

Executive

As Passed By House

As Passed By Senate

As Enacted

School Funding			
EDUCD139 Traditional school districts – base cost			
	R.C. 3317.011, 3317.018, 3317.02	R.C. 3317.011, 3317.02	R.C. 3317.011, 3317.018, 3317.02
No provision.	Replaces the uniform per-pupil "formula amount" (currently, \$6,020) with a variable per-pupil base cost computed for each school district, which is generally computed as follows:	Replaces the House provisions with provisions that specify the method by which a uniform base cost per pupil – “formula amount” – is to be calculated and updated, and uses that method to calculate a base cost per pupil of \$6,110 for FY 2022 and FY 2023 based on FY 2019 data (adjusts the amount for purposes of the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).	Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
No provision.	Specifies that a district’s base cost is made up of the following components: (1) teacher base cost, (2) student support base cost, (3) district leadership and accountability base cost, (4) building leadership and operations base cost, and (5) athletic co-curricular activities base cost. Calculates these components using various inputs, such as statewide average staff and teacher salary data, district-paid insurance costs, district spending data, and certain pupil-to-staff ratios.	Replaces the House provisions with provisions that determine the base cost per pupil as the sum of the following components: (1) base classroom teacher compensation, based on (a) the average classroom teacher salary, (b) a state share multiplier (generally representing the percentage of school district operating funding attributable to the state and local share of foundation funding plus a supplemental percentage determined by the General Assembly to enhance the model's funding for teacher salaries), (c) a teacher to student ratio, and (d) an average benefits percentage; (2) building administration and operation costs, based on (a) the ratio of building administration and operations costs to classroom teacher salaries and benefits	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	Specifies that the average salaries and costs within the base cost computations are calculated using data from FY 2018.	<p>and (b) the amount for per-pupil teacher compensation; (3) district administration salaries and benefits, based on (a) the ratio of district administration salaries and benefits to classroom teacher salaries and benefits and (b) the amount for per-pupil classroom teacher compensation; (4) student support, based on (a) the ratio of student support costs to classroom teacher salaries and benefits and (b) the amount for per-pupil classroom teacher compensation; and (5) teacher professional development, based on (a) the ratio of funded professional development days to teacher contract days and (b) the amount for per-pupil classroom teacher compensation.</p> <p>Replaces the House provision with provisions that (1) calculate the base cost per pupil for FY 2022 and FY 2023 using (a) staff employment records and district expenditure data from FY 2019 and (b) certain values determined by the General Assembly, including (i) a teacher to student ratio of 1:20, (ii) a percentage of 10% used to calculate the supplemental percentage that is part of the state share multiplier, (iii) funding for 8 professional development days, and (iv) 180 teacher contract days; and (2) specify the General Assembly's intent regarding the reexamination and recalculation of variables in the base cost</p>	Same as the House.

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		per pupil calculation following its initial calculation for FY 2022 and FY 2023 as part of the deliberations for each biennial budget act.	
No provision.	No provision.	Requires the Legislative Service Commission to conduct analyses of the data (to be supplied by ODE) required to update the specified base cost per pupil model for FY 2024 and FY 2025 and as part of every third biennial budget thereafter and to present these analyses to the General Assembly by November 30 prior to a calendar year in which the General Assembly intends for an update to occur.	No provision.
No provision.	Uses a district’s base cost enrolled ADM (see EDUCD138) for those factors of the base cost computation which are paid on a per-pupil basis.	No provision.	Same as the House.
No provision.	Prescribes a unique base cost per pupil for traditional school district that is equal to the district’s base cost divided by the district’s base cost enrolled ADM.	No provision.	Same as the House.
No provision.	Specifies that the "statewide average base cost per pupil" is equal to the following:	No provision.	Same as the House, but makes the following changes:
(1) No provision.	(1) For FY 2022, the sum of the aggregate base cost calculated for all traditional school districts in the state for that fiscal year divided by the sum of the base cost enrolled ADMs of all traditional school districts in the state for that fiscal year;	(1) No provision.	(1) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
(2) No provision.	(2) For fiscal years 2023 through 2027, the amount calculated for FY 2022; and	(2) No provision.	Same as the House, but applies for FY 2023 only.
(3) No provision.	(3) For FY 2028 and for each fiscal year thereafter, the sum of the aggregate base cost calculated for all traditional school districts in the state for that fiscal year divided by the sum of the base cost enrolled ADMs of all traditional school districts in the state for that fiscal year.	(3) No provision.	(3) No provision.
No provision.	<p>Calculates the "statewide average career-technical base cost per pupil" in substantially the same manner as the statewide average base cost per pupil except that the calculations are based on the base cost of joint vocational school districts (see EDUCD61).</p> <p>Fiscal effect: The base cost, including state and local shares, amounts to an estimated \$10.9 billion in each fiscal year, with the estimated statewide average base cost per pupil being \$7,202 and the statewide average career-technical base cost per pupil being \$8,334. However, the base cost is phased-in during the biennium (see EDUCD148).</p>	<p>No provision.</p> <p>Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), the base cost for traditional districts totals \$9.29 billion.</p>	<p>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</p> <p>Fiscal effect: Same as the House.</p>

Executive	As Passed By House		As Passed By Senate		As Enacted	
EDUCD154 Career awareness and exploration funds						
	R.C.	3317.014, 3314.089, 3317.023, 3326.39	R.C.	3317.022, 3317.16, 3317.023, Sections 265.215 and 265.220	R.C.	3317.014, 3317.023
No provision.		Establishes a career awareness and exploration funds payment (outside of the school funding formula) to traditional districts, JVSDs, and community and STEM schools in an amount equal to a district or school's enrolled ADM (see EDUCD138) times \$2.50 for FY 2022, \$5 for FY 2023, \$7.50 for FY 2024, or \$10 for FY 2025 and each fiscal year thereafter.		Same as the House, but incorporates these funds into the school funding formula (see EDUCD81 and EDUCD61) and uses the Senate calculation of "enrolled ADM" (see EDUCD138).		Same as the House, but (1) removes the per-pupil amounts for FY 2024 and FY 2025 and (2) specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly, if the General Assembly authorizes such a payment.
No provision.		Requires a district’s or school's career awareness and exploration funds to be transferred to the lead district of the career-technical planning district (CTPD) to which the district belongs.		Same as the House.		Same as the House.
No provision.		Requires each lead district of a CTPD to disperse career awareness and exploration funds to districts and schools receiving services from the CTPD that provide plans for the use of those funds that are consistent with the CTPD’s plan that is on file with ODE.		Same as the House.		Same as the House.
No provision.		Specifies that career awareness and exploration funds must be spent only for certain purposes.		Same as the House.		Same as the House.
No provision.		Permits ODE to deny payment of these funds to any district that ODE determines is using the funds for other purposes.		Same as the House.		Same as the House.

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No provision.	No provision.	For FY 2022 and FY 2023, requires these funds to be calculated for a school district using the district's "enrolled ADM" for FY 2020 determined in accordance with the bill's direct funding mechanism (see EDUCD81, EDUCD138, and EDUCD153) and for a community or STEM school using the school's enrolled ADM for the given fiscal year.	No provision.
	Fiscal effect: The bill earmarks \$4.2 million in FY 2022 and \$8.4 million in FY 2023 from GRF appropriation item 200545, Career-Technical Education Enhancements (see EDUCD52).	Fiscal effect: Same as the House, but pays these funds through the foundation formula line items (GRF line item 200550, DPF Fund 5SV0 line item 200604, and SLF Fund 7017 line item 200612, each renamed "Foundation Funding - All Students").	Fiscal effect: Same as the House.

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EDUCD140 Traditional school districts – per-pupil local capacity amount/state share index			
No provision.	<div><div>R.C.3317.017</div><div>Replaces the state share index, the current law formula component used to equalize payments based upon district capacity to raise local revenues, with a per-pupil local capacity amount for each district based on a district’s base cost enrolled ADM (see EDUCD138), property valuation, and income. Determines a district’s per-pupil local capacity amount as follows:</div></div>	<div><div>R.C.3317.017</div><div>Replaces the House provision with a provision that generally restores the current law computation of the state share index, except that the index is translated from a district's wealth index (which compares its income index and property value index) as follows: (a) if the district's wealth index is less than or equal to 0.425 (rather than 0.35 as under current law), the district's state share index equals 90%; (b) if the district's wealth index is greater than 0.425 (rather than 0.35 as under current law) but less than or equal to 0.895 (rather than 0.90 as under current law), the district's state share index equals a scaled amount between 50% and 90%; (c) if the district's wealth index is greater than 0.895 (rather than 0.90 as under current law) but less than 1.575 (rather than 1.8 as under current law), the district's state share index equals a scaled amount between 5% and 50%; and (d) if the district's wealth index is greater than or equal to 1.575 (rather than 1.8 as under current law), the district's state share index equals 5%.</div></div>	<div><div>R.C.3317.017, 3317.02</div><div>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</div></div>
No provision.	<div><div></div><div>Calculates a district’s "per-pupil local capacity percentage," by doing the following:</div></div>	<div><div></div><div>No provision.</div></div>	<div><div></div><div>Same as the House.</div></div>

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(1) No provision.	(1) Ranking all districts using each district's ratio of the district's median federally adjusted gross income (FAGI) for the most recent tax year for which data is available and the statewide median FAGI for the most recent tax year for which data is available, from the highest ratio to the lowest ratio;	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) If the district's ratio is less than the ratio of the district with the 40th highest quotient but greater than 1.0, specifying that the district's "per-pupil local capacity percentage" is equal to a percentage between 2.25% and 2.5% that is calculated based on a sliding scale;	(2) No provision.	(2) Same as the House.
(3) No provision.	(3) If the district's ratio is less than or equal to 1.0, specifying that the district's "per-pupil local capacity percentage" is equal to the district's ratio times 2.25%; and	(3) No provision.	(3) Same as the House.
(4) No provision.	(4) If the district's ratio is greater than or equal to the ratio of the district with the 40th highest quotient, specifying that the district's "per-pupil local capacity percentage" is equal to 2.5%.	(4) No provision.	(4) Same as the House.
No provision.	Specifies that a district's per-pupil local capacity amount is equal to the sum of the following three factors, which are calculated using the district's base cost enrolled ADM:	No provision.	Same as the House.
(1) No provision.	(1) Valuation per pupil, which is calculated by multiplying the per-pupil local capacity percentage by 60% of the minimum of (a)	(1) No provision.	(1) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	the average valuation for the three most recent tax years for which data is available and (b) the district’s taxable value for the most recent tax year for which data is available;		
(2) No provision.	(2) FAGI per pupil, which is calculated by multiplying the per-pupil local capacity percentage by 20% of the minimum of (a) the average of the total federal adjusted gross income of the district’s residents for the three most recent tax years for which data is available and (b) the total federal adjusted gross income of the district’s residents for the most recent tax year for which data is available; and	(2) No provision.	(2) Same as the House.
(3) No provision.	(3) Adjusted FAGI per pupil, which is calculated by multiplying the per-pupil local capacity percentage by 20% of the per-pupil amount of the product of (a) the median federal adjusted gross income of the district’s residents for the most recent tax year for which data is available and (b) the number of state tax returns filed by taxpayers residing in the district for the most recent tax year for which data is available.	(3) No provision.	(3) Same as the House.
	Fiscal effect: The statewide average per-pupil local capacity amount is estimated at about \$4,121 in FY 2022 and \$4,457 in FY 2023.	Fiscal effect: In general, the bill's changes to the state share index provide more state funds to lower wealth districts and less state funds to higher wealth districts compared to current law.	Fiscal effect: Same as the House.

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EDUCD149 Traditional school districts – temporary transitional aid (guarantee) and cap			
	R.C. 3317.019	Section: 265.223, 265.235	R.C. 3317.019, 3317.02
No provision.	Guarantees, for FY 2022 and FY 2023, each district a total amount of foundation funding equal to its "funding base" (see EDUCD148).	Replaces the House provision with provisions that do the following:	Same as the House.
No provision.	Guarantees, for FY 2024 and for each fiscal year thereafter, each district a per-pupil amount of foundation funding equal to the district's "guaranteed funding" for the third preceding fiscal year divided by the average of the district's enrolled ADM for the third, fourth, and fifth preceding fiscal years. (For this purpose, a district's "guaranteed funding" is, for FY 2021, the district's "funding base" and, for each fiscal year thereafter, the foundation funding guaranteed under the bill's provisions.)	No provision.	No provision.
No provision.	During the general phase-in, requires that, if a district has a decrease in incoming open enrollment students between one fiscal year and the next that equals the greater of 20 students or a 10% decrease in open enrollment students, its guaranteed funding must be reduced by an amount equal to the statewide average base cost per pupil times the reduction in the number of students in excess of that prescribed minimum decrease.	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
No provision.	No provision.	Guarantees that each traditional school district's sum of "recalculated foundation funding for FY 2019" and "recalculated	No provision.

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		transportation funding for FY 2019" (excluding its amount of recalculated foundation funding for career-technical education and for associated services) (see EDUCD81) is at least equal to the state aid the district received for FY 2019 (minus the district's career-technical education and associated services funding and the amount that was deducted for community and STEM school payments and state scholarships for FY 2019), except as follows:	
No provision.	No provision.	(1) If the district's percentage change in total ADM (adjusted for the bill's new student counting mechanism, see EDUCD138) between FY 2016 and FY 2018 is a decrease of 10% or more, the district is guaranteed 95% of the district's state aid for FY 2019 (after subtracting the amount that was deducted for community and STEM school payments and state scholarships for FY 2019);	No provision.
No provision.	No provision.	(2) If the district's percentage change in total ADM (adjusted for the bill's new student counting mechanism, see EDUCD138) between FY 2016 and FY 2018 is a decrease between 5% and 10%, the district is guaranteed, for each fiscal year of the biennium, a scaled amount between 95% and 100% of the district's state aid for FY 2019 (after subtracting the amount that was deducted for community and STEM school	No provision.

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No provision.	No provision.	payments and state scholarships for FY 2019). Separately guarantees that a traditional school district must receive at least 100% of the district's career-technical education and associated services funding for FY 2019, minus the amount that was deducted for community and STEM school payments for career-technical education funding for FY 2019.	No provision.
No provision.	No provision.	Adjusts a traditional school district's sum of "recalculated foundation funding for FY 2019" and "recalculated transportation funding for FY 2019" (excluding its amount of recalculated foundation funding for career-technical education, associated services, the third-grade reading bonus, and the graduation bonus) (see EDUCD149) by imposing a cap that restricts the increase in this funding over the funding the district received for FY 2018 (minus the district's funding for career-technical education, associated services, the third-grade reading bonus, and the graduation bonus, and the amount that was deducted for community and STEM school payments and state scholarships for FY 2018), as follows:	No provision.
No provision.	No provision.	(1) An increase of up to 15% if (a) the district's total ADM for FY 2019 calculated under the bill's new student counting	No provision.

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		mechanism (see EDUCD138) is less than 90% of the district's total ADM as it was calculated for FY 2019 or (b) the percentage change in the district's total ADM calculated under the bill's new student counting mechanism (see EDUCD138) between FY 2019 and FY 2020 is at least 2%.	
No provision.	No provision.	(2) An increase of up to 10% for all other traditional school districts.	No provision.
No provision.	No provision.	Modifies the cap for an "eligible school district" (a district which is eligible for an adjustment to its state share index due to satisfying specified criteria related to total taxable value of public utility personal property and total taxable value of power plants) so that the district receives the greater of the following:	No provision.
No provision.	No provision.	(1) The amount calculated for the district under the cap described above; or	No provision.
No provision.	No provision.	(2) The lesser of (a) the district's aggregate core foundation funding and transportation funding for the current fiscal year or (b) the district's previous year's state aid plus the district's taxes charged and payable on all real and public utility property for tax year 2016 minus the district's taxes charged and payable on all real and public utility property for tax year 2017.	No provision.

