



**Department of
Education &
Workforce**

DEW PUBLIC MEETING

Thursday, July 17, 2025

9 a.m.

25 South Front Street

Columbus, Ohio 43215



**Department of
Education &
Workforce**

DIRECTOR'S WELCOME

Stephen D. Dackin

Director

Dr. Diane Allen

Deputy Director, Primary and Secondary Education



**Department of
Education &
Workforce**



MEETING OVERVIEW

Dr. Chris Woolard

Chief Integration Officer



**Department of
Education &
Workforce**



MEETING AGENDA

1. Financial Literacy Standards and Model Curriculum
2. Literacy and Academic Success Updates
3. Workforce Readiness and Career-Technical Education Updates
4. Budget Updates
5. Administrative Rules Proposed for Review



OPPORTUNITY FOR PUBLIC COMMENT

Individuals are welcome to ask questions or provide comments regarding the information covered during each agenda item presentation.

Comments may be provided in-person during the meeting or submitted in writing.

Sign-up form:

- Sign-up online before the meeting or in-person during the meeting.
- Contact information collected for additional follow-up from the Department.



FINANCIAL LITERACY STANDARDS AND MODEL CURRICULUM

Liesl Huenemann

Associate Administrator, Office of Academic Success

Jessee Hankins

*Education Program Specialist, Office of Academic
Success*



**Department of
Education &
Workforce**



FINANCIAL LITERACY IN OHIO

- **2014:** [Standards and model curriculum in financial literacy and entrepreneurship](#) required to be adopted.
- **2018:** [Academic content standards](#) for financial literacy adopted in February.
- **2019:** The [model curriculum](#) for financial literacy adopted in November.
- **2022:** [Half-credit requirement](#) of financial literacy as a high school graduation requirement enacted in January, starting with Class of 2026.
- **2024:** New requirements for academic content in financial literacy enrolled into [Ohio law \(ORC 3301.079\)](#) in June.



STANDARDS AND MODEL CURRICULUM REVISION TIMELINE

Date	Key Action Achievement in Revision Process
June 2024	Ohio Revised Code 3301.079 enacted into law
Sept. – Oct. 2024	Public comment survey on possible revisions to learning standards
Nov. – Dec. 2024	Stakeholder group meetings and revisions to proposed revised standards
Spring 2025	Second public comment survey on revised standards; Standards finalized
Spring 2025	Public comment survey and stakeholder feedback on proposed revised model curriculum
April 2025	Stakeholder group meeting and revisions to proposed model curriculum
May – June 2025	Model curriculum finalized; Internal review and technical editing of final documents
June 2025	Presentation to Director Dackin for approval and adoption
July 2025	Presentation of Approved Standards and Model Curriculum



FINANCIAL LITERACY STAKEHOLDER GROUP

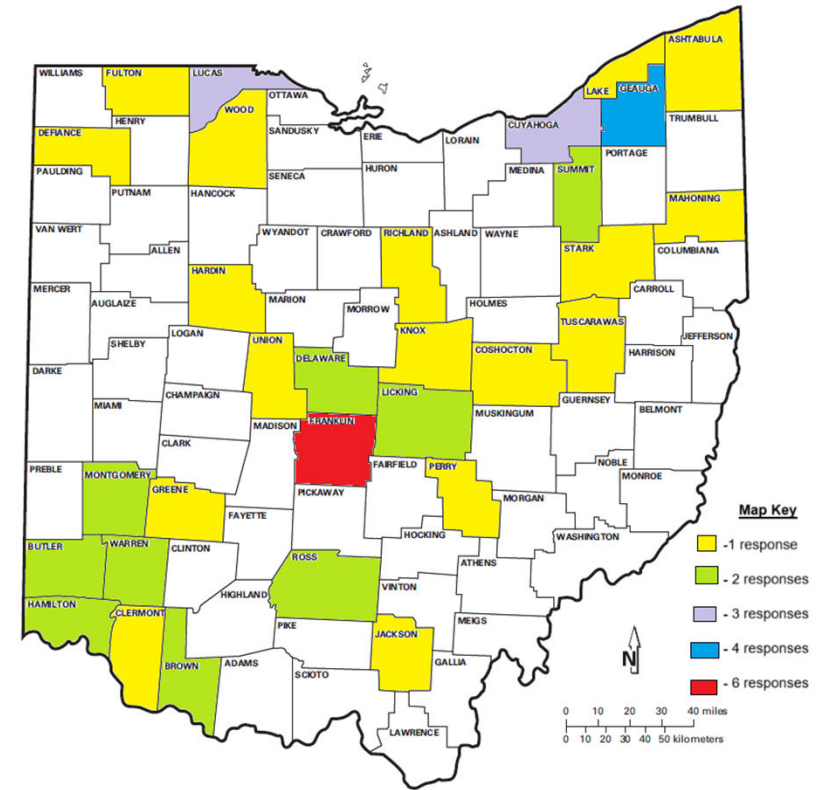
Various representatives were invited and participated, including:

- Higher education institutions
- Economic education centers
- Content area professional organizations
- Financial Institutions



STANDARDS PUBLIC COMMENT SURVEY – ROUND 1

- **51** responses and **473** individual comments
- **30** counties represented
- Majority of respondents identified as **K-12 educators** and worked in a **public school district**.
- Public comment survey feedback actions:
 - Effective integration of the free market capitalism into the content statements based on applicability.
 - Inclusion of some of the free market capitalism concepts as separate content statements where effective integration was not feasible.



