



OHIO LEGISLATIVE SERVICE COMMISSION

Bill Analysis

Carol Napp

Sub. H.B. 170

132nd General Assembly
(As Reported by S. Education)

Reps. Carfagna and Duffey, Brenner, LaTourette, Reineke, Boggs, Hambley, Koehler, Anielski, Antani, Arndt, Ashford, Blessing, Craig, Dever, Edwards, Gavarone, Ginter, Green, Hagan, Howse, Huffman, Kent, Lanese, Leland, Manning, Miller, Pelanda, Perales, Rezabek, Ryan, Schaffer, Scherer, Slaby, R. Smith, Stein, Sweeney, Young

Sens. Coley, Terhar

BILL SUMMARY

Computer science education

- Requires the State Board of Education, by December 31, 2018, to adopt academic content standards and a model curriculum for computer science.
- Adds computer science instruction as an option to several of the prescribed subjects in the state minimum high school curriculum, but prohibits substitution for life sciences or biology courses.
- Permits a student to choose to apply instruction in computer science as one unit of math or science, regardless of the field of certification of the teacher who teaches the class, provided the teacher meets the bill's licensure and professional development requirements.
- Generally requires schools to employ only individuals who are licensed in computer science or hold a license endorsement in computer technology to teach computer science courses, but permits licensed individuals to teach such courses if the individual qualifies for a supplemental teaching license for computer science.
- Requires the State Board to establish rules for supplemental teaching licenses for computer science.
- Requires completion of an Advanced Placement computer science professional development program in order to teach Advanced Placement computer science.

- Authorizes school districts, educational service centers, community schools, and STEM schools to establish a computer science and technology fund to be used for specified purposes to support computer science programs and professional development.

Auxiliary Services funding

- Permits, rather than requires, a chartered nonpublic school that is not religiously affiliated to elect, by April 1 of each odd-numbered year, to receive Auxiliary Services funding directly, rather than from the school district in which the school is located, for the biennium that begins in that odd-numbered year.
- Permits a chartered nonpublic school that is not religiously affiliated to notify the Department of Education and the district in which it is located, within 30 days after the bill's effective date, if it wishes to return to receiving Auxiliary Services funding from the school district in which it is located until the end of the current biennium.
- Permits chartered nonpublic schools that receive Auxiliary Services funding directly to contract with school districts for certain health services, support services, scoring services for standardized tests, and security services for which that funding may be used under current law.
- Makes other changes regarding the administration of Auxiliary Services funding paid directly to chartered nonpublic schools.

CONTENT AND OPERATION

Computer science standards and curriculum

The bill requires the State Board of Education, by December 31, 2018, to adopt academic content standards and a model curriculum specifically for computer science in grades kindergarten through 12, including standards for introductory and advanced computer science courses in grades 9 through 12. The bill further directs the State Board, when developing the standards and curriculum, to consider recommendations from computer science education stakeholder groups, including teachers and representatives from higher education, industry, and Ohio and national computer science organizations.

The bill explicitly authorizes any school district or school to utilize the standards and curriculum, but it also specifies that a district or school cannot be required to utilize all or any part of the standards or curriculum.¹

Computer science in the high school curriculum

Current law prescribes 20 units of study in specified subject areas as the minimum high school curriculum for a diploma from a public school or a chartered nonpublic school. (Each unit is a minimum of 120 hours of instruction, except a laboratory course for which one unit is a minimum of 150 hours of instruction.)

The bill adds computer science instruction as an option to several of the prescribed subjects in that curriculum. However, it specifies that, if a student chooses to substitute more than one computer science course to satisfy curriculum requirements, the courses must be sequential and progressively more difficult or cover different subject areas within computer science.²

Math

The curriculum requires four units of math. Of these, one unit must be Algebra II, or its equivalent, or a career-based pathway math course for career-technical students. The bill adds advanced computer science as an alternative to Algebra II. Nevertheless, if a student chooses to substitute advanced computer science for Algebra II, the school must communicate to the student that some institutions of higher education may require Algebra II for college admission purposes. In addition, the parent, guardian, or legal custodian of the student must sign and submit to the school a document acknowledging that not taking Algebra II may have an adverse effect on college admission decisions.³

Science

Three units of science are required under the curriculum, including one unit each in physical science, life sciences, and advanced study in (1) chemistry, physics, or other physical science, (2) advanced biology or other life science, or (3) astronomy, physical geology, or other earth or space science. The bill adds computer science as a fourth

¹ R.C. 3301.079(A)(4).