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No provision.	No provision.	Requires ODE to adjust, as necessary, the guarantee and cap bases of school districts that participate in the establishment of a joint vocational school district that first begins receiving funding in FY 2022 or FY 2023.	No provision.
No provision.	No provision.	For FY 2022 and FY 2023, requires ODE to make a cap relief payment to each "eligible school district" equal to the product of (1) \$225, for FY 2022, or \$425, for FY 2023, (2) the district's enrolled ADM for FY 2019 (see EDUCD138), and (3) the percent that represents the portion of the district's "recalculated foundation funding for FY 2019" and "recalculated transportation funding for FY 2019" that is subject to the cap that the district is not paid after application of the cap under the bill's provisions (see above). Specifies that, for purposes of this payment, an "eligible school district" meets both of the following conditions: (1) its "recalculated foundation funding for FY 2019" and "recalculated transportation funding for FY 2019" is otherwise capped and (2) its percentage change in total ADM calculated under the bill's new student counting mechanism (see EDUCD138) between FY 2019 and FY 2020 is greater than zero.	No provision.
No provision.	No provision.	For FY 2022 and FY 2023, requires ODE to make an additional cap relief payment to	No provision.

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		each "eligible school district" equal to the product of (1) \$225, for FY 2022, or \$425, for FY 2023, and (2) the district's enrolled ADM for FY 2019 (see EDUCD138). Specifies that, for purposes of this additional payment, an "eligible school district" meets all of the following conditions: (1) its "recalculated foundation funding for FY 2019" and "recalculated transportation funding for FY 2019" is otherwise capped, (2) the portion of the district's "recalculated foundation funding for FY 2019" and "recalculated transportation funding for FY 2019" that is subject to the cap that the district is not paid after application of the cap is greater than or equal to 50% of the portion of the district's "recalculated foundation funding for FY 2019 and "recalculated transportation funding for FY 2019" that is subject to the cap, and (3) the district's "recalculated state share index for FY 2019" is greater than or equal to 50%.	
No provision.	No provision.	Specifies that an eligible district's cap relief payments cannot exceed the district's amount that is not paid after application of the cap.	No provision.

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	Fiscal effect: The statewide total for temporary transitional aid is estimated to be \$71.6 million in FY 2022 and \$177.8 million in FY 2023.		Fiscal effect: In FY 2023, when 100% of school district "recalculated funding for FY 2019" is used to determine foundation aid (see EDUCD81), temporary transitional aid totals \$176.8 million, career-technical temporary transitional aid totals \$5.6 million, and the cap limits funding by \$439.9 million after taking into account cap relief payments.		Fiscal effect: Same as the House.	
EDUCD138 Enrolled ADM and base cost enrolled ADM						
	R.C.	3317.02, conforming changes in numerous R.C. sections	R.C.	3317.02, conforming changes in numerous R.C. sections	R.C.	3317.02, conforming changes in numerous R.C. sections
No provision.	Modifies how students are counted for school funding purposes by replacing "formula ADM," which counts students in the district in which they reside (even if they attend a nonpublic school under the performance-based Educational Choice Scholarship Program, the Jon Peterson Special Needs Scholarship Program, or the Autism Scholarship Program; or a public school that is not part of the district, such as a school in a different district under open enrollment, a community or STEM school, or a JVSD), with "enrolled ADM," which counts students in the district in which they are educated and excludes students attending a community or STEM school or participating in the state scholarship programs described above (see EDUCD153).		Same as the House, but removes provisions that count interdistrict open enrollment students in the district in which they are educated (these students are funded through the deduct-and-transfer mechanism as under current law).		Same as the House.	

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No provision.	<p>Specifies that a district's "base cost enrolled ADM" is equal to the greater of (1) the district's enrolled ADM for the prior fiscal year or (2) the average of the district's enrolled ADM for the three prior fiscal years.</p> <p>Fiscal effect: In FY 2020, statewide formula ADM for traditional school districts was 1.66 million full-time equivalent (FTE) students. In contrast, enrolled ADM for traditional districts in FY 2020 was 1.51 million FTE students, a difference of about 149,000 students (-9.0%). Districts whose student count decreases as a result of the bill would, all else equal, look wealthier on a per-pupil basis, which may lead to reduced funding from the state.</p>	<p>No provision.</p> <p>Fiscal effect: Same as the House, but open enrollment students are counted in their resident school district.</p>	<p>Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</p> <p>Fiscal effect: Same as the House.</p>
EDUCD141 Traditional school districts – state share of the base cost/opportunity grant			
	R.C. 3317.022, 3317.017	R.C. 3317.022, Sections 265.215 and 265.220	R.C. 3317.022, 3317.017, 3317.02
No provision.	<p>Replaces the current law calculation of the Opportunity Grant, generally calculated as the district's formula ADM times the formula amount times the district's state share index, with a district's "state share," which is equal to the following:</p>	<p>Replaces the House provision with a provision that generally restores the current law computation of the opportunity grant with changes to conform to the bill's direct funding mechanism (see EDUCD138 and EDUCD153) (however, for FY 2022 and FY 2023, this payment is recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).</p>	<p>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</p>
No provision.	<p>If the district's per-pupil local capacity amount divided by the district's base cost</p>	<p>No provision.</p>	<p>Same as the House.</p>

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No provision.	<div>per pupil is greater than 95%, the district’s base cost per pupil times 5% times the district’s enrolled ADM (see EDUCD138);</div> <div>Otherwise, the district’s enrolled ADM times the difference between the district’s base cost per pupil and the district’s per-pupil local capacity amount.</div>	No provision.	Same as the House.
No provision.	<div>Specifies that the district’s "state share percentage" is equal to the district’s state share divided by the district’s aggregate base cost (this percentage is used in the calculation of certain formula components).</div> <div>Fiscal effect: The statewide total state share calculated by formula is estimated to be \$4.7 billion in FY 2022 and \$4.4 billion in FY 2023.</div>	<div>No provision. (The state share index (as amended in the bill, see EDUCD140) continues to be used in the calculation of other formula components.)</div> <div>Fiscal effect: In FY 2023, when 100% of a district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), the opportunity grant totals \$4.5 billion.</div>	<div>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</div> <div>Fiscal effect: Same as the House.</div>

Executive

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EDUCD142 Traditional school districts – targeted assistance and capacity aid			
	R.C. 3317.022, 3317.0217, 3317.0218	R.C. 3317.022, 3317.0217, 3317.0218, Sections 265.215 and 265.220	R.C. 3317.022, 3317.0217, 3317.0218
No provision.	<p>Replaces the current law computations of targeted assistance and capacity aid with two main elements: (1) a wealth amount based on a district’s weighted wealth per pupil and (2) a capacity amount based on a district’s aggregate weighted wealth. Creates a supplemental tier of targeted assistance for lower wealth districts whose enrolled ADM (see EDUCD138) is less than 88% of its total ADM for FY 2019, based on a scaled amount between \$75 and \$750 per pupil. For additional details, please see the LSC Bill Analysis for H.B. 110 of the 134th General Assembly, As Passed by the House (https://www.legislature.ohio.gov/download?key=16463&format=pdf) on pages 134, 140, and 141.</p> <p>Fiscal effect: The statewide total targeted assistance wealth and capacity amounts calculated by the formula is estimated to be roughly \$1.0 billion in each fiscal year. The total supplemental tier of targeted assistance is estimated to be \$56.4 million in each fiscal year.</p>	<p>Replaces the House provision with a provision that generally restores the current law computations of targeted assistance and capacity aid with changes to conform to the bill's direct funding mechanism (see EDUCD138 and EDUCD153) (however, for FY 2022 and FY 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).</p> <p>Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), targeted assistance and capacity aid total \$1.13 billion.</p>	<p>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</p> <p>Fiscal effect: Same as the House.</p>

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EDUCD143 Traditional school districts – special education additional aid						
	R.C.	3317.022, 3317.013, 3317.0214, 3317.0215	R.C.	3317.022, 3317.02, 3317.013, 3317.0214, 3317.0223, Sections 265.215 and 265.220	R.C.	3317.022, 3317.02, 3317.013, 3317.0214, 3317.0215
No provision.		Makes the following changes to the calculation of special education additional aid:		Replaces the House provisions with provisions that generally restore the current law computation with changes to conform to the bill's direct funding mechanism (see EDUCD138 and EDUCD153) (however, for FY 2022 and FY 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).		Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
(1) No provision.		(1) Replaces the per-pupil dollar amounts for each of the six categories of special education students (\$1,578, \$4,005, \$9,622, \$12,841, \$17,390, \$25,637, respectively) with multiples, also referred to as "weights," (0.2435, 0.6179, 1.4845, 1.9812, 2.6830, 3.9554, respectively) that are multiplied by the statewide average cost per pupil; and		(1) No provision.		(1) Same as the House.
(2) No provision.		(2) Equalizes the funding using the district’s state share percentage instead of its state share index under current law (see EDUCD141).		(2) No provision.		(2) Same as the House.
No provision.		Sets aside 10% of a district’s aggregate special education funds for catastrophic costs (see EDUCD60).		Same as the House, but makes conforming changes to align with the bill's method of computing special education additional aid, renames the "threshold catastrophic cost" for special education students as the		Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.

Executive	As Passed By House		As Passed By Senate		As Enacted
	Fiscal effect: The statewide total special education additional aid calculated by the formula is estimated to be \$766.0 million in FY 2022 and \$746.4 million in FY 2023.		"threshold cost," and names the amount set aside as the "special education cost supplement pool." Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), special education additional aid totals \$723.6 million.		Fiscal effect: Same as the House.
EDUCD147 Traditional school districts – K-3 literacy funds and performance bonuses					
	R.C.	3317.022, Repealed: 3317.0215, 3317.0216	R.C.	3317.022, 3317.02, 3317.0215, 3317.0216, Sections 265.215 and 265.220	R.C. 3317.022, Repealed: 3317.0215, 3317.0216
No provision.		Eliminates the K-3 literacy funds component, which is based on a district's K-3 ADM and per-pupil amounts of \$193 (equalized by the state share index) and \$127 (unequalized).		Replaces the House provisions with provisions that generally restore the current law computation with changes to conform to the bill's direct funding mechanism (see EDUCD138 and EDUCD153) (however, for FY 2022 and FY 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).	Same as the House.
No provision.		Eliminates the performance bonuses, which are two components based on school district four-year graduation rates and third grade reading proficiency rates.		Replaces the House provisions with provisions that generally restore the current law computation (however, for FY 2022 and FY 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	Fiscal effect: In FY 2019, the last year in which the current formula was operational, the calculated amounts for K-3 literacy funds, before the application of the formula's gain cap, totaled \$111.7 million while the calculated amounts for the performance bonuses totaled \$31.0 million.	Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), K-3 literacy funds total \$100.2 million and the performance bonuses total \$31.5 million.	Fiscal effect: Same as the House.
EDUCD144 Traditional school districts – disadvantaged pupil impact aid			
	R.C. 3317.022, 3317.02, 3317.25	R.C. 3317.022, 3317.02, 3317.25, Sections 265.215 and 265.220	R.C. 3317.022, 3317.02, 3317.25
No provision.	Makes the following changes to the calculation of economically disadvantaged funds, renamed "disadvantaged pupil impact aid":	Same as the House, but makes the following changes (however, for FY 2022 and FY 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)):	Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
(1) No provision.	(1) Increases the base per-pupil amount from \$272 to \$422; and	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) Makes conforming changes in recognition of the new formula to the calculation of the economically disadvantaged index, such that the index for a district equals the square of the quotient of (a) the percentage of a district's enrolled ADM (see EDUCD138) identified as economically disadvantaged divided by (b) the percentage of students in the statewide ADM identified as economically disadvantaged, which continues to include community school and STEM school students.	(2) Same as the House, but includes community and STEM school students residing in the district when calculating (a), counts open enrollment students in their resident district when calculating (a) and (b), and includes all JVSD students in the denominators of (a) and (b), instead of 20% of those students and 20% of contract vocational students as in the House's calculation of the index.	(2) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	Adds certain initiatives for which disadvantaged pupil impact aid must be spent, including (1) reduced class size, (2) one year of quality preschool for children who are four years old and identified as economically disadvantaged, (3) student mentoring programs, (4) family engagement pertinent to enhanced student educational success, (5) district-wide professional development regarding disadvantaged populations, and (6) the purposes for which student wellness and success funds may be spent under current law.	No provision.	Same as the House, but (a) removes items (1) to (5), (b) modifies (6) to incorporate the list of initiatives for which student wellness and success funds may be spent proposed in the Executive and Senate-passed versions (see EDUCD83), and (c) specifies that the provisions only apply for FY 2022 and FY 2023 and that the spending requirements for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
No provision.	Requires a district to develop a plan for utilizing its disadvantaged pupil impact aid in coordination with both of the following:	No provision.	Same as the House, but (a) specifies that the provisions only apply for FY 2022 and FY 2023 and that, for FY 2024 and each fiscal year thereafter, the plan be developed in a manner specified by the General Assembly if the General Assembly requires districts and schools to develop a plan and (b) requires a district to develop a plan for utilizing its disadvantaged pupil impact aid in coordination with at least one of the following community partners:
(1) No provision.	(1) A board of alcohol, drug, and mental health services; and	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) One of the following: an educational service center (ESC), a county board of developmental disabilities, a community-based mental health treatment provider, a	(2) No provision.	(2) Same as the House, but removes reference to "one of the following" and removes from the list a federally qualified health center or a federally qualified health

Executive	As Passed By House	As Passed By Senate	As Enacted
	board of health of a city or general health district, a county department of job and family services, a nonprofit organization with experience serving children, a public hospital agency, or a federally qualified health center or a federally qualified health center look-alike.		center look-alike.
No provision.	<div>Requires a district’s annual report of the initiatives on which its disadvantaged pupil impact aid was spent to (a) include the amount of money that was spent on each initiative, and (b) be submitted to ODE through the Education Management Information System (EMIS).</div> <div>Fiscal effect: The statewide total disadvantaged pupil impact aid calculated by the formula is estimated to be \$620.5 million in each fiscal year.</div>	<div>Same as the House, but eliminates the requirement in (b).</div> <div>Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), disadvantaged pupil impact aid totals \$410.9 million.</div>	<div>Same as the Senate, but replaces the requirement in (b) with a requirement that the report be submitted in a manner prescribed by ODE and specifies that the provisions in (a) and (b) only apply for FY 2022 and FY 2023.</div> <div>Fiscal effect: Same as the House.</div>

Executive	As Passed By House		As Passed By Senate		As Enacted	
EDUCD145 Traditional school districts – English learner funds						
	R.C.	3317.022, 3317.016	R.C.	3317.022, 3317.02, Sections 265.215 and 265.220	R.C.	3317.022, 3317.016, 3317.02
No provision.	Makes the following changes to the calculation of English learner funds:		Replaces the House provisions with provisions that generally restore the current law computation with changes to conform to the bill's direct funding mechanism (see EDUCD138 and EDUCD153) (however, for FY 2022 and 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).		Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations and modifications of English learner categories for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.	
(1) No provision.	(1) Modifies the students included in categories two and three of English learner students to consist of students who have been enrolled for more than 180 days until they successfully achieve proficiency on the assessments and students who have achieved proficiency for two successive school years, respectively;		(1) No provision.		(1) Same as the House.	
(2) No provision.	(2) Replaces the per-pupil dollar amounts for each of the three categories of English learners (\$1,515, \$1,136, \$758, respectively) with weights (0.2104, 0.1577, 0.1053, respectively) that are multiplied by the statewide average base cost per pupil (see EDUCD139).		(2) No provision.		(2) Same as the House.	
(3) No provision.	(3) Equalizes the funding using the district’s state share percentage instead of its state share index under current law (see		(3) No provision.		(3) Same as the House.	

