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S.B. 156
136th General Assembly

Fiscal Note & Local Impact Statement

[Click here for S.B. 156's Bill Analysis](#)

Version: As Introduced

Primary Sponsor: Sen. Cutrona

Local Impact Statement Procedure Required: No

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Highlights

- The Department of Education and Workforce (DEW) will incur minimal costs, but potentially significant additional staff workload, associated with developing standards and a model curriculum for the success sequence and supporting a committee that will review them.
- School districts may incur minimal costs to incorporate the success sequence into the curriculum of at least one course required for graduation.

Detailed Analysis

The bill defines the “success sequence” as a three-pronged framework for youth and young adults based on research from diverse institutions that individuals who complete at least a high school education, obtain full-time work, and marry before having children are overwhelmingly less likely to live in poverty in adulthood. The bill requires the Department of Education and Workforce (DEW) to develop standards and a model curriculum for this success sequence for students in grades 6-12. The bill also requires DEW to establish a committee of school board members and parents of students to review the standards, model curriculum, and instructional materials related to the success sequence. Districts must incorporate instruction on the success sequence in at least one course that is required for high school graduation. A district may use the model curriculum to provide instruction on the success sequence and may alter the model curriculum as it considers appropriate.

DEW typically works with volunteer teams of education stakeholders (teachers, members of the higher education community, professional organization members, parents, and others) to update or develop standards or model curriculum. According to DEW, much of its standards and model curriculum development process is now conducted virtually. However, there may be some

minimal costs for volunteer travel reimbursement and substitute teachers if DEW brings the volunteers together for an opening or concluding meeting. Based on a relatively recent model curriculum project, DEW estimates such costs to be under \$5,000. DEW may also incur minimal administrative costs to support the review committee. However, DEW staff workload will also increase, perhaps significantly, to research and draft the initial success sequence standards and model curriculum, review the draft with volunteer stakeholder groups and the public, incorporate feedback, and finalize the documents. In FY 2025, \$4.6 million in GRF funding is appropriated to DEW in line item 200427, Academic Standards, for developing, revising, and communicating academic content standards and curriculum models to school districts, and for developing professional development programs and other tools on content standards and model curricula. School districts may incur minimal costs to implement instruction on the success sequence into existing curriculum and lesson plans.