² R.C. 3313.603(N).

³ R.C. 3313.603(C)(3).



option for the one unit of advanced study. On the other hand, it prohibits computer science from being substituted for any life sciences or biology course.⁴

Student choice of math or science credit for computer science

The bill specifies that a student may choose to apply instruction in computer science as either one unit of math or one unit of science, regardless of the field of certification of the teacher who teaches the class, provided the teacher (1) meets the licensure requirements prescribed by the bill (see "**Qualification to teach computer science**," below), and (2) prior to teaching the course, completes a professional development program determined to be appropriate by the district board (or school governing authority in the case of other public schools and nonpublic schools).⁵

Electives

Among the 20 required units are five (elective) units chosen from one or more of the following: foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, a Junior ROTC program, or other English language arts, mathematics, science, or social studies courses. The bill specifies that for that purpose "technology" includes computer science.⁶

Alternative curriculum

Certain students who entered ninth grade before July 1, 2016, may receive their high school diplomas without completing the standard requirements for graduation if they complete, instead, a slightly different 20 units of instruction and meet other conditions. That alternative curriculum also requires four units of math, one of which may be "computer programming." The bill replaces computer programming with "computer science" in that provision.⁷

Qualification to teach computer science

For purposes of teaching computer science courses, the bill generally requires individuals to either (1) hold an educator license in computer science, or (2) hold a license endorsement in computer technology and pass a computer science content examination. However, the bill also authorizes districts to employ an individual who

⁴ R.C. 3313.603(C)(5).

⁵ R.C. 3313.603(N).

⁶ R.C. 3313.603(C)(8).

⁷ R.C. 3313.603(D)(5)(b)(i)(II).

holds any valid educator license to teach computer science courses, so long as the individual qualifies for a supplemental teaching license in computer science.

Under the bill, in order to qualify for such a supplemental teaching license, the individual must meet requirements established by rule of the State Board, which must include the following:

(1) The individual must pass a content examination in computer science in order to receive the supplemental license; and

(2) After at least two years of teaching computer science under the supplemental license, the individual must be permitted to advance to a standard educator license by completing a pedagogy course for the applicable grade levels. An individual may be exempt from this requirement if the individual has previously completed a pedagogy course for the applicable grade levels.⁸

Additional qualification to teach AP courses

For the purpose of teaching Advanced Placement (AP) computer science courses, the bill requires individuals, in addition to the licensure requirements described above, to complete a professional development program provided by the College Board (the organization that creates and administers the AP program). The program may be completed at any time during the year.⁹

Computer science described

The bill prescribes a definition for computer science to apply throughout the primary and secondary education code. It states that computer science means "logical reasoning, computing systems, networks and the Internet, data and analysis, algorithms and programming, impacts of computing, and structured problem solving skills applicable in many contexts from science and engineering to the humanities and business."¹⁰

Computer science and technology funds

For purposes of supporting computer science programs and professional development related to those programs, the bill authorizes the board of education of a school district, governing board of an educational service center (ESC), governing

⁸ R.C. 3319.236(A) and (B).

⁹ R.C. 3319.236(C).

¹⁰ R.C. 3301.012.



authority of a community school, and governing body of a STEM school to establish a computer science and technology fund, which may be used for any of the following:

- (1) Professional development related to computer science programs;
- (2) The delivery of online assessments, including instruction and data that support online assessment readiness;
- (3) Wireless connectivity in school buildings;
- (4) Network services, such as improving bandwidth capacity and filtering devices; and
- (5) The purchase of computers, tablets, and equipment.