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	<div>EDUCD141).</div> <div>Specifies that English learner funds must be spent only for services for English learners.</div> <div>Fiscal effect: The statewide total English learner funds calculated by the formula is estimated to be \$36.1 million in FY 2022 and \$35.6 million in FY 2023. Reduces school district flexibility in spending state foundation aid.</div>	<div>No provision.</div> <div>Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), English learner funds total \$29.6 million.</div>	<div>Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.</div> <div>Fiscal effect: Same as the House.</div>
EDUCD120 Traditional school districts - gifted funds and reports			
No provision.	<div>R.C. 3317.022, 3317.051, 3324.05, 3324.09</div> <div>Makes the following changes to the calculation of gifted funds:</div>	<div>R.C. 3317.022, 3317.02, 3317.051</div> <div>Replaces the House provisions with provisions that generally restore the current law computations with changes to conform to the bill's direct funding mechanism (see EDUCD138 and EDUCD153) (however, for FY 2022 and 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).</div>	<div>R.C. 3317.022, 3317.02, 3317.051, 3324.05, 3324.09</div> <div>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</div>
(1) No provision.	<div>(1) Increases the per-pupil amount for gifted identification funds from \$5.05 to \$24, but uses a district's enrolled ADM (see EDUCD138) for grades K-6, instead of the district's formula ADM to calculate the funds;</div>	<div>(1) No provision.</div>	<div>(1) Same as the House.</div>
(2) No provision.	<div>(2) Modifies the calculation of the number of gifted intervention specialist units from one</div>	<div>(2) No provision.</div>	<div>(2) Same as the House.</div>

Executive

As Passed By House

As Passed By Senate

As Enacted

	unit for every 1,100 students in a districts gifted unit ADM (the number of students in the district's formula ADM minus the number of students that reside in the district but attend a community or STEM school) to one unit for every 140 gifted students enrolled in grades K-8 and one unit for every 140 gifted students enrolled in grades 9-12 (maintains the minimum of 0.3 units that applies under current law);		
(3) No provision.	(3) Increases the salary associated with each gifted intervention specialist and coordinator unit from \$37,370 to \$85,776 for gifted coordinator units, \$89,378 for gifted intervention specialist units for students in grades K-8, and \$80,974 for gifted intervention specialist units for students in grades 9-12;	(3) No provision.	(3) Same as the House.
(4) No provision.	(4) Establishes new funding for gifted referrals at \$2.50 per pupil;	(4) No provision.	(4) Same as the House.
(5) No provision.	(5) Establishes new funding for gifted professional development based on per pupil amounts of \$7 for FY 2022, \$14 for FY 2023, \$21 for FY 2024, or \$28 for FY 2025 (gifted professional development funds are not paid after FY 2025) and the greater of (a) the number of gifted students enrolled in the district and (b) 10% of the district's enrolled ADM; and	(5) No provision.	(5) Same as the House, but removes the per-pupil amounts specified for FY 2024 and FY 2025 and the provision prohibiting ODE from making these payments for FY 2026 or for each fiscal year thereafter.

Executive	As Passed By House	As Passed By Senate	As Enacted
(2) No provision.	(6) Equalizes all gifted funding elements according to a district’s state share percentage (EDUCD141) instead of providing a state share of those elements that is effectively 100% under current law (that is, the state share index is not currently applied to gifted funding elements).	(6) No provision.	(6) Same as the House.
No provision.	Requires a school district to spend the gifted funds it receives through the school funding formula on the identification of gifted students, gifted coordinator services, gifted intervention specialist services, other service providers approved by ODE, and gifted professional development.	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
No provision.	Requires ODE, if it determines that a district is not in compliance with the spending requirements, to reduce the district's foundation funding payments by the amount not spent in accordance with the requirements.	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
No provision.	Requires each district to submit, as part of its annual report to ODE regarding the identification of gifted students required by current law, the number of students receiving gifted services in each category of gifted students.	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
No provision.	Requires ODE's annual report of each district's expenditures of gifted funding (as required under continuing law) to also include the amount of gifted funding	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.

Executive	As Passed By House	As Passed By Senate	As Enacted
	received by each district.		
No provision.	Requires ODE to publish the following by October 31 each year, using data submitted by school districts:	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
(1) No provision.	(1) Services offered by districts to students identified as gifted in each of the K-3, 4-8, and 9-12 grade bands; and	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) The number of licensed gifted intervention specialists and coordinators employed or contracted by each district.	(2) No provision.	(2) Same as the House.
No provision.	Requires ODE to audit each district's gifted service numbers in the same manner it audits each district's gifted identification numbers under current law.	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
No provision.	Requires, rather than permits as under current law, ODE to reduce a district's foundation funding if the district is not in compliance with existing requirements regarding identification of gifted students and the reporting requirement regarding the services provided to gifted students.	No provision.	Same as the House, but specifies that the requirement only applies for FY 2022 and FY 2023 and, for FY 2024 and each fiscal year thereafter, makes the provision permissive as under current law.
	Fiscal effect: The statewide total gifted funds calculated by the formula is estimated to be \$83.7 million in FY 2022 and \$79.2 million in FY 2023. Reduces school district flexibility in spending state foundation aid. Increases ODE and school district administrative workload.	Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), gifted identification and unit funds total \$78.7 million.	Fiscal effect: Same as the House.

Executive	As Passed By House		As Passed By Senate		As Enacted	
EDUCD146 Traditional school districts – career-technical education funds						
	R.C.	3317.022, 3317.014	R.C.	3317.022, 3317.02, Sections 265.215 and 265.220	R.C.	3317.022, 3317.014, 3317.02
No provision.	Makes the following changes to the calculation of career-technical education funds:		Replaces the House provisions with provisions that generally restore the current law computation with changes to conform to the bill's direct funding mechanism (see EDUCD138 and EDUCD153) (however, for FY 2022 and FY 2023, these payments are recalculated under the bill's temporary payment mechanism (see EDUCD80 and EDUCD81)).		Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.	
(1) No provision.	(1) Replaces the per-pupil dollar amounts for each of the five categories of career-technical education students (\$5,192, \$4,921, \$1,795, \$1,525, \$1,308, respectively) with weights (0.6230, 0.5905, 0.2154, 0.1830, 0.1570, respectively) that are multiplied by the statewide average career-technical base cost per pupil (see EDUCD139);		(1) No provision.		(1) Same as the House.	
(2) No provision.	(2) Replaces the per-pupil dollar amount for career-technical education associated services funds (\$245) with a weight (0.0294) that is multiplied by the statewide average career-technical base cost per pupil.		(2) No provision.		(2) Same as the House.	
(3) No provision.	(3) Equalizes the funding using the district’s state share percentage instead of its state share index under current law (see EDUCD141).		(3) No provision.		(3) Same as the House.	

Executive	As Passed By House	As Passed By Senate	As Enacted
	Fiscal effect: The statewide total career-technical education funds and associated services funds calculated by the formula is estimated to be \$54.3 million in FY 2022 and \$53.7 million in FY 2023.	Fiscal effect: In FY 2023, when 100% of the district's "recalculated funding for FY 2019" is used to determine its foundation aid (see EDUCD81), career-technical education and associated services funds total \$57.9 million.	Fiscal effect: Same as the House.
EDUCD196 Career-technical education lab program supplement			
No provision.	No provision.	R.C. 3317.022, 3317.16, Section 265.220, 265.225 Requires ODE to pay a career-technical education lab program supplement to traditional districts, JVSDs, and community and STEM schools that is calculated as the product of (1) \$225, for FY 2022, or \$1,050, for FY 2023 and each fiscal year thereafter and (2) the full-time equivalency of the district's or school's career-technical education students that is equivalent to the amount of time those students participate in lab programs, as determined by ODE.	No provision.
No provision.	No provision.	Requires this supplement to be spent in the same manner as other funds received for career-technical education under current law.	No provision.
No provision.	No provision.	For FY 2022 and FY 2023, requires this supplement to be calculated for a school district using the district's career-technical education student count for FY 2020 determined in accordance with the bill's direct funding mechanism (see EDUCD81,	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
		EDUCD138, and EDUCD153) and for a community or STEM schools using the school's count of those students for the given fiscal year. Fiscal effect: The lab program supplement totals to an estimated \$12.4 million in FY 2022 and \$58.0 million in FY 2023.	
EDUCD207 Minimum state share opportunity grant supplement			
No provision.	No provision.	R.C. 3317.022, Sections 265.220, 265.223 Creates a minimum state share opportunity grant supplement for traditional districts that is equal to (1) the product of a district's enrolled ADM, the formula amount (\$6,110), and 7.5% minus (2) the district's state share of the opportunity grant, when the calculation results in a positive number for the district (the supplement does not alter the calculation of the state share index under either permanent law or the bill's temporary payment structure).	No provision.
No provision.	No provision.	For FY 2022 and FY 2023, includes the supplement in a district's "recalculated foundation funding for FY 2019," requires it to be calculated using the district's enrolled ADM for FY 2019, subjects the supplement to the bill's guarantee and cap provisions, and includes the supplement in the calculation of the bill's formula transition supplement and cap relief payments (see EDUCD81, EDUCD150, and EDUCD149).	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: The minimum state share opportunity grant supplement increases state aid by an estimated \$1.5 million in FY 2022 and \$2.5 million in FY 2023.	
EDUCD148 Traditional school districts – application of phase-in			
	R.C. 3317.022, 3317.02, Sections 265.215 and 265.220		R.C. 3317.022, 3317.02, Sections 265.215 and 265.220
No provision.	Phases in most of a district’s foundation funding payments over a period of time to be determined by the General Assembly. Specifies a "general phase-in percentage" of 16.67% for FY 2022 and 33.33% for FY 2023 and a "phase-in percentage for disadvantaged pupil impact aid" of 0% for FY 2022 and 14% for FY 2023.	No provision.	Same as the House.
No provision.	Specifies that it is the intent of the General Assembly that the general phase-in occurs over the course of no more than six fiscal years. Specifies that the phase-in percentage for disadvantaged pupil impact aid equals the general phase-in percentage for FY 2024 and each fiscal year thereafter.	No provision.	No provision.
No provision.	Calculates the phase-in of a district’s foundation funding (before application of the guarantee) as follows:	No provision.	Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023.
(1) No provision.	(1) Determine the district’s "funding base," which equals the district’s FY 2020 foundation funding under current law (excluding base and "other" transportation funding and the current law transportation	(1) No provision.	(1) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	supplement) prior to any state budget reductions ordered by the Governor, after adjusting for transfers for (a) students attending community and STEM schools (other than those for transportation), (b) students receiving state scholarships, and (c) students open enrolling;		
(2) No provision.	(2) Determine the district's "general funding base," which is equal to the district's "phase-in funding base" minus the district's FY 2020 economically disadvantaged funds adjusted for transfers as described above;	(2) No provision.	(2) Same as the House.
(3) No provision.	(3) Determine the sum of the district's state core foundation funding components that are subject to the general phase-in (the district's state share of the base cost, targeted assistance, special education funds, English learner funds, gifted funds, career-technical education funds, and career-technical associated services funds under the formula);	(3) No provision.	(3) Same as the House.
(4) No provision.	(4) Compute the difference between the district's "general funding base" and the sum of the district's state core foundation funding components that are subject to the general phase-in;	(4) No provision.	(4) Same as the House.
(5) No provision.	(5) Multiply that difference by the district's general phase-in percentage to determine the general phase-in amount;	(5) No provision.	(5) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
(6) No provision.	(6) Determine the district's "disadvantaged pupil impact aid funding base," which is equal to the district's FY 2020 economically disadvantaged funds adjusted for transfers as described above;	(6) No provision.	(6) Same as the House.
(7) No provision.	(7) Compute the difference between the district's "disadvantaged pupil impact aid funding base" and the district's disadvantaged pupil impact aid;	(7) No provision.	(7) Same as the House.
(8) No provision.	(8) Multiply that difference by the district's phase-in percentage for disadvantaged pupil impact aid to determine the disadvantaged pupil impact aid phase-in amount; and	(8) No provision.	(8) Same as the House.
(9) No provision.	(9) Add the district's general phase-in amount, disadvantaged pupil impact aid phase-in amount, and "funding base" to determine the district's foundation funding (before application of the guarantee).	(9) No provision.	(9) Same as the House.
	Fiscal effect: The total statewide foundation funding after the application of the phase-in, including components outside the phase-in (transportation and supplemental targeted assistance), is estimated to be \$7.08 billion in FY 2022 and \$7.15 billion in FY 2023.		Fiscal effect: Same as the House.

Executive	As Passed By House		As Passed By Senate		As Enacted
EDUCD153 Direct funding of community schools, STEM schools, and state scholarship programs					
	R.C.	3314.08, 3310.41, 3310.51, 3310.54, 3310.56, 3313.979, 3317.02, 3317.03, 3326.33, Section 265.210	R.C.	3317.022, 3314.08, 3310.41, 3313.979, 3317.02, 3317.03, 3302.04, Section 265.220. Repealed: 3310.08, 3310.09, 3310.55, 3310.56, 3314.085, 3326.33, 3326.41, 3328.33; conforming changes in numerous R.C. sections	R.C. 3317.022, 3314.08, 3310.41, 3313.979, 3317.02, 3317.03, 3302.04, Repealed: 3310.08, 3310.09, 3310.55, 3310.56, 3314.085, 3326.33, 3326.41, 3328.33; conforming changes in numerous R.C. sections
No provision.		Replaces the current law mechanism that finances foundation aid payments for community schools, STEM schools, and state scholarships awarded under the performance-based EdChoice Scholarship Program, Autism Scholarship Program, and Jon Peterson Special Needs Scholarship Program through a deduction of the foundation aid of the student's resident school district with direct state payments using state core foundation funding. Makes a similar change for the Cleveland Scholarship and Tutoring Program, which is currently financed by both a deduction of the Cleveland Municipal School District's state foundation aid and direct state payments.		Same as the House, but provides for the direct payments in a different manner by doing all of the following:	Same as the Senate.
No provision.		No provision.		Establishing a "community and STEM school funding unit," "Educational Choice Scholarship funding unit," "Pilot Project Scholarship funding unit," "Autism Scholarship funding unit," and "Jon Peterson Special Needs Scholarship funding unit."	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Requiring ODE to distribute funding paid to these units to each community or STEM school or on behalf of each scholarship recipient (in accordance with current law requirements for distribution of the scholarships) in an amount that equals what that school or provider would otherwise receive if funding were calculated for the school or scholarship recipient on an individual basis.	Same as the Senate.
No provision.	No provision.	Providing for these funding units to be paid under the same section of statutory law as funds are paid to traditional school districts.	Same as the Senate.
No provision.	No provision.	Establishing a temporary payment mechanism for state scholarship programs for FY 2022 and FY 2023 in the same section of uncodified law as the temporary payment mechanisms for traditional school districts (see EDUCD81), community schools (see EDUCD62), and STEM schools (see EDUCD63).	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
	<p>Fiscal effect: Increases state expenditures by committing the state to pay the entire foundation aid amount for a community or STEM school student or scholarship amount for a scholarship recipient. In contrast, under current law, the cost of educating these students is generally a shared responsibility between the state and the student's resident school district. The state pays a portion of the foundation formula cost for the student depending on the relative wealth of the district, with the remainder supported by local funds. Since the full amount of a community or STEM school or scholarship student's funding is deducted from the resident district's foundation aid under current law, the direct funding mechanism in the bill may result in school districts retaining more of their state foundation aid allocations.</p>	<p>Fiscal effect: Same as the House.</p>	<p>Fiscal effect: Same as the House.</p>