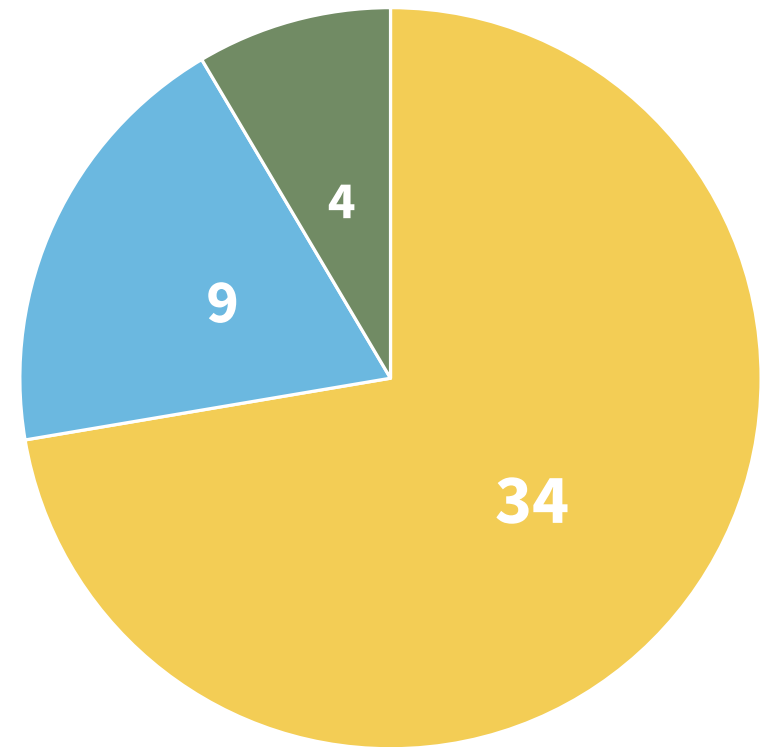
County map of Ohio showing in color the number of public comment survey responses received

STANDARDS PUBLIC COMMENT SURVEY – ROUND 2

Public Comment Period: March 10 – 24

- **47** responses and **22** individual comments
- **72%** percent support
- **25** counties represented
- Majority of respondents identified as **K-12 educators** and worked in a **public school district**.

Learning Standards Adoption Chart



■ Yes ■ No ■ Other Comment

Participant responses on support for the proposed Financial Literacy standards



FINANCIAL LITERACY IN HIGH SCHOOL REVISIONS

Standards Structure

- **New topic:** Free Market Capitalism
- Revisions to topic descriptions
- Number of content statements: **27** to **26**
- Document structure redesign

Free Market Concepts

- 6 concepts included in “**Free Market Capitalism**” topic
- Concept ii → *Content Statement #2*
- Concept iii → *Content Statement #13*
- Concept vi → *Content Statement #14*
- Concept ix → *Content Statement #9*



STANDARDS DOCUMENT

- Blue header text indicates the topic heading in the standards
- The bolded subtext includes the topic description
- The numbered text indicates the content statements for the specific topic
- Front matter provides context and explanation on how to read the standards

Topic Heading

Content Statements

Ohio's Learning Standards for Financial Literacy

Financial Literacy is defined as the ability to read, analyze, manage, and communicate about personal financial conditions that affect an individual's well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, and plan for and respond to life events that affect individual financial decisions, including events in the general economy.

Financial Responsibility and Decision-Making

In the United States' economy, personal financial decisions rest with the individual. Making responsible decisions related to goals for lifestyle and financial well-being fosters financial success and security.

1. Financial responsibility entails being accountable for managing money to satisfy an individual's current and future economic choices. Individuals use life-long decision-making strategies like the consideration of alternatives and consequences to maintain or improve their financial well-being.
2. Individuals control their own ability to work, earn wages, and obtain skills to earn and increase wages. Personal attributes such as competencies and work ethic, and external factors such as market competition and business cycle changes, impact an individual's earning potential and employability.
3. As part of their financial well-being, individuals must consider the costs and benefits of opportunities in education, employment, and military enlistment.
4. Income sources include employment earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. Individuals can experience dramatic income changes from month to month.
5. Taxes, retirement, insurance, employment benefits, and voluntary and involuntary deductions impact net pay.

Planning and Money Management

A disciplined personal financial plan is a critical component of an individual's financial well-being. Individuals must prepare for expected costs and responsibilities, such as paying taxes, or purchasing a good or service as part of their financial planning.

6. Financial responsibility includes the development of and adherence to a personal budget.
7. Planned purchasing decisions factor in direct (price) and indirect costs (e.g. sales/use tax, excise tax, shipping, handling, and delivery charges, etc.).
8. Planning for and paying local, state, and federal taxes is a financial responsibility. Individuals may lower their tax burden by using tax credits and deductions.