The bill specifies that the fund may consist of (1) district or school moneys that legally may be used for that purpose and that are not otherwise designated, (2) private moneys donated to the district or school, and (3) any future state moneys allocated to the district or school for that purpose. The district or school also may use moneys in the fund to leverage or match additional private donations made to the school for that purpose.¹¹

Payment of Auxiliary Services funds

Background

Auxiliary Services funds are used to purchase goods and services for students who attend chartered nonpublic schools, such as textbooks, digital texts, workbooks, instructional equipment, library materials, or tutoring or other special services. Law enacted by H.B. 49 of the 132th General Assembly, effective September 29, 2017, requires the Department of Education to pay those funds directly to each chartered nonpublic school that is not affiliated with a religious order, sect, church, or denomination or does not have a curriculum or mission that contains religious content, religious courses, devotional exercises, religious training, or any other religious activity. Prior to H.B. 49, Auxiliary Services funds for students in any chartered nonpublic school were paid to the school district in which the school is located and the purchases were made by the district for those students. That act maintained this pass-through funding process for students in a chartered nonpublic school that has a religious affiliation.

¹¹ R.C. 3314.0110, 3315.17, and 3326.082.

Election to receive funds directly

The bill permits a chartered nonpublic school that is not religiously affiliated to elect to receive Auxiliary Services funds either directly or through the school district in which the school is located.¹²

To receive funding directly, a chartered nonpublic school that is not religiously affiliated must elect, by April 1 of each odd-numbered year, to receive the funding directly for the biennium that begins in that odd-numbered year. In making this election, the school must (1) notify the Department and the district in which it is located and (2) submit to the Department an affidavit certifying that the school is not religiously affiliated.¹³

For the current biennium, the bill permits a chartered nonpublic school that is not religiously affiliated to notify the Department and the district in which it is located if it wishes to return to receiving Auxiliary Services funding from the school district in which it is located until the end of the biennium. This notification must occur within 30 days after the bill's effective date. If no notification is provided within that time frame, a chartered nonpublic school that is not religiously affiliated will continue to receive Auxiliary Services funding directly until the end of the current biennium.¹⁴

Contracts with school districts

The bill provides that chartered nonpublic schools that receive Auxiliary Services funding directly may contract with school districts for certain health services, support services, scoring services for standardized tests, and security services for which that funding may be used under current law. Currently, these schools may contract for this purpose with educational services centers, the Department of Health, city or general health districts, or private agencies whose personnel are appropriately licensed by an appropriate state board or agency.¹⁵

Additionally, the bill specifies that, for the 2017-2018 school year, neither a school district nor a chartered nonpublic school may change an agreement or contract entered into for services provided by the district for the school without the consent of the other

¹² R.C. 3317.024(E) and 3317.062.

¹³ R.C. 3317.024(E).

¹⁴ Section 3.

¹⁵ R.C. 3317.062(A)(5).



party in the agreement or contract because the school chose to receive Auxiliary Services funding directly from the state.¹⁶

Administration of payments

The bill makes the following changes regarding the administration of Auxiliary Services funding paid directly to chartered nonpublic schools:

--Requires that any interest earned by a school that receives this funding directly must be used by the school for the same purposes and in the same manner as the original payments.¹⁷

--Requires the Department to adopt a rule specifying the party that owns any property purchased with this funding and procedures for disposal of the property by the designated owner.¹⁸

--Requires each school that receives this funding to remit to the Department, within 30 days after the end of the biennium, all moneys paid to it directly for that biennium and any interest earned on those moneys that are not required to pay expenses incurred during the biennium.

--Provides for any school that remits funding to apply to, and receive from, the Department a refund if the remittal of moneys leaves the school with insufficient money to pay all valid expenses incurred during the biennium.¹⁹

HISTORY

ACTION	DATE
Introduced	03-29-17
Reported, H. Education & Career Readiness	06-07-17
Passed House (83-12)	06-21-17
Reported, S. Education	11-13-17

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¹⁶ Section 4.

¹⁷ R.C. 3317.062(C).

¹⁸ R.C. 3317.062(E).

¹⁹ R.C. 3317.062(F).