Executive	As Passed By House		As Passed By Senate		As Enacted
EDUCD62 Community school funding					
Section: 265.230	R.C.	3314.08, 3314.085, 3314.089, 3314.0810, 3314.091, Sections 265.215 and 265.225	R.C.	3317.022, 3314.08, 3314.085 (repealed), 3314.091, 3317.0212, Sections 265.215, 265.220, and 265.233	R.C. 3317.022, 3314.08, 3314.085 (repealed), 3314.091, 3317.0110, 3317.02, 3317.026, 3317.0212, Sections 265.215 and 265.225
Specifies all of the following with respect to state aid payments for community schools: (1) maintains the FY 2019 dollar amounts used to calculate per-pupil deductions from school districts and transfers to community schools for FY 2022 and FY 2023, (2) specifies that the per-pupil amounts deducted and paid to community schools for targeted assistance and economically disadvantaged funds, which are computed based on an amount calculated for the student's resident district, must be the same amounts deducted and paid for FY 2019, (3) specifies that the per-pupil amounts deducted and paid to a community school that accepts responsibility to transport its students must be the same amount deducted and paid for FY 2019, and (4) requires ODE to pay each community school graduation and third-grade reading bonuses using a formula amount of \$6,020.	Replaces the Executive provisions by making the following changes to the calculation of operating funding for community schools:		Replaces the House provisions with provisions that generally restore the current law computations, with changes to conform to the bill's direct funding mechanism and temporary payment mechanism for traditional school districts (see EDUCD80 and EDUCD81), as described below.		Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
No provision.	Replaces the current law mechanism that finances payments to community schools through a deduction of the foundation aid of the community school student's resident school district with direct state payments.		Same as the House, but provides for the direct payment of state funding to community schools in a different manner by establishing a "community and STEM school funding unit" (see EDUCD153).		Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	Replaces the uniform per-pupil "formula amount" (currently, \$6,020) used to calculate the opportunity grant for community schools with a variable per-pupil base cost, using the same five components for the base cost that are calculated for traditional school districts, with all of the average salaries and costs within the base cost computation calculated using data from FY 2018 (see EDUCD139), but with the following changes:	Replaces the House provision with a provision that sets the formula amount for community schools at \$6,065 for FY 2022 and \$6,110 for FY 2023 in recognition of the bill's temporary funding mechanism for traditional districts and JVSDs (see EDUCD81 and EDUCD61) and determination of the base cost per pupil (see EDUCD139).	Same as the House.
(1) No provision.	(1) For purposes of the school's teacher cost component, does not require a minimum of special teachers funded;	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) Calculates the school's student support base cost as the product of (a) the school's enrollment and (b) the per-pupil statewide average student support base cost for all city, local, and exempted village school districts;	(2) No provision.	(2) Same as the House.
(3) No provision.	(3) Calculates the school's leadership and accountability base cost as the product of (a) the school's enrollment and (b) the per-pupil statewide average leadership and accountability base cost for all traditional school districts;	(3) No provision.	(3) Same as the House.
(4) No provision.	(4) Calculates the school's building leadership and operations base cost as the product of (a) the school's enrollment and (b) the per-pupil statewide average building	(4) No provision.	(4) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
(5) No provision.	leadership and operations base cost for all city, local, and exempted village school districts; and (5) Provides the athletic co-curricular activities base cost component to the school if it is either a member of an organization that regulates interscholastic athletics or has teams in at least three different sports that participate in an interscholastic league, and calculates this component as the product of (a) the school’s enrollment and (b) the per-pupil statewide average athletic co-curricular activities base cost for all city, local, and exempted village school districts.	(5) No provision.	(5) Same as the House.
No provision.	Replaces the per-pupil dollar amounts for each of the categories of special education students and English learner students with weights that are multiplied by the statewide average base cost per pupil (see EDUCD143 and EDUCD145).	No provision. (See EDUCD143 and EDUCD145.)	Same as the House.
No provision.	Replaces the per-pupil dollar amounts for each of the categories of career-technical education students with weights that are multiplied by the statewide average career-technical base cost per pupil (see EDUCD146).	No provision. (See EDUCD146.)	Same as the House.
No provision.	Increases the base per pupil amount for disadvantaged pupil impact aid from \$272 to \$422 and multiplies this amount by the school’s "economically disadvantaged index"	No provision. (See EDUCD144.)	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	instead of the index for the student's resident school district (the school's "economically disadvantaged index" is equal to the square of the quotient of the percentage of the school's students who are economically disadvantaged divided by the statewide percentage of economically disadvantaged students in all public schools).		
No provision.	Eliminates community school payments for targeted assistance, K-3 literacy funds, and the third grade reading and graduation performance bonuses.	No provision. (However, the bill's temporary payment mechanism for traditional districts for FY 2022 and FY 2023 results in a recalculated per-pupil amount of targeted assistance for a community school student's resident school district and the formula amount is increased, as described above.)	Same as the House.
No provision.	Provides a phase-in of a community school's funding components described above that is substantially similar to the phase-in of a school district's foundation funding, except all components are subject to the general phase-in percentage for school districts (see EDUCD148).	No provision.	Same as the House, but specifies that the provision only applies to FY 2022 and FY 2023.
No provision.	No provision.	Funds career awareness and exploration funds in the school funding formula (under the House version, these funds were paid outside of the formula, see EDUCD154) and provides a new CTE lab program supplement (see EDUCD196).	No provision.
No provision.	Guarantees that a community school's total foundation funding (including transportation	Same as the House, but (1) a school's FY 2022 or FY 2023 per-pupil funding subject to	Same as the House, but also includes in a school's funding base for FY 2021 the

Executive	As Passed By House	As Passed By Senate	As Enacted
	payment) on a per-pupil basis for FY 2022 and FY 2023 does not fall below its "funding base for FY 2021," which consists of its (1) FY 2021 foundation aid before any state budget reductions ordered by the Governor and (2) FY 2021 student wellness and success funds and enhancement funds.	this guarantee consists of its foundation funding (including career awareness and exploration funds and the CTE lab program supplement, see EDUCD154 and EDUCD196) for those years, and student wellness and success funds and enhancement funds (see EDUCD83) and (2) item (1) in the "funding base for FY 2021" is FY 2021 foundation aid after any state budget reductions ordered by the Governor.	school's student wellness and success funds payment under Section 20 of S.B. 310 of the 133rd General Assembly (this payment was made in FY 2021 according to a methodology developed by ODE and OBM in order to exhaust the student wellness and success funds appropriation; reference to this payment was inadvertently omitted in the House version).
No provision.	Maintains current law regarding the payments for internet- and computer-based community schools (e-schools), requiring payment of the base cost per pupil, special education funds, and career-technical education funds.	Same as the House, but also permits e-schools to receive career awareness and exploration funds (see EDUCD154) and the CTE lab program supplement (see EDUCD196).	Same as the House.
Fiscal effect: In FY 2021, transfers of state aid to community schools are estimated to be about \$921.1 million. The graduation bonus, which is directly paid (not deducted from the resident district) amounts to an additional \$1.2 million for FY 2021 (the third grade reading bonus is not paid in FY 2021 due to the suspension of the spring 2020 state tests).	Fiscal effect: Community school payments are estimated to total \$884.5 million in FY 2022 and \$902.2 million in FY 2023.	Fiscal effect: Community school payments are estimated to total \$867.6 million in FY 2022 and \$877.2 million in FY 2023 (community schools also receive student wellness and success funds and enhancement funds, see EDUCD83).	Fiscal effect: Same as the House.

Executive	As Passed By House		As Passed By Senate		As Enacted
EDUCD63 STEM school funding					
Section: 265.235	R.C.	3326.33, 3326.39, 3326.43, Sections 265.215 and 265.225	R.C.	3317.022, 3326.33 (repealed), 3326.39, Sections 265.215, 265.220, and 265.233	R.C. 3317.022, 3317.0110, 3317.026, 3326.33 (repealed), 3326.39, Sections 265.215 and 265.225
Specifies all of the following with respect to state aid payments for STEM schools: (1) maintains the FY 2019 dollar amounts used to calculate per-pupil deductions from school districts and transfers to STEM schools for FY 2022 and FY 2023; (2) specifies that the per-pupil amounts deducted and paid to STEM schools for targeted assistance and economically disadvantaged funds, which are computed based on an amount calculated for the student's resident district, must be the same amounts deducted and paid for FY 2019; and (3) requires ODE to pay each STEM school graduation and third-grade reading bonuses using a formula amount of \$6,020.	Replaces the Executive provisions with provisions that make changes to the calculation of operating funding for STEM schools that are substantially similar to those described for community schools (see EDUCD62).		Replaces the House provisions with provisions that make changes to the calculation of operating funding for STEM schools that are substantially similar to those described for community schools (see EDUCD62).		Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
Fiscal effect: In FY 2021, transfers of state aid to STEM schools are estimated to be about \$28.4 million. The graduation bonus, which is directly paid (not deducted from the resident district), amounts to an additional \$172,000 for FY 2021 (no STEM school qualified for a third grade reading bonus for FY 2021).	Fiscal effect: STEM school payments are estimated to total \$28.0 million in FY 2022 and \$28.4 million in FY 2023.		Fiscal effect: STEM school payments are estimated to total \$27.9 million in FY 2022 and \$28.6 million in FY 2023 (STEM schools also receive student wellness and success funds and enhancement funds, see EDUCD83).		Fiscal effect: Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD155 Special education transportation			
No provision.	<div><div>R.C. 3317.024</div><div>Changes the method used to determine a district’s payment for the approved cost of transporting eligible students with disabilities whom it is impossible or impractical to transport by regular school bus from a method determined through rules adopted by the State Board of Education to an amount, determined in statute, that is equal to the actual costs incurred when transporting those students multiplied by the greater of the district’s state share percentage (see EDUCD141) or 29.17% for FY 2022, 33.33% for FY 2023, 37.5% for FY 2024, 41.66% for FY 2025, 45.83% for FY 2026, and 50% for FY 2027 and for each fiscal year thereafter.</div></div>	No provision. (Payments, however, will be calculated for the biennium using the recalculated state share index under temporary provisions in the Senate school funding plan. See EDUCD80.)	<div><div>R.C. 3317.024</div><div>Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.</div></div>
No provision.	<div><div></div><div>Requires the State Board of Education to establish the deadline for each district to report its actual costs for transporting eligible students with disabilities whom it is impossible or impractical to transport by regular school bus, and specifies that costs reported by each district or ESC must be subject to periodic, random audits by ODE.</div></div>	No provision.	<div><div></div><div>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023.</div></div>

Executive	As Passed By House	As Passed By Senate	As Enacted
	Fiscal effect: The bill increases the earmark for special education transportation payments from GRF appropriation item 200502, Pupil Transportation, to \$117.5 million in FY 2022 and \$123.5 million in FY 2023 (see EDUCD29).		Fiscal effect: Same as the House.
EDUCD77 Payment for school district with nuclear plant in its territory			
R.C. 3317.029, (Repealed) Repeals the law that requires ODE, for each of FYs 2019, 2020, and 2021, to make an additional payment to a school district with (1) a nuclear power plant in its territory and (2) a total taxable value of public utility personal property for tax year 2017 that is at least 50% less than that value for tax year 2016.	R.C. 3317.029, (Repealed) Same as the Executive.	R.C. 3317.029, (Repealed) Same as the Executive.	R.C. 3317.029, (Repealed) Same as the Executive.
Fiscal effect: None. The provision applies only through FY 2021.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD30 Traditional school districts - student transportation funding			
R.C. 3317.0212, Sections 265.220, 265.215 Makes the following changes to the calculation of regular transportation funding (however, for FY 2022 and 2023, these payments are suspended and every school district is provided with the same amount of transportation aid as the district received for FY 2019 (see EDUCD80 and EDUCD81)):	R.C. 3317.0212, 3317.019, 3301.0714 Same as the Executive, but makes the transportation formula operational with the following changes:	R.C. 3317.0212, Sections 265.220, 265.215 Same as the Executive, but establishes a different temporary payment mechanism for school districts for FY 2022 and FY 2023 (see EDUCD80 and EDUCD81).	R.C. 3317.0212, 3317.019, 3301.0714 Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.

Executive	As Passed By House	As Passed By Senate	As Enacted
(1) Revises the computation of a traditional school district's "qualifying ridership," which is used to calculate its state transportation funding, to equal the greater of the average number of qualifying riders counted in the morning or counted in the afternoon during the first full week of October that the district is in session with students in attendance, instead of the average number of qualifying riders who are provided school bus service during the first full week of October.	(1) Same as the Executive, but (a) removes the specification that a district's qualifying ridership is determined during the first full week of October "that the district is in session with students in attendance" and (b) includes preschool students and students who live less than one mile away from school in the district's qualifying rider count;	(1) Same as the Executive.	(1) Same as the House.
(2) No provision.	(2) Applies a weight of 1.5 for community and STEM school students and a weight of 2.0 for nonpublic school students when calculating a district's cost for the number of students transported used in the base transportation formula;	(2) No provision.	(2) Same as the House.
(3) No provision.	(3) Increases the state share of the base transportation formula from the greater of 25% or the district's state share index to the greater of the district's state share percentage (see EDUCD141) or 29.17% for FY 2022, 33.33% for FY 2023, 37.5% for FY 2024, 41.66% for FY 2025, 45.83% for FY 2026, and 50% for FY 2027 and for each fiscal year thereafter;	(3) No provision.	(3) Same as the House, but removes the provisions specifying a minimum percentage for FY 2024 and each year thereafter and instead specifies that the amount will be determined by the General Assembly for those years.
(4) No provision.	(4) Creates an efficiency adjustment based on the district's demonstration of efficiency by transporting more than a target number of students per bus, calculated based on the	(4) No provision.	(4) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	district's base transportation funding times a percentage that increases from 0% to 15% as the district's efficiency increases;		
(5) No provision.	(5) Modifies the transportation supplement for low density school districts by calculating density based on a district's qualifying riders, instead of total ADM, and qualifying for the supplement districts with a density less than 28 riders per square mile, instead of less than 50 per square mile; and	(5) No provision.	(5) Same as the House.
(6) No provision.	(6) Guarantees, for fiscal years 2022 and 2023, that each district's regular transportation funding does not fall below an amount equal to the sum of the district's base transportation funding, transportation supplement, and "other" transportation funding for FY 2020 prior to any state budget reductions ordered by the Governor.	(6) No provision.	(6) Same as the House.
No provision.	Requires each district to report the average number of students riding on school buses routed to community schools, STEM schools, and nonpublic schools to the Department of Education through the Education Management Information System (EMIS).	No provision.	Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: Increases school district administrative workload to conduct a second daily count during the designated count week and report it to ODE (under current law, qualifying riders are counted once daily during the designated count week and the five-day average is reported to ODE). State transportation funding to school districts may increase beginning in FY 2024 if the second count results in a higher number of qualifying riders.	Fiscal effect: Same as the Executive, but the provision requiring a second count begins to affect transportation funding immediately in conjunction with the implementation of the new funding formula. The statewide total regular transportation funds calculated by the formula is estimated to be \$534.6 million in FY 2022 and \$552.6 million in FY 2023.	Fiscal effect: Transportation aid is estimated at approximately \$465 million in each fiscal year.	Fiscal effect: Same as the House.
EDUCD159 Preschool special education funding	R.C. 3317.0213		R.C. 3317.0213
No provision.	Makes changes to the calculation of preschool special education funding in recognition of the new school funding formula by replacing (1) the state share index with the state share percentage (see EDUCD141) and (2) the applicable special education dollar amount with the applicable special education weight times the statewide average base cost per pupil (see EDUCD139 and EDUCD143).	No provision. (Payments, however, will be calculated for the biennium using the recalculated state share index under temporary provisions in the Senate school funding plan. See EDUCD80.)	Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.

