not fulfill that obligation, the scholarship converts to a loan.

⁴⁶ R.C. 3333.393(A)(4), (5), and (6).

Other changes

The act also makes the following additional changes to the program:

1. Permits a scholarship recipient to complete the required teaching commitment at a different high-need school district, school, or service center that has difficulty attracting and retaining classroom teachers if the qualifying school district from which the recipient graduated from high school or was employed is unable to hire the recipient;
2. Permits the Chancellor of Higher Education to prioritize scholarship applicants with the most financial need if there are insufficient funds available to fund all qualifying applicants;
3. Permits a qualifying employee who is awarded a scholarship to terminate or suspend their employment to complete the student teaching requirements of the teacher training program;
4. Eliminates a provision that authorized a teacher training program to grant credit for completion of the program to a qualifying employee who has commensurate work experience at a qualifying school district;
5. Requires all scholarship recipients to sign a promissory note payable to the state, rather than only if a scholarship is terminated or if the recipient does not satisfy the service requirement, but specifies the promissory note only takes effect if either of those two events occur;
6. Reorganizes the circumstances under which a portion of a promissory note is forgiven under the program; and
7. Eliminates a prohibition against a total scholarship award amount from exceeding the total cost of a qualifying employee's loans for a teacher training program.⁴⁷

HISTORY

Action	Date
Introduced	10-03-23
Reported, S. Education	12-13-23
Passed Senate (24-7)	12-13-23
Reported. H. Primary & Secondary Education	06-25-24
Passed House (86-11)	06-26-24
Senate concurred in House amendments (28-3)	06-26-24

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⁴⁷ R.C. 3333.393 and 3333.394.