Topic Heading Description

Pictured Above:

Page 4 of Ohio's Learning Standards for Financial Literacy



MODEL CURRICULUM PUBLIC COMMENT SURVEY

Public Comment: March 31 – April 11

- **28** responses received with **47** individual comments from **16** counties
- **Half** of the respondents were **K-12 educators**
- Survey Themes:
 - Support and Appreciation of the Draft Model Curriculum
 - Teaching and Implementation Challenges
 - Curriculum Content and Structure



Do the "Content Elaboration" and "Expectations for Learning" sections for the TOPIC NAME align to the content statements, demonstrate vertical articulation, and emphasize coherence, focus, and rigor?		
Topic Name	Percentage for Yes	Percentage for No
Financial Responsibility	96.30%	0.00%
Planning and Money Management	96.30%	0.00%
Informed Consumer	85.29%	3.70%
Investing	88.89%	0.00%
Credit and Debt	84.62%	3.85%
Risk Management and Insurance	92.59%	0.00%
Free Market Capitalism	73.08%	11.54%

MODEL CURRICULUM DOCUMENT

- Includes content statement, content elaboration explanation, and expectations for learning
- Expectations for learning were expanded to include additional critical thinking and application opportunities

Topic: Financial Responsibility and Decision-Making

CONTENT STATEMENT

4. Income sources include employment earnings and benefits, entrepreneurship, saving and investment earnings, payments, grants, inheritances, etc. Individuals can experience dramatic income changes from month to month.

CONTENT ELABORATION

Individuals must budget and manage their money based on expected sources of income. Sources of income depend on an individual's financial choices and opportunities.

Monthly income can vary based on multiple factors, such as an individual's productivity or hours worked, agreed upon wages, and business profits. Monthly income can also vary based on industry seasonality, regional or national economic changes, and global market dynamics. Individuals may earn income from savings and financial investments (like grant and inheritances) including dividends, asset appreciation, and compounded interest. Some people receive government assistance payments because they qualify for one or more types of support based on eligibility criteria.

Entrepreneurs take risks to increase their earnings potential through economic growth. When entrepreneurs are successful, they can experience higher incomes. Entrepreneurs may experience dramatic income changes based on market competition, consumer demand, or available time and resources.

Various jobs and careers can experience dramatic changes in income. In some industries, an individual may not receive a regular paycheck and may only earn income after a contract, project, or order is completed. Individuals in these situations must account for these income fluctuations as they budget and manage their money.

EXPECTATIONS FOR LEARNING

Explain the different sources of income.

Analyze how an individual may adjust their budget or money management based on income fluctuations.

*Content Statement
(Learning Standard)*

*Content
Elaboration*

*Expectations
for Learning*

NEXT STEPS

Communication

- Public outreach with communications strategy
- Targeted outreach to professional organizations
- Collaboration with other state agencies and department offices

Professional Learning

- Virtual and in-person professional learning
- Financial Literacy integration crosswalk documents



COMMENTS

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LITERACY AND ACADEMIC SUCCESS UPDATES

Melissa Weber-Mayrer, PH.D.

Chief of Literacy Achievement and Academic Success



**Department of
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LITERACY UPDATES

1. Comprehensive Literacy State Development Grant
2. HB 33 Implementation Summary
 - ReadOhio Coaching
 - HQIM Alignment
 - Science of Reading Professional Development
3. HB 96 Implementation Plan
4. Budget Updates





COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT



COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

- Ohio awarded **\$45.9 million** in grades K-12 to support implementation of evidence-based practices to improve language and literacy instruction and student outcomes.
- Funds will support activities from July 1, 2025-Sept. 30, 2029.
- Birth-Kindergarten Entry applications will open soon.



AWARDS

- 33 LEAs received subgrants.
- Subgrant funds will support improvements in 89 schools.
- LEAs include 30 public districts and 3 community schools:
 - 29 LEAs will implement in Grades K-5
 - 23 LEAs will implement in Grades 6-8
 - 12 LEAs will implement in Grades 9-12



PROJECT ACTIVITIES

Applicants may propose one or more Literacy Implementation Sites to engage in key subgrants activities:

- **Leadership Development**
- **Coaching** focused on student data and to support integrity of implementation of instructional materials
- Curriculum-based and/or intervention-based **professional learning**
- **Multi-tiered system of supports** installation/enhancement
- **Collaboration** with a higher education or community partner
- **Family engagement** training and implementation support





HB33 IMPLEMENTATION SUMMARY



READOHIO COACHING – 2025 RESULTS

- 84 coaches served 125 schools.
- **33,532 coaching sessions** were conducted in ReadOhio partner schools:
 - 2,464 universal coaching sessions
 - 2,038 self-guided coaching sessions
 - 9,209 small group coaching sessions
 - 19,820 one-on-one coaching sessions
- The most frequent support provided was for evidence-based strategies and high- quality instructional materials (12,332 sessions).



OHIO'S COACHING MODEL



Universal

All teachers and staff receive universal coaching and support which includes all staff meetings, newsletters, and email reminders as appropriate.



Self Guided

Teachers and staff may opt into a self-guided coaching support structure which includes bi-weekly office hours.



Small Group

Teachers may find themselves in small group coaching. This may be called a PLC or TBT. Here, the coach looks at grade level data to help small teams determine next steps in instruction.



One on One

Teachers may find themselves in one-on-one coaching. The coach will use a collaborative problem-solving model to help specific students or a target group within in classroom.



READOHIO COACHING – 2025 RESULTS

Time spent in small group coaching sessions and the percentage of one-on-one coaching sessions were both positively associated with teachers' implementation of explicit instructional strategies.