Executive		As Passed By House		As Passed By Senate		As Enacted	
		Fiscal effect: The bill increases the amount allocated for preschool special education payments from GRF appropriation item 200540, Special Education Enhancements, by \$24 million in FY 2022 and by \$29 million in FY 2023 (the increased funding amounts are mainly designed to lift the proration of the payments that has been typically applied in recent years to avoid exceeding the appropriation).				Fiscal effect: Same as the House.	
EDUCD83 Student wellness and success funding							
R.C.	3317.0219, 3314.088, 3317.163, 3317.26, 3326.42, Sections 265.323 and 265.234	R.C.	3317.0219, (Repealed), Also Repealed: 3314.088, 3317.163, 3317.26, 3326.42	R.C.	3317.0219, 3317.0220, 3317.0221, 3317.163, Section 265.323. Repealed: 3314.088, 3326.42	R.C.	3317.0219, (Repealed), Section 265.323, Also Repealed: 3314.088, 3317.163, 3317.26, 3326.42
Modifies the formula for calculating student wellness and success funds and enhancement funds for city, local, exempted village, and joint vocational school districts, community schools, and STEM schools as follows:		Replaces the Executive provision with a provision that repeals the requirement for ODE to pay student wellness and success funds and enhancement funds to school districts, community schools, and STEM schools.		Same as the Executive, but makes the following changes:		Same as the House.	
Requires ODE to use the five-year estimates published by the Census Bureau in the 2015-2019 American Community Survey, rather than the most recent American Community Survey, when computing each city, local, and exempted village school district's percentage of resident children with family incomes below 185% of the federal poverty guidelines (for purposes of grouping them into quintiles that determine per-pupil		No provision.		Same as the Executive.		No provision.	

Executive	As Passed By House	As Passed By Senate	As Enacted
funding amounts).			
Requires ODE to use the number of students enrolled in the district or school for FY 2022, instead of the preceding year's count, to calculate student wellness and success funds and enhancement funds for FY 2022.	No provision.	Same as the Executive.	No provision.
Increases the per-pupil amounts used to calculate student wellness and success funds for city, local, and exempted village school districts as follows:	No provision.	Same as the Executive, but decreases the per-pupil amounts as follows:	No provision.
(1) For a district in the highest poverty quintile, \$457 for FY 2022 and \$562 for FY 2023 (from \$250 for FY 2020 and \$360 for FY 2021);	(1) No provision.	(1) Same as the Executive, but decreases the amounts to \$304 for FY 2022 and \$242 for FY 2023;	(1) No provision.
(2) For a district in the second highest poverty quintile, \$368 for FY 2022 and \$452 for FY 2023 (from \$200 for FY 2020 and \$290 for FY 2021);	(2) No provision.	(2) Same as the Executive, but decreases the amounts to \$245 for FY 2022 and \$194 for FY 2023;	(2) No provision.
(3) For a district in the third highest poverty quintile, \$197 for FY 2022 and \$242 for FY 2023 (from \$110 for FY 2020 and \$155 for FY 2021);	(3) No provision.	(3) Same as the Executive, but decreases the amounts to \$131 for FY 2022 and \$104 for FY 2023;	(3) No provision.
(4) For a district in the fourth highest poverty quintile, \$89 for FY 2022 and \$109 for FY 2023 (from \$50 for FY 2020 and \$70 for FY 2021); and	(4) No provision.	(4) Same as the Executive, but decreases the amounts to \$59 for FY 2022 and \$47 for FY 2023;	(4) No provision.
(5) For a district in the lowest poverty quintile, \$38 for FY 2022 and \$47 for FY 2023 (from \$20 for FY 2020 and \$30 for FY 2021).	(5) No provision.	(5) Same as the Executive, but decreases the amounts to \$25 for FY 2022 and \$20 for FY 2023.	(5) No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Increases the minimum amount of student wellness and success funds each school district, site-based community school, and STEM school will receive to \$45,720 for FY 2022 and \$56,160 for FY 2023 (from \$25,000 for FY 2020 and \$36,000 for FY 2021).	No provision.	Same as the Executive, but decreases the minimum amount to \$30,404 for FY 2022 and \$24,149 for FY 2023.	No provision.
Maintains the base per-pupil amount of \$75 used to calculate student wellness and success enhancement funds for FY 2022 and FY 2023 (these funds are paid to city, local, and exempted village school districts that received supplemental targeted assistance funding for FY 2019).	No provision.	Same as the Executive, but increases the base per-pupil amount to \$100 for FY 2022 and \$125 for FY 2023.	No provision.
Increases the payment of student wellness and success funds for e-schools to \$45,720 for FY 2022 and \$56,160 for FY 2023 (from \$25,000 for FY 2020 and \$36,000 for FY 2021).	No provision.	Same as the Executive, but decreases the payment to \$30,404 for FY 2022 and \$24,149 for FY 2023.	No provision.
Guarantees that each district and school receives at least the same amount of student wellness and success funds and enhancement funds in FY 2022 and FY 2023 as it received in the previous fiscal year. Requires that these guarantee funds be spent in the same manner as other student wellness and success funds and that ODE make the guarantee payment not later than February 28 of the respective fiscal year.	No provision.	No provision.	No provision.
Requires ODE to distribute any remaining funds from DPF appropriation item 200604,	No provision.	Same as the Executive, but renames item 200604 as "Foundation Funding - All	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Student Wellness and Success, in each fiscal year through a methodology determined by ODE in consultation with OBM not later than February 28 of that fiscal year.		Students."	
Changes the list of initiatives for which student wellness and success funds and enhancement funds may be spent, as follows:	Replaces the Executive provision with a provision that repeals the spending requirements for student wellness and success funds and enhancement funds, but incorporates the current law initiatives on which these funds may be spent within the spending requirements for disadvantaged pupil impact aid (see EDUCD144).	Same as the Executive.	Same as the House, but incorporates the list of initiatives for which student wellness and success funds may be spent proposed in the Executive and Senate-passed versions within the spending requirements for disadvantaged pupil impact aid (see EDUCD144).
(1) Specifies that mental health services and physical health services may include telehealth services;	(1) No provision.	(1) Same as the Executive.	(1) No provision.
(2) Adds culturally appropriate, evidence-based or evidence-informed prevention education, including youth-led programming and social and emotional learning curricula to promote mental health and prevent substance use and suicide;	(2) No provision.	(2) Same as the Executive.	(2) No provision.
(3) Adds programs that connect students to community resources, including City Connects (permitted under current law), Communities in Schools, or other similar programs;	(3) No provision.	(3) Same as the Executive.	(3) No provision.
(4) Removes professional development regarding the provision of trauma-informed care and professional development regarding cultural competencies.	(4) No provision.	(4) Same as the Executive.	(4) No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Increases the number of community partners with which districts and schools must coordinate the spending of student wellness and success funds and enhancement funds from one to two, one of which must be either an alcohol, drug, and mental health services board or a community-based mental health treatment or prevention provider (rather than a community-based mental health treatment provider as under current law).	Replaces the Executive provision with a provision that repeals the requirement for districts and schools to coordinate the spending of student wellness and success funds and enhancement funds with a community partner, but incorporates a similar provision into the spending requirements for disadvantaged pupil impact aid (see EDUCD144).	Same as the Executive, but does not increase the number of community partners (maintains the Executive's reference to a community-based mental health treatment or prevention provider).	Same as the House.
Requires districts and schools to satisfy the bill's modified spending requirements for all funds spent after the bill's changes take effect, including any student wellness and success funds and enhancement funds paid for FY 2020 and FY 2021 that are spent after that date.	No provision.	Same as the Executive.	Same as the Executive, but also permits ODE to require districts and schools to report how all of these funds are spent.
Fiscal effect: The bill appropriates \$500 million in FY 2022 and \$600 million in FY 2023 from DPF Fund 5VS0 appropriation item 200604, Student Wellness and Success (which is supported by cash transfers from the GRF), to support the payments (see EDUCD84).	Fiscal effect: The bill maintains the Executive appropriation in item 200604, but redirects its purpose to paying disadvantaged pupil impact aid under the House's new formula and portions of the state share of the base cost that are attributable to the staffing cost for the student wellness and success component of the base cost.	Fiscal effect: Same as the Executive, but earmarks \$350 million in FY 2022 and \$300 million in FY 2023 from renamed item 200604, Foundation Funding - All Students, to support the payments (see EDUCD84).	Fiscal effect: Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD195 Traditional school districts - gap aid			
		R.C. 3317.0222, Sections 265.231, 265.220	
No provision.	No provision.	Requires ODE to pay gap aid to each traditional school district for each fiscal year in an amount equal to the difference between (1) the district's local share of foundation funding and transportation funding and (2) the district's "local tax revenue."	No provision.
No provision.	No provision.	For this purpose, defines a district's "local tax revenue" as the sum of (1) the district's taxes charged and payable that are not attributable to a JVSD and (2) the district's tax distribution for the preceding fiscal year under any school district income tax levied for current expenses.	No provision.
No provision.	No provision.	For FY 2022 and FY 2023, requires each traditional school district to receive an amount of gap aid calculated in accordance with the above formula with (1) the district's recalculated state share index for FY 2019 (which is determined when recalculating the district's foundation funding for FY 2019 (see EDUCD81)), (2) the district's local share of its recalculated foundation funding and recalculated transportation funding for FY 2019, (3) the district's taxes charged and payable that are not attributable to a JVSD for tax year 2017, and (4) the district's tax	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
		distribution for FY 2018 under any school district income tax levied for current expenses. Fiscal effect: Gap aid totals to an estimated \$15.8 million in each of FY 2022 and FY 2023.	
EDUCD156 School bus purchase grants			
	R.C. 3317.071		R.C. 3317.071
No provision.	Establishes a program to distribute bus purchasing grants of not less than \$45,000 to traditional school districts for the purpose of replacing the oldest and highest mileage buses in the state assigned to routes.	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
No provision.	Requires ODE to annually collect age, mileage, and vehicle condition data from districts through its transportation data collection system. Fiscal effect: The bill appropriates \$45 million in each fiscal year from GRF appropriation item 200503, Bus Purchase Allowance, to support the grants (see EDUCD137).	No provision.	Same as the House. Fiscal effect: The bill appropriates \$50 million in FY 2022 from DPF Fund 5VU0 appropriation item 200663, School Bus Purchase, to support the grants (see EDUCD137).

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD157 Transportation collaboration grants			
	<div><div>R.C.3317.072</div><div>No provision.</div><div>Establishes a program to award transportation collaboration grants of no more than \$10,000 each fiscal year to traditional school districts for efforts that lead to shared resource management, routing consolidation, regional collaboration, or other activities that have the potential to reduce transportation operating costs. Establishes the Transportation Collaboration Fund to be used for this purpose.</div><div>Fiscal effect: The bill earmarks \$250,000 in each fiscal year from GRF appropriation item 200502, Pupil Transportation, to support the grants (see EDUCD29).</div></div>	<div><div>No provision.</div></div>	<div><div>R.C.3317.072</div><div>Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023.</div></div>

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD55 Educational service centers funding

Section: 265.360 Sets the per-pupil state payment amount in each fiscal year to \$26 for high-performing ESCs and \$24 for all other ESCs and, if necessary, requires ODE to prorate the payment amounts to fit the earmark for state payment of ESCs.	R.C. 3317.11 Replaces the Executive provision with a provision that codifies and computes each ESC's state payment, subject to a phase-in, using a formula that provides tiered funding based on the ESC's student count as follows: (1) if the ESC has a student count of 5,000 or less, a lump sum of \$356,250; (2) if the ESC has a student count greater than 5,000 but less than or equal to 35,000, the lump sum amount specified above, plus a per-pupil payment of \$24.72 for each student above 5,000 in the ESC's student count; or (3) if the ESC has a student count greater than 35,000, the lump sum amount specified above, plus a per pupil payment of \$24.72 for each student above 5,000 in the ESC's student count, plus an additional per pupil payment for each student above 35,000 in the ESC's student count.	Section: 265.360 Same as the Executive, but increases the per-pupil amounts to \$28 for high-performing ESCs and \$26 for all other ESCs for FY 2022 and to \$29 for high-performing ESCs and \$27 for all other ESCs for FY 2023.	R.C. 3317.11 Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
No provision.	Phases in each ESC's funding under this new formula over a period of time to be determined by the General Assembly, and specifies that an ESC's general phase-in percentage equals the same general phase-in percentage for FY 2022 and FY 2023 as for school districts (16.67% for FY 2022 and 33.33% for FY 2023).	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	Calculates the phase-in of each ESC's funding for a fiscal year by (1) determining the ESC's "funding base," which equals the amount paid to the ESC for FY 2020, (2) computing the difference between the ESC's funding base and the amount computed for the ESC for a given fiscal year as described above, (3) multiplying that difference by the general phase-in percentage for that fiscal year, and (4) adding that product to the ESC's funding base to determine its funding for that fiscal year.	No provision.	Same as the House, but specifies that the provision only applies for FY 2022 and FY 2023.
No provision.	No provision.	Specifies that, for FY 2022 and FY 2023, an ESC's student count used to calculate its state reimbursement is the sum of the total student counts of all the school districts with which the ESC has entered into an agreement as reported on the report cards issued for each district for the 2019-2020 school year, instead of on the most recent report cards issued for each district as under current law.	No provision.
Establishes a moratorium on additional school districts joining ESCs during FY 2022 and FY 2023.	No provision.	Same as the Executive.	No provision.
Fiscal effect: The bill earmarks \$40 million in each fiscal year for state funding of ESCs (see EDUCD60).	Fiscal effect: Increases the earmark for state funding of ESCs to \$42.5 million in FY 2022 and \$45.0 million in FY 2023.	Fiscal effect: Increases the earmark for state funding of ESCs to \$43 million in FY 2022 and decreases the earmark for state funding of ESCs to \$44.5 million in FY 2023.	Fiscal effect: Same as the House.