The positive impacts of one-on-one coaching were specific to teachers in their second year of coaching, supporting the idea that coaching effects may take time to accumulate.

The number of sessions and time spent in self-guided coaching, small-group coaching, and one-on-one coaching were positively associated with increases in student achievement scores over time.



HQIM IN ELA ALIGNMENT

As of June 15, Ohio schools and districts reported the following:

- 73 schools and districts not aligned (8.2%)
- 87 schools and districts partially aligned (9.8%)
- 732 schools and districts fully aligned (82%)
 - 87 schools and districts have yet to report changes:
 - 29 Community Schools
 - 25 ESCs
 - 17 JVSDs
 - 13 Public School Districts
 - 3 STEM Schools



SOR PROFESSIONAL DEVELOPMENT (AS OF 7/1/2025)

Course	Enrollment	Awards Issued (Completion Certificates)
Pathway A (K-5)	28,519	23,654
Pathway B (K-5 Abbreviated)	22,736	21,074
Pathway C (6-12)	23,505	20,074
Pathway D (6-12 Abbreviated)	4,556	3,264
Pathway E (6-12 Content Areas)	40,720	38,148
Pathway F (Administrators)	10,045	9,021
Dyslexia (K-3)	31,265	25,639
Dyslexia (4-12)	5,816	3,438
Totals	167,162	144,312





HB 96 IMPLEMENTATION



READOHIO COACHING – 2026 PROVIDERS



- East Central Ohio Educational Service Center (**East**)
- Educational Service Center of Northeast Ohio (**Northeast**)
- Gallia-Vinton Educational Service Center (**South**)
- Mid-Ohio Educational Service Center (**West** and **Central**)





BUDGET UPDATES



SCIENCE OF READING

- Continued funding for literacy coaches (\$12 million/year).
- Requires DEW to maintain an introductory Science of Reading course and develop a competency-based refresher course.
- Requires school psychologists and speech-language pathologists to complete the introductory course by July 1, 2027.
- Requires educators to complete the refresher course in the Science of Reading every 5 years.



LITERACY AND MATH

- Requires DEW to approve up to five diagnostic assessments in grades K-3 for both reading and math.
 - Three of the reading diagnostics must be those most widely used by schools today.
 - Requires districts and schools to begin administering approved reading and math diagnostics to all students in the 2026-2027 school year.
- Allows high-dosage tutoring for students on RIMPS during regular class time and requires local tutoring programs to follow DEW best practices.



INTEGRATED CURRICULUM

- Allocates \$500,000 for development of a model curriculum that integrates English language arts, social studies, and civics education.



COMMENTS

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WORKFORCE READINESS AND CAREER-TECHNICAL EDUCATION UPDATES

Jeremy Varner

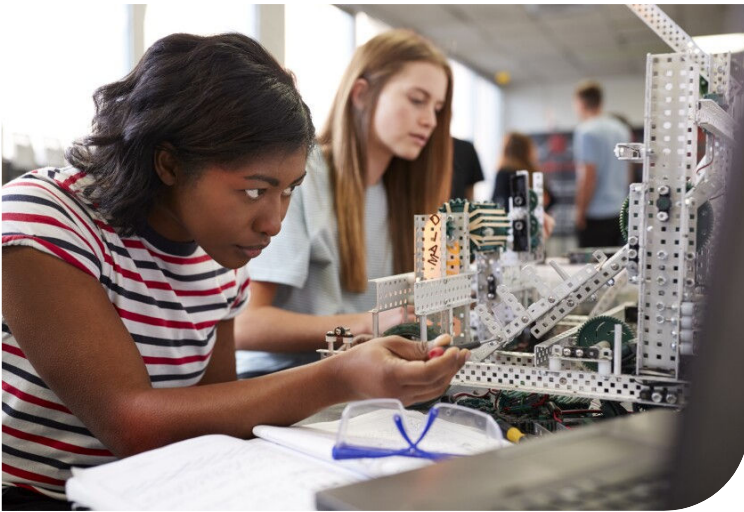
*Deputy Director, Division of Workforce Readiness and
Career-Technical Education*



**Department of
Education &
Workforce**



WORKFORCE READINESS



- Expands CTE access to middle school students by eliminating waivers with the 2026-2027 school year.
- Updates the industry-recognized credential list to focus on credentials of value.
- Eliminates deadlines for CTE program approval and renewal to allow flexibility.
- Allocates \$8 million over the biennium to redesign the tech prep centers and support schools in career planning and advising.

WORKFORCE READINESS

- Allows career awareness and exploration funds to be used for student mentorship on careers and workforce skills.
- Includes CLEP and CTAG courses as advanced standing programs at public and chartered nonpublic high schools.
 - Requires schools to treat CTAG courses like CCP and AP courses for grade weighting and class rankings.
- Redirects all credential-related funding to ensure funding for Innovative Workforce Incentive Program (IWIP).
 - Changes IWIP payments to \$750 per credential.
 - Requires the school to cover the testing fees for materials.



WORKFORCE READINESS

- Replaces the Adult Diploma Program and 22+ Program with a new competency-based program for adult learners in FY27.
- Transfers administration of the Aspire Program from ODHE to DEW by July 1, 2026.



TECH PREP REVITALIZATION

90-day extension for current tech prep centers

- Assist regional education partners with CTE-26 applications
- Create a Regional Career Exploration Landscape Report

Career Pathway Support Networks

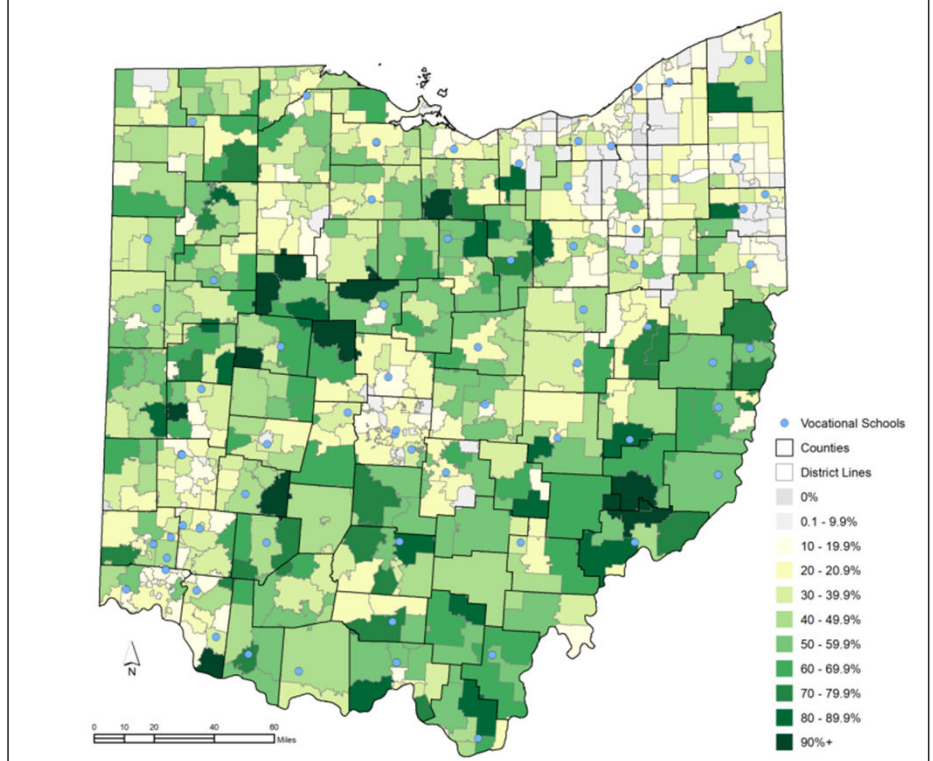
- RFA to be released soon
- Increase access to and participation in middle school CTE
- Support LEAs with student access to career advising
- Build regional relationships and alignment to advance CTE



EFFECTIVE ACCESS TO CTE

- New toolkit
- Outlines the status of effective CTE access in each JobsOhio region
- Provides practical steps and resources for expanding effective access via:
 - Building new CTE programing where they currently don't exist, and
 - Growing existing CTE program aligned to in demands occupations

Figure 1: Percent of High School Students Participating in CTE by District, School Year 2024



COMMENTS

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BUDGET UPDATES

Aaron Rausch

Deputy Chief of Staff and Chief of Budget and School Funding

Jennie Stump

Chief of Policy and Legislative Affairs



**Department of
Education &
Workforce**



CONTINUED INVESTMENT IN K-12 EDUCATION

State Source Spending			
FY26	\$13.7 billion	\$279 million increase	2.1% ↑
FY27	\$14.0 billion	\$345 million increase	2.5% ↑

Total New State Source Spending for Primary and Secondary Education

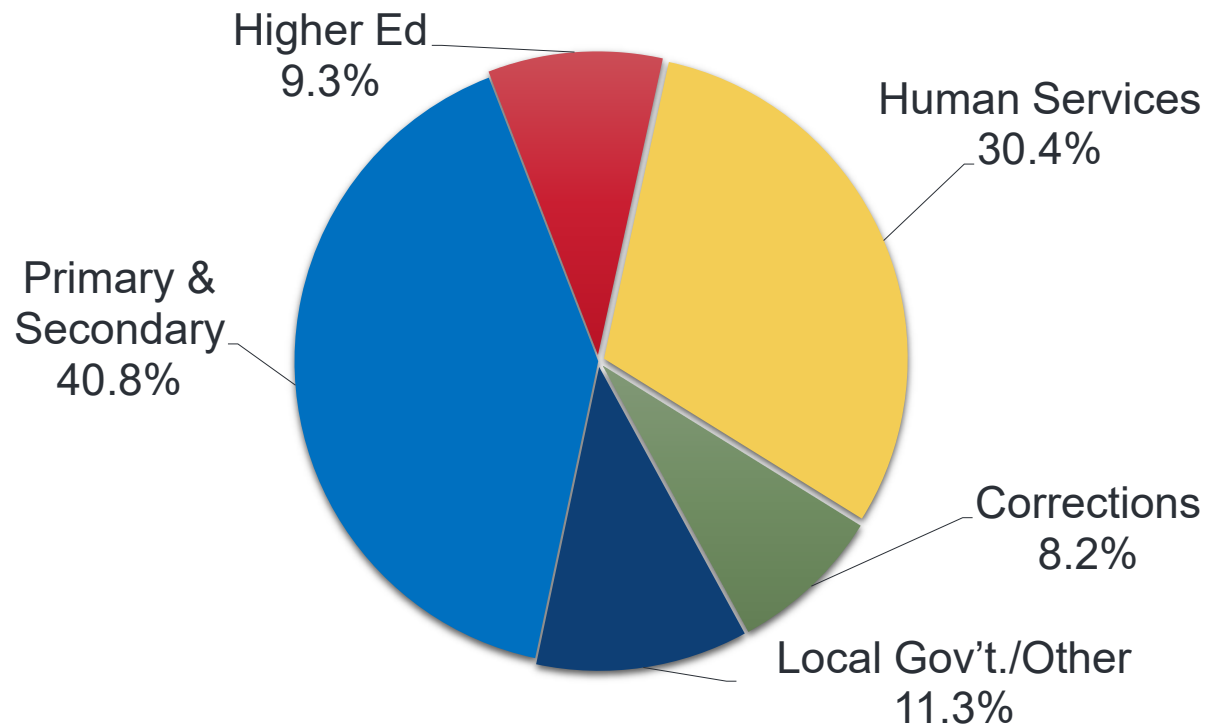
\$910 million in new spending over the biennium