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD61 Joint vocational school district funding

Section: 265.225, 265.215	R.C. 3317.16, 3317.012, 3317.014, 3317.162, Sections 265.215, 265.220, and 265.225	Section: 265.225, 265.215, 265.226, 265.233, R.C. 3317.16, 3317.02	R.C. 3317.16, 3317.012, 3317.014, 3317.02, 3317.162, Sections 265.215, 265.220, and 265.225
Suspends the use of the current law foundation aid formula for JVSDs for FY 2022 and FY 2023 and, instead, provides every JVSD with the same amount of foundation aid as the district received for FY 2019.	Replaces the Executive provision with provisions that implement a new funding formula for joint vocational school districts (JVSDs) that is substantially similar to that proposed for traditional school districts, including the phase-in and guarantee (see EDUCD139 and EDUCD143 through EDUCD149), with the following changes:	Same as the Executive, but establishes a different temporary payment mechanism for JVSDs for FY 2022 and FY 2023 that is substantially similar to that proposed for traditional school districts (see EDUCD81) except that the funding cap for JVSDs is eliminated.	Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
(1) No provision.	(1) Replaces the "special teacher" cost in the base cost computation with the "cost for teachers providing health and physical education, instruction regarding employability and soft skills, development and coordination and internships and job placements, career-technical student organization activities, pre-apprenticeship and apprenticeship coordination, and any assessment related to career-technical education, including any nationally recognized job skills or end-of-course assessment," but calculates the cost in the same manner;	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) Does not specify a minimum for the number of staff members for the staffing cost for student wellness and success for the district in the base cost computation;	(2) No provision.	(2) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
(3) No provision.	(3) Replaces the cost computations for academic and athletic co-curricular activities in the base cost computation, combines them into one cost computation for "career-technical curriculum specialists and coordinators, career assessment and program placement, recruitment and orientation, student success coordination, analysis of test results, development of intervention and remediation plans and monitoring of those plans, and satellite program coordination," and calculates this cost as the district's base cost enrolled ADM (see EDUCD138) multiplied by the sum of the per-pupil academic co-curricular costs and the per-pupil athletic co-curricular costs for traditional school districts; and	(3) No provision.	(3) Same as the House.
(4) No provision.	(4) Calculates a JVSD's state share using a 1/2 mill charge-off times the lesser of the district's three-year average valuation or most recent valuation.	(4) No provision.	(4) Same as the House, but specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.
No provision.	Guarantees that a JVSD's total foundation funding in FY 2022 and FY 2023 does not fall below its "funding base for FY 2021," which consists of its (1) FY 2021 foundation aid after adjusting for transfers for students open enrolling and (2) FY 2021 student wellness and success funds and enhancement funds.	Same as the House, but a district's FY 2022 or FY 2023 funding subject to this guarantee consists of (1) its combined amount of funding from the temporary payment mechanism above and student wellness and success funds and enhancement funds (see EDUCD83) and (2) item (1) in the "funding base for FY 2021" is not adjusted for transfers for students open enrolling.	Same as the House, but also includes in a district's funding base for FY 2021 the district's student wellness and success funds payment under Section 20 of S.B. 310 of the 133rd General Assembly (this payment was made in FY 2021 according to a methodology developed by ODE and OBM in order to exhaust the student wellness and success funds appropriation; reference to

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Makes conforming changes to align with the bill's direct funding mechanism by establishing a "joint vocational school district funding unit."	this payment was inadvertently omitted in the House version). Same as the Senate.
Fiscal effect: Allocates \$307.9 million in each of FY 2022 and FY 2023 for foundation aid to JVSDs.	Fiscal effect: Total foundation funding for JVSDs is estimated to be \$344.1 million in FY 2022 and \$365.2 million in FY 2023.	Fiscal effect: Allocates an estimated \$318.0 million for FY 2022 and \$343.8 million for FY 2023 for foundation aid for JVSDs, including career awareness and exploration funds and the CTE lab program supplement (see EDUCD154 and EDUCD196). These figures are not comparable to the House, mainly due to differences in the manner of funding open enrollment students but also due to the Senate's reinstatement of the formula for student wellness and success funds, which is discussed separately (see EDUCD83).	Fiscal effect: Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD158 Funding for county boards of development disabilities and institutions			
No provision.	<div><div>R.C.3317.20</div><div>Makes changes to the calculation of state funding for county board of developmental disabilities educating school-age children in recognition of the new school funding formula by replacing (1) the state share index with the state share percentage (see EDUCD141), (2) the formula amount with the statewide average base cost per pupil, and (3) the applicable special education dollar amount with the applicable special education weight times the statewide average base cost per pupil (see EDUCD139 and EDUCD143).</div><div>Fiscal effect: The bill increases the amount earmarked from GRF appropriation item 200540, Special Education Enhancements, for payments to county boards to \$37 million in each fiscal year (see EDUCD51).</div></div>	No provision. (Payments, however, will be calculated for the biennium using a formula amount of \$6,065 for FY 2022 and \$6,110 for FY 2023 and the recalculated state share index under temporary provisions in the Senate school funding plan. See EDUCD80.)	<div><div>R.C.3317.20, 3317.201</div><div>Same as the House, but also makes similar changes to the payments for children educated in institutions (i.e., schools operated by the departments of Rehabilitation and Corrections and Youth Services) and specifies that the provisions only apply for FY 2022 and FY 2023 and that the calculations for FY 2024 and each fiscal year thereafter will be determined by the General Assembly.</div><div>Fiscal effect: Same as the House.</div></div>

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD78 Recommendations for compensating districts with certain valuation losses			
R.C. 3317.27, (Repealed) Repeals the law that requires ODE to annually recommend to the General Assembly a structure to compensate each city, local, exempted village, and joint vocational school district that experiences at least a 50% decrease in public utility personal property valuation from one year to the next for a percentage of the effect that decrease has on the district's state funding.	R.C. 3317.27, (Repealed) Same as the Executive.	R.C. 3317.27, (Repealed) Same as the Executive.	R.C. 3317.27, (Repealed) Same as the Executive.
Fiscal effect: Minimal decrease in ODE's administrative workload.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD152 School Funding Oversight Commission			
No provision.	R.C. 3317.60 Creates the 19-member School Funding Oversight Commission to oversee the implementation of the new K-12 formula funding provisions in the bill, analyze and make recommendations regarding appropriate adjustments to the formula, and review and analyze the findings of any of the education studies that are prepared under current law. Fiscal effect: May increase the state's administrative costs.	No provision.	No provision.

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD80 Operating funding for FY 2022 and FY 2023

Section: 265.215		Section: 265.215	
Suspends most school funding payments under R.C. Chapter 3317., including foundation aid to school districts (see EDUCD81) and JVSDs (see EDUCD61), but requires ODE to continue to make some specified payments under that chapter, including (1) certain foundation aid adjustments; (2) special education transportation reimbursements, (3) auxiliary services, (4) nonpublic school administrative cost reimbursement; (5) preschool special education; (6) special education catastrophic cost reimbursements; (7) special education for school-age children at county developmental disabilities boards and institutions, and (8) student wellness and success funds (see EDUCD83).	No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, EDUCD120, and EDUCD61.)	Same as the Executive.	No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly for FY 2022 and FY 2023. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, EDUCD120, and EDUCD61.)
Requires ODE to use the state share index or state share percentage computed for a district for FY 2019 for purposes of computing FY 2022 and FY 2023 amounts for payments, other than foundation aid, for which the state share index or state share percentage is a factor.	No provision.	Same as the Executive, but requires ODE to use the state share index or state share percentage recalculated for each district (see EDUCD81 and EDUCD61).	No provision.
Specifies that, for purposes of open enrollment, College Credit Plus, and any other payments for which the “formula amount” is used, the formula amount for FY	No provision.	Same as the Executive, but increases the “formula amount” used for purposes of open enrollment, children with disabilities who are served by county boards of	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
2022 and FY 2023 is \$6,020 (the formula amount for FY 2019).		developmental disabilities, and College Credit Plus to \$6,065 for FY 2022 and \$6,110 for FY 2023 and any other payments for which the “formula amount” is used, unless otherwise specified in the bill, to \$6,110 for each of FY 2022 and FY 2023 (see EDUCD81, EDUCD61, and EDUCD139).	
Specifies that the special education catastrophic cost threshold for FY 2022 and FY 2023 is \$27,375 for students in categories two through five special education ADM and \$32,850 for students in category six special education ADM.	No provision.	Same as the Executive, but renames the “threshold catastrophic cost” as the “threshold cost” (see EDUCD143).	No provision.
Requires, for the purpose of making school funding payments (1) school districts and ESCs to continue reporting student enrollment data and (2) the Tax Commissioner to continue to reporting property valuation and receipts for school districts, as prescribed by current law.	No provision.	Same as the Executive, but also requires community and STEM schools to report student enrollment data.	No provision.
EDUCD81 Traditional school district funding			
Section: 265.220, 265.215		Section: 265.220, 265.215, 265.223, 265.229	
Suspends the use of the current law foundation aid formula for city, local, and exempted village school districts for FY 2022 and FY 2023 and, instead, provides every school district with the same amount of foundation aid as the district received for FY 2019.	No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, and EDUCD120.)	Same as the Executive, but establishes a different temporary payment mechanism for school districts for FY 2022 and FY 2023, as follows:	No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly for FY 2022 and FY 2023. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, EDUCD120, and EDUCD61.)

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Requires each school district to receive an amount of funding equal to the sum of the following, subject to a funding adjustment for career-technical education (see EDUCD82):	No provision.
No provision.	No provision.	(1) For FY 2022, both of the following: (a) the sum of (i) 50% of the district's "recalculated funding for FY 2019" (see below) as further adjusted by the bill's cap and guarantee provisions (see EDUCD149) and (ii) 50% of the district's "recalculated funding for FY 2021" (see below) and (b) the sum of (i) 50% of the district's "recalculated transportation funding for FY 2019" (see below) as further adjusted by the bill's cap and guarantee provisions (see EDUCD149) and (ii) 50% of the district's "recalculated transportation funding for FY 2021" (see below).	No provision.
No provision.	No provision.	(2) For FY 2023, both of the following: (a) 100% of the district's "recalculated funding for FY 2019" (see below) as further adjusted by the bill's cap and guarantee provisions (see EDUCD149) and (b) 100% of the district's "recalculated transportation funding for FY 2019" (see below).	No provision.
No provision.	No provision.	(3) For FY 2022 and FY 2023, career awareness and exploration funds calculated in accordance with the bill's permanent law formula for this payment (see EDUCD154) but using the district's "enrolled ADM" for FY	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	2020 (its student count for FY 2020 determined in accordance with the bill's direct funding mechanism, see EDUCD138 and EDUCD153);	No provision.
No provision.	No provision.	(4) For FY 2022 and FY 2023, a career-technical education lab program supplement calculated in accordance with the bill's permanent law formula for this payment (see EDUCD196) but determining a district's student count for purposes of this provision using FY 2020 data in accordance with the bill's direct funding mechanism (see EDUCD138 and EDUCD153).	No provision.
No provision.	No provision.	Requires ODE to calculate each district's "recalculated foundation funding for FY 2019" and "recalculated transportation funding for FY 2019" as follows:	No provision.
No provision.	No provision.	(1) Recalculate the state share index in accordance with the bill's changes to the permanent law calculation of the state share index (including using the district's "enrolled ADM" rather than "formula ADM") (see EDUCD138 and EDUCD140);	No provision.
No provision.	No provision.	(2) Recalculate the district's foundation funding or transportation funding payments for FY 2019 using the district's student enrollment and other data used for calculating those payments for FY 2019 as calculated in accordance with the bill's direct funding mechanism, see EDUCD138 and	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
		EDUCD153), its recalculated state share index (see EDUCD140), and the base cost per pupil calculated under the bill (\$6,110, see EDUCD139).	
No provision.	No provision.	Requires ODE to calculate each district's "recalculated foundation funding for FY 2021" by determining the amount of foundation funding calculated for the district for FY 2021, prior to any funding reductions ordered by the Governor, and subtracting from that amount any payments deducted from the district and paid to a community or STEM school (other than transportation payments to community schools) or deducted from the district for a state scholarship program for FY 2021.	No provision.
No provision.	No provision.	Requires ODE to calculate each district's "recalculated transportation funding for FY 2021" by determining the amount of transportation funding calculated for the district for FY 2019 prior to any funding reductions ordered by the Governor and subtracting from that amount any transportation payments deducted from the district and paid to a community school for FY 2021.	No provision.
Requires ODE, in FY 2022 and FY 2023, to make an additional payment to each school district with at least 50 students that experienced a positive average annual	No provision.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
<p>percentage change in its enrollment between FY 2016 and FY 2019, calculated as follows: (that percentage change for the district X 100) X (\$30 X the number of students enrolled in the district in FY 2019).</p> <p>Fiscal effect: Allocates \$8.07 billion in each of FY 2022 and FY 2023 for foundation aid for traditional school districts (prior to any deductions and transfers) and an additional \$23 million in each fiscal year for the enrollment growth supplement from SLF Fund 7017 appropriation item 200636, Enrollment Growth Supplement (see EDUCD98).</p>		<p>Fiscal effect: Allocates an estimated \$7.01 billion for FY 2022 and \$7.25 billion for FY 2023 for foundation aid for traditional districts, including transportation aid, career awareness and exploration funds, and the CTE lab program supplement (community schools, STEM schools, and state scholarships are paid directly (see EDUCD153)).</p>	

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD150 Traditional school districts – formula transition supplement			
No provision.	<div>Section: 265.225</div> <div>Guarantees that a traditional school district's total foundation funding (including transportation aid and supplemental targeted assistance) in FY 2022 and FY 2023 does not fall below its "funding base for FY 2021," which consists of its (1) FY 2021 foundation aid before any state budget reductions ordered by the Governor and after adjusting for transfers for (a) students attending community and STEM schools, (b) students receiving state scholarships, and (c) students open enrolling; (2) FY 2021 student wellness and success funds and enhancement funds; and (3) the enrollment growth supplement for FY 2021.</div> <div>Fiscal effect: The statewide total for the traditional school district formula transition supplement is estimated to be \$112.5 million in FY 2022 and \$81.2 million in FY 2023.</div>	<div>Section: 265.233</div> <div>Same as the House, but (1) a district's FY 2022 or FY 2023 funding subject to this guarantee consists of its combined amount of funding from the temporary payment mechanism (see EDUCD81), gap aid (see EDUCD195), and student wellness and success funds and enhancement funds (see EDUCD83) and (2) item (1) in the "funding base for FY 2021" is FY 2021 foundation aid after any state budget reductions ordered by the Governor and is not adjusted for transfers for students open enrolling.</div> <div>Fiscal effect: The formula transition supplement for traditional districts totals to an estimated \$4.1 million in FY 2022 and \$6.9 million in FY 2023.</div>	<div>Section: 265.225</div> <div>Same as the House, but also includes in a district's funding base for FY 2021 the district's student wellness and success funds payment under Section 20 of S.B. 310 of the 133rd General Assembly (this payment was made in FY 2021 according to a methodology developed by ODE and OBM in order to exhaust the student wellness and success funds appropriation; reference to this payment was inadvertently omitted in the House version).</div> <div>Fiscal effect: Same as the House.</div>

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD82 Funding adjustment for career-technical education students			
Section: 265.227 Requires ODE, in the case of a city, local, or exempted village school district (traditional school district) that provided a career-technical education (CTE) program in FY 2019 but entered into an agreement to become a member of a JVSD that provides that CTE program beginning in FY 2020, to adjust the amounts paid to those districts for FY 2022 and FY 2023 to account for the decrease in students served by the traditional school district and the increase in students served by the JVSD. Specifies that the adjustment equals the amount of CTE funds paid to the traditional school district for FY 2019, minus the CTE funds deducted from the district for community and STEM school students for FY 2019.	No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. See EDUCD61 and EDUCD146.)	Section: 265.227 Same as the Executive, but makes conforming changes in recognition of the Senate's school funding formula (see EDUCD80 and EDUCD61).	No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly for FY 2022 and FY 2023. See EDUCD61 and EDUCD146.)
Prohibits ODE from increasing the aggregate amount of foundation aid paid to traditional school districts and JVSDs when making this adjustment.	No provision.	Same as the Executive.	No provision.
Fiscal effect: The provision only applies to Hamilton City School District and Butler Tech JVSD. The amount of the adjustment is about \$750,000 in each fiscal year, the same amount as in FY 2020 and FY 2021.		Fiscal effect: Same as the Executive.	