Note: State source spending is comprised of GRF (including property tax reimb.), Lottery, Sports Gaming and ongoing Dedicated Purpose Funds with GRF cash transfers.



EDUCATION AND THE STATE BUDGET

FY 2026 Est. General Revenue, Lottery, Library and Local Government Funds



Source: LSC

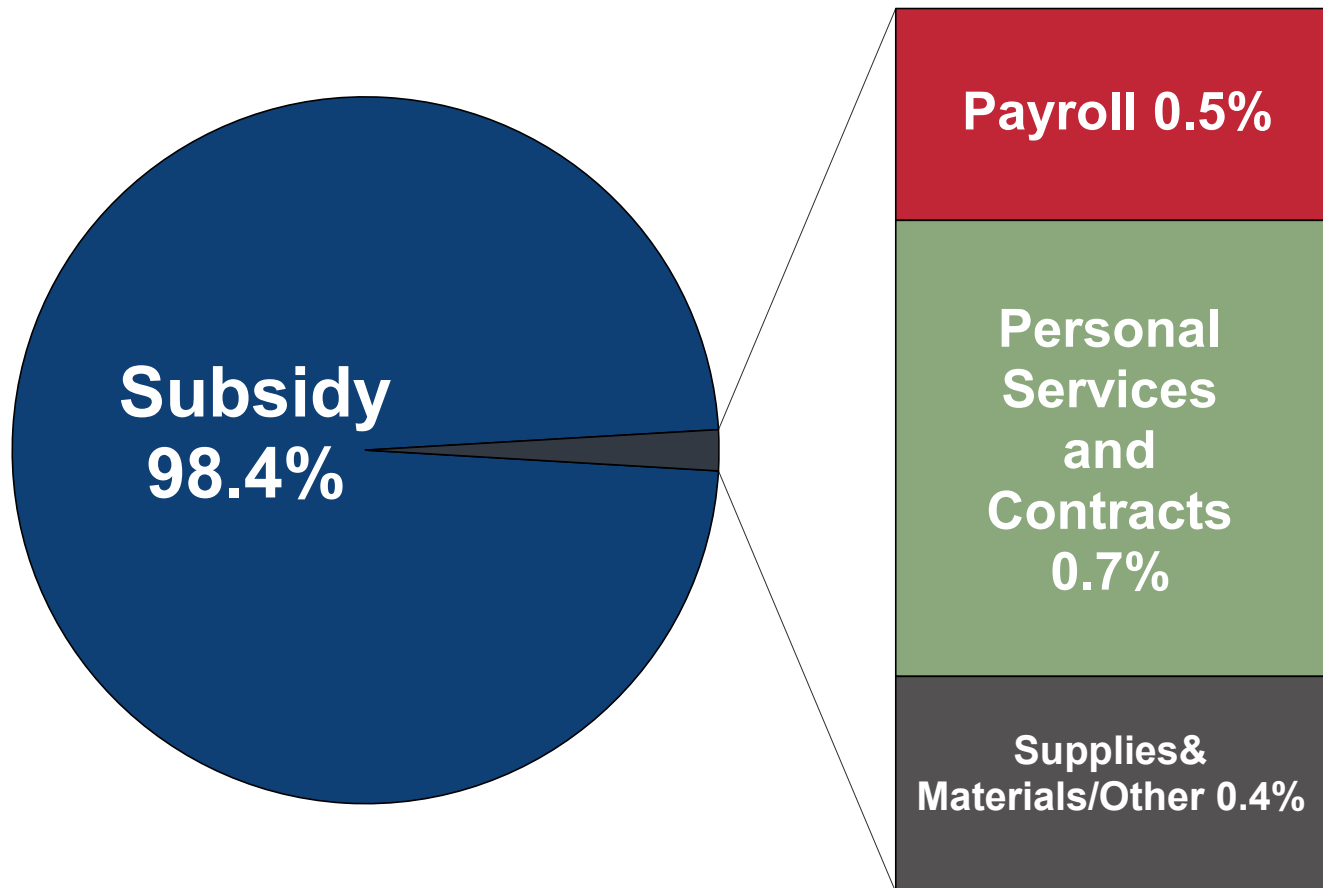
ALL FUNDS BUDGET (FY25-FY27)

Fund Source	FY25 Actuals	FY26 Enacted	% Change	FY27 Enacted	% Change
GRF	\$9.9	\$10.0	1.2%	\$10.3	3.6%
Federal	\$3.0	\$2.4	(18.0%)	\$2.5	3.8%
Lottery	\$1.5	\$1.7	9.8%	\$1.6	(2.3%)
Revenue Dist.	\$1.3	\$1.3	0.3%	\$1.4	1.3%
Other	\$0.9	\$0.8	(13.8%)	\$0.8	0.1%
Total	\$16.6	\$16.2	(2.4%)	\$16.7	2.7%

*Dollars (in billions)

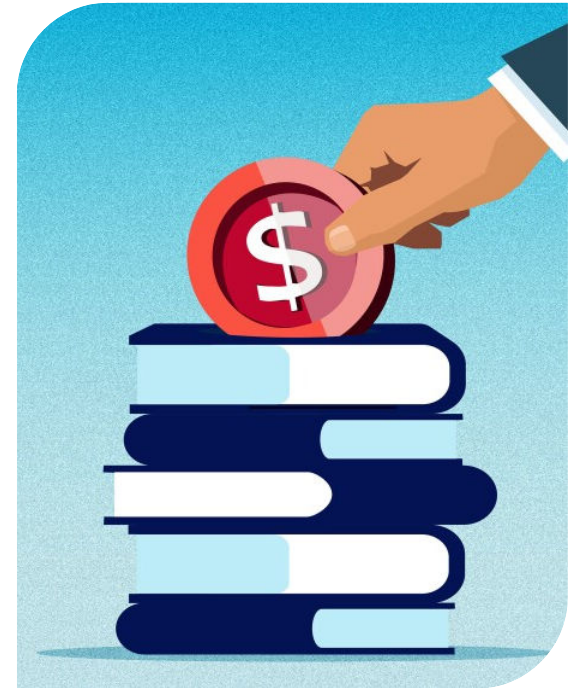


BUDGET BY CATEGORY



SCHOOL FUNDING

- Enacts final phase-in of school funding formula (FY26 – 83.3% and FY27 – 100%).
- Retains guaranteed funding levels so no school or district will receive less funding in FY26 or FY27 compared to FY21 funding levels.
- Increases minimum state share for transportation to 45.83% in FY26 and 50% in FY27.
- Removes gifted PD component.
- Eliminates Supplemental Targeted Assistance.
- Funds JVSDs on current year enrollment.



SCHOOL FUNDING



- Provides a base funding supplement to traditional districts, JVSDs, community schools, and STEM schools of \$27/student in FY26 and \$40/student in FY27.
- Provides supplemental funding for traditional districts experiencing enrollment growth.
- Provides supplemental funding to traditional districts based on academic performance on the most recent report card.
- Modifies the calculation of funding for low-income students, moving to a more accurate count of economically disadvantaged students in FY26 and FY27.
- Scales back Career Awareness and Exploration funds to \$3/student.

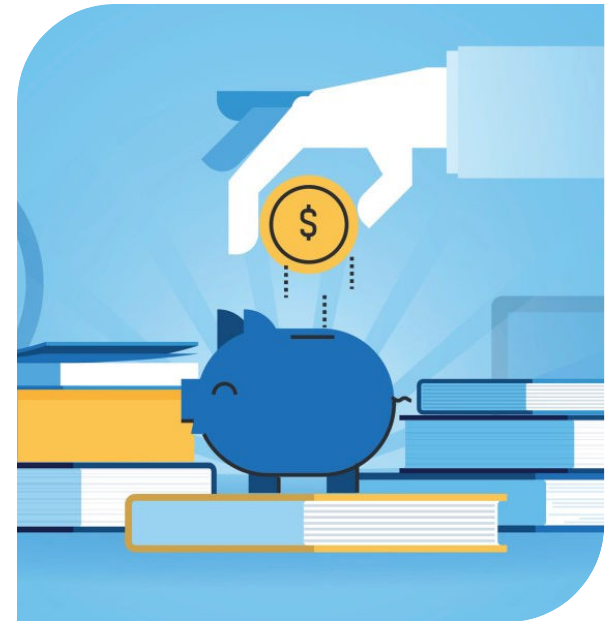
FUNDING FOR COMMUNITY AND STEM SCHOOLS

- Makes the equity supplement for brick-and-mortar community schools permanent and reduces the per-pupil amount at \$500 in FY26 and \$400 in FY27.
- Retains facilities payments at \$25 per e-school student and \$1,000 per student in STEM and brick-and-mortar community schools and makes permanent.
- Codifies Quality Community School and Independent STEM School support programs, retains per pupil funding levels, and adds additional options for qualifying, including for dropout schools.
- Creates a separate special education cost pool for community and STEM schools, requiring DEW to withhold 5% of their special education funding and redistribute unused FY26–FY27 funds proportionally back to contributing schools.



SCHOOL FINANCE

- Prohibits school districts from spending more than 15% of their annual operating budgets on administrative salaries and benefits and other costs associated with administrative offices.
- Reduces school forecast periods from 5 to 3 years, requires current-year budgets with forecasts, sets submission deadlines (Aug 31, Feb 28), and delays FY26 initial submission to Oct 15, 2025.
- Earmarks up to \$1.65M, annually, to support cybersecurity in schools.