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD32 Power plant valuation adjustment			
Section: 265.237 Requires ODE to make an additional payment to school districts that have at least one power plant in their territory and that experience at least a 10% decrease in public utility tangible personal property (PUTPP) value between tax year (TY) 2017 and the preceding tax year (e.g., TY 2021, for purposes of the FY 2022 payment) or between the preceding tax year and the second preceding tax year (e.g., between TY 2020 and TY 2021, for purposes of the FY 2022 payment).	Section: 265.237 Same as the Executive.	Section: 265.237 Same as the Executive.	Section: 265.237 Same as the Executive.
Calculates the payment for an eligible district generally based on a recomputation of the district’s FY 2019 foundation aid using the preceding year’s total taxable valuation (instead of the three-year average valuation used to determine funding for FY 2019) and the change in local property taxes between TY 2017 and the preceding tax year.	Same as the Executive.	Same as the Executive, but makes conforming changes to, in general, recompute a district’s recalculated foundation funding and, if applicable, recalculated transportation funding (see EDUCD81).	Same as the Executive.
Requires ODE to make payments for FY 2022 in June 2022, and payments for FY 2023 in June 2023.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: The bill earmarks \$7 million in each of FY 2022 and FY 2023 from GRF appropriation item 200550, Foundation Funding, to make the payments (see EDUCD60).	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive, but item 200550 is renamed "Foundation Funding - All Students."	Fiscal effect: Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD68 Foundation and transitional aid funding reimbursement			
Section: 265.430 Specifies that no school district for which a reduction was made in its reported formula ADM for FY 2005 based on community school enrollment reports and, accordingly, for which a reduction was made in its foundation or transitional aid funding for FY 2005, FY 2006, or FY 2007, has a legal right to reimbursement for that reduction in funding except as expressly provided in a final court judgment or a settlement agreement executed on or before June 1, 2009.	Section: 265.430 Same as the Executive.	Section: 265.430 Same as the Executive.	Section: 265.430 Same as the Executive.
Fiscal effect: None.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD58 Flexible funding for families and children			
Section: 265.440 Permits school districts, community schools, STEM schools, JVSDs, ESCs, and county DD boards that receive state aid to transfer portions of their allocations to a flexible funding pool created by a county family and children first council to support the provision of services to families and children.	Section: 265.440 Same as the Executive.	Section: 265.440 Same as the Executive.	Section: 265.440 Same as the Executive.
Fiscal effect: None.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD124 Pilot program funding for dropout recovery e-schools			
	Section: 610.04, 610.05	Section: 610.04, 610.05	Section: 610.04, 610.05
No provision.	Amends Section 5 of H.B. 123 of the 133rd General Assembly to do the following:	Same as the House, but makes the following changes.	Same as the House.
(1) No provision.	(1) Extend to FY 2022 and FY 2023 the pilot program established for FY 2021 to provide additional funding on a per-pupil basis for certain internet- or computer-based community schools (e-schools) operating dropout prevention and recovery programs for students in grades 8-12;	(1) Same as the House, but increases the formula amount for those payments to \$6,065 for FY 2022 and \$6,110 for FY 2023 (rather than \$6,020 as under current law).	(1) Same as the House.
(2) No provision.	(2) Require that an e-school must have participated in the program for FY 2021 to be eligible for FY 2022 and FY 2023; and	(2) Same as the House.	(2) Same as the House.
(3) No provision.	(3) Delay the deadline for ODE's report on the program from December 31, 2021, to December 31, 2022.	(3) Same as the House.	(3) Same as the House.
	Fiscal effect: The bill earmarks \$2.5 million in each fiscal year from GRF appropriation item 200550, Foundation Funding, to support the pilot program (see EDUCD60).	Fiscal effect: Same as the House.	Fiscal effect: Same as the House, but item 200550 is renamed "Foundation Funding - All Students."
Scholarship Programs			
EDUCD185 Eligibility for EdChoice scholarships			
		R.C. 3310.02, 3310.03, 3310.033, 3310.034, 3310.036	R.C. 3310.02, 3310.03, 3310.033, 3310.034, 3310.036
No provision.	No provision.	Eliminates the cap (currently 60,000) on the number of EdChoice scholarships that ODE may award each year.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Extends eligibility for the performance-based EdChoice Scholarship Program to the following students, regardless of if they would be enrolled in a designated building:	Same as the Senate.
No provision.	No provision.	(1) Students whose sibling received a scholarship for the school year immediately prior to the school year for which the student is seeking a scholarship.	(1) Same as the Senate.
No provision.	No provision.	(2) Students who are placed as a foster child.	(2) Same as the Senate.
No provision.	No provision.	(3) Students who are placed with a guardian, legal custodian, or kinship caregiver.	(3) Same as the Senate.
No provision.	No provision.	(4) Students who resided in the same household for at least 45 consecutive days within the last calendar year with a student who is placed with a guardian, legal custodian, or kinship caregiver.	(4) Same as the Senate.
No provision.	No provision.	(5) Students who reside in a home certified as a foster home even if not a foster child themselves.	(5) Same as the Senate.
No provision.	No provision.	(6) Students who have a parent or guardian residing in Ohio and who are not foster children and are not placed with a guardian, legal custodian, or kinship caregiver, but who have resided in the household of an individual who is not the student's parent or guardian for at least 45 consecutive days within the last calendar year and, if not for residing in that household, would have been	(6) Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	homeless. (7) Students who are not described in (6) but have resided in the same household as a child described in (6) for at least 45 consecutive days within the last calendar year.	(7) Same as the Senate.
No provision.	No provision.	(8) Students who received an Autism or Jon Peterson Special Needs scholarship but no longer qualify for either of those scholarships because they no longer are in need of special education and related services.	(8) Same as the Senate.
No provision.	No provision.	Permits ODE to request that individuals applying for a scholarship under any criteria between (1) and (7) listed above provide appropriate documentation that the student meets the eligibility qualifications and specifies that for students who otherwise would be homeless the documentation must be provided by the student's parent, guardian, or caretaker.	Same as the Senate.
No provision.	No provision.	Makes eligible for a scholarship high school students (including incoming 9th grades) who would otherwise be assigned to an eligible school and who were either enrolled in a public or nonpublic school or were homeschooled in the year prior to which the scholarship is sought.	Same as the Senate.
No provision.	No provision.	Phases out the requirement that a student first be enrolled, or enrolling, in a school	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		building operated by the student's resident school district or a community school to qualify for a performance-based EdChoice scholarship on the following schedule:	
No provision.	No provision.	(1) For scholarships sought for the 2021-2022 school year, exempts students entering any of grades K-2.	(1) Same as the Senate.
No provision.	No provision.	(2) For 2022-2023, exempts students entering grades K-4.	(2) Same as the Senate.
No provision.	No provision.	(3) For 2023-2024, exempts students entering grades K-6.	(3) Same as the Senate.
No provision.	No provision.	(4) For 2024-2025, exempts students entering grades K-8.	(4) Same as the Senate.
No provision.	No provision.	(5) For 2025-2026, and each school year thereafter, exempts students entering grades K-12.	(5) Same as the Senate.
No provision.	No provision.	Specifies that a student eligible for a performance-based EdChoice scholarship as of the first day of the priority application period retains eligibility if, after the first day of the priority application period, ODE changes the identification code (IRN) of the building in which the student is enrolled or would otherwise be assigned. Fiscal effect: Payments for performance-based EdChoice scholarships are estimated to increase by \$43.0 million in FY 2022 and \$55.7 million in FY 2023.	Same as the Senate, but changes the date by which the student's eligibility cannot be changed based on a change in the IRN of their school building to February 1 to conform with the elimination of the priority application period (see EDUCD193). Fiscal effect: Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD188 Educational Choice scholarship - Performance Index score ranking			
No provision.	No provision.	R.C. 3310.03, Section 812.20 Changes the criteria by which a student enrolled in, or otherwise assigned to, a district building qualifies for performance-based Educational Choice scholarship as follows:	R.C. 3310.03, Section 812.20 Same as the Senate.
No provision.	No provision.	(1) For a scholarship sought for the 2023-2024 school year, the district building ranked in the lowest 20% of the performance index in each of the 2018-2019 and 2021-2022 school years	(1) Same as the Senate.
No provision.	No provision.	(2) For a scholarship sought for the 2024-2025 school year, the district building ranked in the lowest 20% of the performance index in each of the 2021-2022 and 2022-2023 school years.	(2) Same as the Senate.
		Fiscal effect: May increase or decrease the school buildings that meet the criteria, and thus the number of students that qualify for the scholarship.	Fiscal effect: Same as the Senate.
EDUCD192 EdChoice eligibility notification			
No provision.	No provision.	R.C. 3310.07 Requires ODE to create a system by February 1, 2022, through which families may provide a student's address and receive a response within ten days informing the family if the student is eligible for the performance-based EdChoice program.	R.C. 3310.07 Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Prohibits a student's resident district from contesting a determination that the student is eligible for the scholarship program.	Same as the Senate.
No provision.	No provision.	Requires each school district with an EdChoice-designated building to provide ODE with the attendance zones of those buildings by January 1 of each year for the purposes of the system. Fiscal effect: May increase ODE's administrative workload to create and maintain the system.	Same as the Senate. Fiscal effect: Same as the Senate.
EDUCD193 **PARTIALLY VETOED** Scholarship administrative procedures			
No provision.	No provision.	R.C. 3310.16, 3317.022, 3313.978 Requires ODE to make monthly partial payments of scholarships rather than periodic partial payments.	R.C. 3310.16, 3317.022, 3313.978 Same as the Senate.
No provision.	No provision.	Requires the application window for EdChoice and Cleveland scholarships to open on February 1 prior to the school year for which a scholarship is sought, rather than a priority application window opening on February 1 and running not less than 75 days as under current law.	Same as the Senate.
No provision.	No provision.	Requires ODE to determine if an applicant who submits an application is eligible for an EdChoice or Cleveland scholarship within 45 days of receiving the application and provide notification to the applicant regarding the determination.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Specifies that scholarships awarded after the school year begins must be prorated based on the amount of the school year remaining.	Same as the Senate.
No provision.	No provision.	Requires ODE to do all of the following regarding EdChoice scholarships:	Same as the Senate.
No provision.	No provision.	(1) Accept applications for conditional approval of a scholarship sought for the current or next school year.	Same as the Senate.
No provision.	No provision.	(2) Within five days of receiving an application for conditional approval, grant such approval if the applicant is eligible and notify the applicant of whether or not approval was granted.	Same as the Senate.
No provision.	No provision.	***VETOED: (3) Award a scholarship to a student who receives conditional approval provided that the student enrolls in an eligible chartered nonpublic school within a year of receiving conditional approval and does not change addresses after receiving approval and prior to enrolling.***]	Same as the Senate.
No provision.	No provision.	Requires ODE to notify applicants who submitted an application that contains errors or deficiencies within 14 days of receiving the application.	Same as the Senate.
No provision.	No provision.	Prohibits school districts from having access to EdChoice scholarship applications.	Same as the Senate.
No provision.	No provision.	Requires ODE, the Department of Job and Family Services, and the Department of Taxation to enter into a data sharing	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		agreement to assist ODE in determining, when administering EdChoice applications, if a student is eligible for a performance-based EdChoice scholarship or meets the residency requirement for an income-based EdChoice scholarship (that is, the student does not live in Cleveland).	
		Fiscal effect: May increase ODE's administrative workload to comply with the new timelines. The data sharing agreement with JFS and ODT may increase costs for the three agencies to establish a data sharing infrastructure.	Fiscal effect: Same as the Senate.
EDUCD164 Autism Scholarship intervention services providers			
No provision.	R.C. 3310.41 Includes registered behavior technicians and certified Ohio behavior analysts as those who may provide intervention services under the Autism Scholarship Program. Fiscal effect: None.	R.C. 3310.41 Same as the House. Fiscal effect: Same as the House.	R.C. 3310.41 Same as the House. Fiscal effect: Same as the House.
EDUCD165 Autism Scholarship Program providers			
No provision.	R.C. 3310.411 Subjects private providers approved to participate in the Autism Scholarship Program and any of its employees to criminal records check requirements.	R.C. 3310.411 Same as the House.	R.C. 3310.411 Same as the House.
No provision.	Requires the private providers to submit the results of criminal records checks to ODE.	Same as the House.	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	<p>Requires ODE to use the information submitted by Autism Scholarship Program providers to enroll individuals in the Retained Applicant Fingerprint Database (RAPBACK) in the same manner as licensed educators.</p> <p>Fiscal effect: ODE may pay more in fees for the RAPBACK service if additional individuals become enrolled. The Attorney General’s Bureau of Criminal Investigation charges participating agencies an initial fee for each individual entered in RAPBACK and an ongoing annual fee per individual, both of which are \$5. Providers and their employees must undergo criminal records checks under current practice, per administrative rule.</p>	<p>Same as the House.</p> <p>Fiscal effect: Same as the House.</p>	<p>Same as the House.</p> <p>Fiscal effect: Same as the House.</p>
EDUCD191 Cleveland Scholarship Program building eligibility			
No provision.	No provision.	<p>R.C. 3313.976</p> <p>Qualifies a chartered nonpublic school located outside the Cleveland Municipal School District that serves grades K-8 to accept students with Cleveland scholarships on the same basis permitted under current law for a school serving grades 9-12 (that is, if the school is located within five miles of the district border and within a municipal corporation having a population of at least 15,000).</p>	<p>R.C. 3313.976</p> <p>Same as the Senate.</p>

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: May increase scholarship payments if more students apply and receive scholarships to the newly eligible chartered nonpublic schools.	Fiscal effect: Same as the Senate.
EDUCD183 Jon Peterson Special Needs Scholarship			
	R.C. 3310.56	R.C. 3317.022, Section 265.220	R.C. 3317.022
No provision.	Replaces the formula amount used in the Jon Peterson Special Needs Scholarship computation with a fixed amount of \$6,020, and adds to that amount the dollar amount specified for a child’s special education program under existing law (rather than tying those amounts to the bill’s proposed school funding formula). (The scholarship must be the least of this amount, the amount of fees charged by the student's alternative public provider or registered private provider, or \$27,000, as under current law.)	Same as the House, but increases the formula amount to \$6,065 for FY 2022 and \$6,110 for FY 2023, for the Jon Peterson Special Needs Scholarship computation (see EDUCD80).	Same as the House, but (a) increases the base scholarship amount to \$6,217 for FY 2022 and \$6,414 for FY 2023 and (b) specifies the following dollar amounts for each child's special education program: (i) \$1,514 for FY 2022 and \$1,562 for FY 2023 for category 1, (ii) \$3,841 for FY 2022 and \$3,963 for FY 2023 for category 2, (iii) \$9,465 for FY 2022 and \$9,522 for FY 2023 for category 3, (iv) \$12,644 for FY 2022 and \$12,707 for FY 2023 for category 4, (v) \$17,193 for FY 2022 and \$17,209 for FY 2023 for category 5, and (vi) \$24,591 for FY 2022 and \$25,370 for FY 2023 for category 6 (maintains the provision limiting the scholarship to the least of the sum of (a) and (b), the fees charged by the provider, and \$27,000).
No provision.	No provision.	No provision.	Requires the base scholarship amount to increase in future fiscal years by the same percentage that the statewide average base cost per pupil increases in future fiscal years and the dollar amounts for each child's special education program to increase in

Executive	As Passed By House	As Passed By Senate	As Enacted
	Fiscal effect: None.	Fiscal effect: Scholarship payments for this program are estimated to increase by \$500,000 in FY 2022 and \$1,000,000 in FY 2023.	future fiscal years by the same percentage that the amounts calculated by the General Assembly for those categories of special education services increase in future fiscal years (see EDUCD143 and EDUCD139). Fiscal effect: Same as the Senate, but scholarship payments are estimated to increase by an additional \$500,000 in FY 2023 (for a total increase compared to current law of \$500,000 in FY 2022 and \$1,500,000 in FY 2023). May increase scholarship costs in future years depending on the actions of the General Assembly.
EDUCD184 Autism Scholarship Program scholarship amount			
No provision.	No provision.	R.C. 3317.022 Increases the maximum scholarship amount for the Autism Scholarship Program from \$27,000 to \$31,500, for FY 2022, and \$32,455, for FY 2023 and thereafter. Fiscal effect: Scholarship payments for this program are estimated to increase by \$15 million in FY 2022 and \$20 million in FY 2023.	R.C. 3317.022 Same as the Senate. Fiscal effect: Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD187 Maximum scholarship for performance-based EdChoice, income-based EdChoice, and Cleveland scholarship programs			
		R.C. 3317.022, Section 265.220	R.C. 3317.022
No provision.	No provision.	Increases the maximum scholarship amounts for performance-based EdChoice, income-based EdChoice, and Cleveland scholarship programs for grades K-8 from \$4,650 to \$5,500 and for grades 9-12 from \$6,000 to \$7,500.	Same as the Senate.
No provision.	No provision.	Requires the dollar amounts specified for the EdChoice Scholarship Program and the Cleveland Scholarship Program to increase in future fiscal years by the same percentage that the base cost per pupil increases in future fiscal years (see EDUCD139).	Same as the Senate, but changes the reference to the base cost per pupil to the statewide average base cost per pupil.
		Fiscal effect: Increases state costs for the scholarships by approximately \$77.0 million in FY 2022 and \$86.5 million in FY 2023.	Fiscal effect: Same as the Senate.
EDUCD204 Eligibility for EdChoice Scholarships - 2021-2022 school year only			
		Section: 733.70	Section: 733.70
No provision.	No provision.	In addition to permanent eligibility changes (see EDUCD185), makes students who meet any of the following criteria eligible for an EdChoice scholarship for the 2021-2022 school year:	Same as the Senate, but makes the following changes:
No provision.	No provision.	(1) Students who, during the 2020-2021 school year, enrolled in a public school, received home instruction, or were new to Ohio and who are or would be assigned to a school included on the EdChoice designated	(1) Same as the Senate, but (a) removes public school students from the provision, (b) specifies that students who received home instruction are eligible, regardless of whether that student was enrolled in a

Executive	As Passed By House	As Passed By Senate	As Enacted
		lists issued by ODE for the 2019-2020 or 2021-2022 school years.	public or nonpublic school in any prior school year, and (c) removes eligibility for students who are or would be assigned to a school included on the EdChoice designated list for the 2021-2022 school year (public school students are already eligible under the FY22 list under continuing law).
No provision.	No provision.	(2) Any student enrolling in kindergarten who would be assigned to a school on the EdChoice designated list for either the 2019-2020 school year or the 2021-2022 school year.	(2) Same as the Senate, but removes kindergarten students who would be assigned to a school on the EdChoice designated list for the 2021-2022 school year (such students already qualify under continuing law).
No provision.	No provision.	(3) Any student enrolled in a public school, nonpublic school, receiving home instruction, or new to Ohio during the 2020-2021 school year who was or would have been assigned to a school during the 2019-2020 school year that was on the EdChoice designated list for that year and who subsequently relocated and was or would have been assigned to a building on the designated list for the 2020-2021 school year.	(3) Same as the Senate, but removes students new to Ohio during the 2020-2021 school year from the provision.
No provision.	No provision.	(4) Any student enrolled in a public school, nonpublic school, receiving home instruction, or new to Ohio during the 2020-2021 school year who is entering the ninth grade in the 2021-2022 school year and is enrolled in or otherwise would be assigned	(4) Same as the Senate, but limits the provision to a student enrolled in a nonpublic school for the eighth grade during the 2020-2021 school year and is entering the ninth grade during the 2021-2022 school year.