LEARNING ACCELERATION

- Requires districts to enroll students who score “advanced” on a state math test in advanced math opportunities in the next school year.
 - Allows for parental opt out.
 - Students must take the state math test that corresponds to the advanced course.
- Permits schools to allow participation in a financial literacy program offered by a bank or credit union to count for the financial literacy instruction for graduation.



LEARNING ACCELERATION

- Requires DEW to develop a model policy on the use of AI in schools by December 31, 2025.
 - Districts and public schools to adopt their own AI policies by July 1, 2026.
- Makes permanent the option for public schools to allow a licensed teacher to teach computer science upon completion of professional development relevant to the course content.
- Allows students up to 8 hours of excused absences during non-core courses to attend a private driver's education course.



STUDENT WELLNESS

- Prohibits student use of cell phones during the instructional day, except for student learning or to monitor a health concern.
 - Requires emergency management plans to address use of cell phones during an emergency.
- Incorporates recommendations from the Ohio Attendance Taskforce to focus on absence prevention strategies.



STUDENT WELLNESS

- Provides \$20M over the biennium for school-based health centers in high-need counties.
- Requires public and chartered nonpublic elementary schools to provide parents with information on Type 1 diabetes at enrollment.



COMMUNITY SCHOOLS

- Limits dropout prevention and recovery community schools to enrolling students aged 14–21.
- Removes all restrictions on community schools being located in multiple facilities.
- Eliminates the requirement for community schools to post a \$50,000 bond prior to beginning operations.



COMMUNITY SCHOOLS

- Reduces the minimum number of days before opening a new community school or building by which the sponsor must provide opening assurances.
- Requires DEW to evaluate all sponsors for the 2025–2026 school year.
 - “Exemplary” rating = 6-year cycle
 - “Effective” rating = 4-year cycle
 - Allows sponsors to take advantage of incentives after 1 “exemplary” rating.
 - Removes schools closed or terminated by the sponsor from the Academic Component.



AUTISM AND JON PETERSON SCHOLARSHIPS

- Expands Autism and JPSN scholarship eligibility to children aged 3–21.
- Increases the categorical weights for JPSN scholarships.
- Increases maximum scholarship amounts for both programs to \$34,000.
- Allows scholarships to be used at multiple providers.



MILITARY STUDENTS

- Exempts a student whose parent is an active-duty member of the military from application deadlines for open enrollment.



RELEASE TIME FOR RELIGIOUS INSTRUCTION

- Sets weekly minimum and maximum periods for students to participate in a religious release time program.
- Permits students to bring program materials back to school.



TEACHERS AND ADMINISTRATORS

- Beginning in FY27, requires DEW to annually collect and report data on staff vacancies in public schools and how they are being filled.
- Prohibits district superintendents from using seniority or continuing contract status as the primary factor in determining teacher assignments.



TRANSPORTATION



- Appropriates \$10M in FY26 for school bus safety grants.
 - Open to traditional districts, JVSDs, community schools, STEM schools, ESCs, county DD boards, and chartered nonpublic schools.
- Requires the DEW Director to convene a student transportation workgroup to make legislative recommendations.

TRANSPORTATION

- Permits school districts, community schools, and chartered nonpublic schools to use multifunction school activity buses for school activities.
 - MFSABs cannot be used for home transport.
 - Drivers must meet standards for school bus drivers.
- Allows community schools to form consortia to take over student transportation from resident districts.



COMMENTS

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ADMINISTRATIVE RULES

John VanNorman

Chief Legal Counsel



**Department of
Education &
Workforce**



OAC CHAPTER 3301-39

Amendment of the three rules in OAC Chapter 3301-39

Approval of Charters for Nonpublic Schools



SUMMARY OF EXISTING RULES

3301-39-01 *Definitions.*

The rule sets forth the definitions for terms used in Chapter 3301-39 regarding the approval of charters for nonpublic schools.

3301-39-03 *Procedures.*

The rule establishes the process for the initial award and reissuance of a charter for a nonpublic school.

3301-39-04 *Oversight/Revocation of Charter.*

The rule establishes the process for monitoring, investigating, and addressing chartered nonpublic school compliance issues – including the process for revocation of a school charter.



OVERVIEW OF AMENDMENTS

Replace references to the “Ohio Department of Education” with “Ohio Department of Education and Workforce” and the “State Superintendent” with “Director” in response to House Bill 33 of the 135th General Assembly.

Remove regulatory restrictions pursuant to R.C. 121.951.



OVERVIEW OF AMENDMENTS – CONT'D.

Update the application process to reflect existing practices, offer additional flexibility, and more clearly align with statutory requirements.



PUBLIC COMMENT PERIOD

The public comment period on the **current rules** opened June 4, 2025, and closed June 18, 2025.

The public comment period on the **draft rules** opened July 14, 2025, and will close August 13, 2025.



PUBLIC COMMENT PERIOD – CONT'D.

The **draft Business Impact Analysis**, which examines the cost of compliance to businesses, is posted with the draft rules.

Comments on the draft rules may be submitted via:

- Website: education.ohio.gov/OAC
- Email: rulecomments@education.ohio.gov



COMMENTS

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**Department of
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NEXT DEW PUBLIC MEETING

Tuesday, Sept. 30, 2025 (*tentative*)

25 South Front Street
Columbus, Ohio 43215





**Department of
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