Executive	As Passed By House	As Passed By Senate	As Enacted
		to a building that appeared on either the EdChoice designated list for the 2019-2020 school year or the 2021-2022 school year.	
No provision.	No provision.	(5) Siblings of any student determined to be eligible under the provisions above or who received a scholarship during the 2020-2021 school year.	(5) Same as the Senate, but makes eligible siblings of any student eligible under the bill's changes described above.
No provision.	No provision.	Requires ODE to do both of the following by July 15, 2021:	Same as the Senate.
No provision.	No provision.	(1) Develop eligibility guidance consistent with the provisions above and post the guidance on a prominent location on the ODE's website and provide the guidance documents to every chartered nonpublic school that accepts EdChoice scholarships.	(1) Same as the Senate.
No provision.	No provision.	(2) Begin accepting and processing applications for the 2021-2022 school year for students eligible under the provisions listed above.	(2) Same as the Senate.
No provision.	No provision.	Requires that applications submitted by August 1, 2021, receive notice of award and details of any additional information required to process the application or denial no later than September 15, 2021.	Replaces the Senate provision with a provision that requires ODE, by September 15, 2021, to provide a notice of award or denial for complete applications submitted by August 1, 2021.
No provision.	No provision.	No provision.	Authorizes ODE to request any individual applying on behalf of a student to provide appropriate documentation, as defined by ODE, that the student meets eligibility qualifications prescribed under the provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	No provision. Fiscal effect: ODE may incur additional administrative costs to comply with the guidance provisions. Payments for performance-based EdChoice scholarships are estimated to increase by \$10.0 million in each fiscal year.	Prohibits ODE, for EdChoice scholarships sought for the 2021-2022 school year only, from prorating a scholarship amount for a complete application submitted by October 31, 2021. Fiscal effect: Same as the Senate, but may marginally reduce scholarship costs.
Community Schools			
EDUCD175 Establishing new community schools			
No provision.	No provision.	R.C. 3302.036, 3314.02, 3314.021, 3314.05, 3314.353 Permits the establishment of a new start-up community school in any school district, rather than only a "challenged school district" as under current law (a "challenged school district" is any of the following: a "Big Eight school district" (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, or Youngstown), a poorly performing school district based on certain report card results, or a school district in the original community school pilot project area (Lucas County)).	R.C. 3302.036, 3314.02, 3314.021, 3314.05, 3314.353 Same as the Senate.
No provision.	No provision.	Prohibits ODE from prohibiting the establishment of a new start-up community school solely based on the school being	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	located in a district not identified as a "challenged school district." Permits the governing authority of a community school established in two school districts under the same contract to modify the primary location of the school. Fiscal effect: May increase state foundation aid if the removal of the siting restriction leads to the establishment of more community schools and increased community school enrollment (the Senate school funding plan supports community school students through direct state funding, instead of the current law method of transferring foundation aid from the student's resident district).	Same as the Senate. Fiscal effect: Same as the Senate.
EDUCD172 Automatic withdrawal of e-school students			
No provision.	No provision.	R.C. 3313.6412, 3314.262 Prohibits automatic withdrawal determinations for students enrolled in internet- or computer-based community schools and district-operated internet- or computer-based schools who fail to take required state spring assessments prior to the 2020-2021 school year. Fiscal effect: May increase state funding for these students.	R.C. 3313.6412, 3314.262 Same as the Senate. Fiscal effect: Same as the Senate.

Executive		As Passed By House		As Passed By Senate		As Enacted	
EDUCD6 Community school sponsor evaluations							
R.C.	3314.016	R.C.	3314.016	R.C.	3314.016, 3314.013	R.C.	3314.016, 3314.013
Specifies that a sponsor rated "exemplary" for the two most recent years the sponsor was evaluated, instead of for at least two consecutive years, may take advantage of certain sponsor incentives.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Specifies that a sponsor rated "exemplary" or "effective" for the three most recent years in which the entity was evaluated, instead of for at least three consecutive years, need to be evaluated by ODE once every three years.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
No provision.		No provision.		Creates an exception to the current law restriction on the number of new e-schools that may open per year (five) by permitting a sponsor rated "exemplary" on its most recent evaluation to open up to two computer- or internet-based schools (e-schools) that will primarily serve students in a dropout prevention and recovery program, not to exceed six new schools in a five-year period.		Same as the Senate.	

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: None apparent. The provisions clarify that the various incentives are based on the most recent years in which an entity was evaluated given that an exception to annual evaluations exists for certain higher performing sponsors.	Fiscal effect: Same as the Executive.	Fiscal effect: Permitting exemplary sponsors to open additional e-schools may increase state foundation aid if more community schools are established and community school enrollment increases (the Senate school funding plan supports community school students through direct state funding, instead of the current law method of transferring foundation aid from the student's resident district).	Fiscal effect: Same as the Senate.
EDUCD174 Sectarian programs at community schools			
No provision.	No provision.	<div>R.C. 3314.029, 3314.03</div> <div>Removes the requirement that the contract between a community school sponsor and governing authority, including a school sponsored by ODE's Office of School Sponsorship, state that the school will be nonsectarian in its programs, admissions policies, employment practices, and all other operations and will not be operated by a sectarian school or religious institution.</div> <div>Fiscal effect: None. Community schools, as public schools, remain subject to the restrictions and requirements related to the Establishment Clause of the First Amendment of the U.S. Constitution.</div>	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD173 **VETOED** Changing community school sponsors			
No provision.	No provision.	<div>R.C. 3314.034</div> <div>***VETOED: Exempts low-performing community schools in which a majority of the enrolled students are children with disabilities receiving special education and related services from the requirement to obtain approval from ODE before entering into a contract with a new sponsor.***]</div> <div>Fiscal effect: May reduce administrative costs for ODE and certain community schools.</div>	<div>R.C. 3314.034</div> <div>Same as the Senate.</div> <div>Fiscal effect: Same as the Senate.</div>
EDUCD170 Community school deadline to accept transportation responsibility			
<div>R.C. 3314.091</div> <div>Extends from January 1 of the prior school year to August 1 the deadline for a community school to submit written notification to a school district that the school is unilaterally accepting responsibility for transporting the district's resident students attending that school.</div> <div>Fiscal effect: Potential increase in administrative workload for school districts to adjust bus routes, depending on when the routes are planned.</div>	<div>R.C. 3314.091</div> <div>Same as the Executive.</div> <div>Fiscal effect: Same as the Executive.</div>	<div>R.C. 3314.091</div> <div>Same as the Executive.</div> <div>Fiscal effect: Same as the Executive.</div>	<div>R.C. 3314.091</div> <div>Same as the Executive.</div> <div>Fiscal effect: Same as the Executive.</div>

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD176 Disenrollment by internet- or computer-based community schools (e-schools)			
No provision.	No provision.	R.C. 3314.261 Reduces the amount of time that a student who is disenrolled by an e-school is prohibited from re-enrolling in the same school from one school year from the date of the student's disenrollment to the remainder of the school year in which the student was disenrolled.	R.C. 3314.261 Same as the Senate.
No provision.	No provision.	Removes completely the amount of time that such a student is prohibited from re-enrolling in another e-school. Fiscal effect: Minimal.	Same as the Senate. Fiscal effect: Same as the Senate.
EDUCD3 Community school funds elimination			
R.C. 3314.30, (Repealed), 3314.31 (Repealed) Eliminates the Community School Revolving Loan Fund and the Community School Security Fund, the latter of which was created to accept payment of funds borrowed from the Revolving Loan Fund. Fiscal effect: None. Both funds, created in FY 2003, were never used and have no cash balance.	R.C. 3314.30, (Repealed), 3314.31 (Repealed) Same as the Executive. Fiscal effect: Same as the Executive.	R.C. 3314.30, (Repealed), 3314.31 (Repealed) Same as the Executive. Fiscal effect: Same as the Executive.	R.C. 3314.30, (Repealed), 3314.31 (Repealed) Same as the Executive. Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD162 Automatic closure of community schools			
No provision.	<div><div>R.C. 3314.355</div><div>Prohibits the automatic closure of community schools on the basis of any report card rating issued prior to the 2022-2023 school year.</div></div> <div>Fiscal effect: May result in community schools that otherwise would have closed to remain open.</div>	<div><div>R.C. 3314.355</div><div>Same as the House.</div></div> <div>Fiscal effect: Same as the House.</div>	<div><div>R.C. 3314.355</div><div>Same as the House.</div></div> <div>Fiscal effect: Same as the House.</div>
EDUCD57 Community school operation from residential facilities			
<div><div>Section: 265.410</div><div>Permits a community school that was open for operation as of May 1, 2005, to operate from certain institutions, foster homes, group homes, or other residential facilities.</div></div> <div>Fiscal effect: None.</div>	<div><div>Section: 265.410</div><div>Same as the Executive.</div></div> <div>Fiscal effect: Same as the Executive.</div>	<div><div>Section: 265.410</div><div>Same as the Executive.</div></div> <div>Fiscal effect: Same as the Executive.</div>	<div><div>Section: 265.410</div><div>Same as the Executive.</div></div> <div>Fiscal effect: Same as the Executive.</div>
EDUCD163 Automatic withdrawal of community school students			
No provision.	<div><div>Section: 733.40</div><div>Waives, for the 2021-2022 school year only, the requirement that a community school automatically withdraw a student who fails to participate in 72 consecutive hours of learning opportunities without legitimate excuse.</div></div>	No provision.	No provision.

Executive

As Passed By House

As Passed By Senate

As Enacted

Fiscal effect: Because the state's school funding formula is based on student enrollment, this provision may increase state aid for some site-based community schools (e-school students are funded based on the number of hours of documented learning opportunities in which the student participates, so this change generally would not have an impact on the amount of state funding an e-school student generates).

Educator Provisions

EDUCD94 Employment of contractors

R.C. 3319.0812, 3314.03, 3326.11,
 3328.24

Requires that any contractor that is providing services to a public school, chartered nonpublic school, or county board of developmental disabilities must hold a license that the individual would be required to hold if employed directly. Requires the district or school to obtain licensure verification from the contractor's employer prior to commencing services.

R.C. 3319.0812, 3314.03, 3326.11,
 3328.24

Same as the Executive.

No provision.

No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: May increase license fee revenue to the Teacher Certification and Licensure Fund (Fund 4L20), used by ODE to process license applications and administer the teacher disciplinary process. May increase the administrative workload of school districts and other public schools to obtain licensure verification.	Fiscal effect: Same as the Executive.		
EDUCD93 Teach for America licenses			
R.C. 3319.227 Requires the Superintendent of Public Instruction to inactivate a resident educator license issued to a Teach for American participant if the participant resigns or is dismissed from the program prior to its completion. Specifies that this inactivation does not constitute suspension or revocation and that an opportunity for a hearing is not required.	R.C. 3319.227 Same as the Executive.	R.C. 3319.227 Same as the Executive.	R.C. 3319.227 Same as the Executive.
Fiscal effect: Minimal.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive		As Passed By House		As Passed By Senate		As Enacted	
EDUCD4 Career-technical educator license requirements							
R.C.	3319.229	R.C.	3319.229	R.C.	3319.229	R.C.	3319.229
Qualifies an individual holding a certificate of high school equivalence, in addition to an individual holding a high school diploma as under current law, for a two-year initial career-technical workforce development educator license or a five-year advanced career-technical workforce development educator license.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Fiscal effect: May provide school districts with a greater pool of individuals to teach career-technical education courses.		Fiscal effect: Same as the Executive.		Fiscal effect: Same as the Executive.		Fiscal effect: Same as the Executive.	
EDUCD91 Disciplinary actions for educator licenses							
R.C.	2953.25, 3314.101, 3319.151, 3319.221, 3319.31, 3319.311, 3319.313, 3319.316, 3319.319, 3319.40, 3319.99, 3326.081, 3328.18, 5153.176; Section 803.10	R.C.	2953.25, 3314.101, 3319.151, 3319.221, 3319.31, 3319.311, 3319.313, 3319.316, 3319.319, 3319.40, 3319.99, 3326.081, 3328.18, 5153.176; Section 803.10	R.C.	3319.31, 3319.319	R.C.	3319.31, 3319.319
Eliminates a provision prohibiting the State Board of Education from refusing to issue a license because of a criminal record unless the refusal is in accord with the limits and requirements that were recently enacted by H.B. 263 of the 133rd General Assembly.		Same as the Executive.		No provision.		No provision.	
Expands the grounds for automatic denial or revocation of a license to include (1) judicial finding of eligibility for intervention in lieu of conviction for certain offenses and (2) conspiracy to commit, attempt to commit,		Same as the Executive.		No provision.		No provision.	

Executive	As Passed By House	As Passed By Senate	As Enacted
or complicity in committing certain offenses.			
Specifies that a judicial finding of eligibility for intervention in lieu of conviction for those criminal offenses that are not grounds for automatic revocation or denial of licenses may still be used as a reason for the State Board to deny, suspend, revoke, or limit a license.	Same as the Executive.	No provision.	No provision.
Prohibits a court, when issuing a certificate of qualification for employment, from granting an individual relief from collateral sanctions for licensure action taken by the State Board for specified criminal offenses.	Same as the Executive.	No provision.	No provision.
Permits the State Board to deny, suspend, revoke, or limit a license if the applicant engages in an immoral act, incompetence, negligence, or conduct that is unbecoming of the teaching profession, rather than unbecoming to the applicant's "position."	Same as the Executive.	No provision.	No provision.
Requires the Superintendent of Public Instruction to inactivate the license of a school employee under investigation for an alleged violation of specified offenses who is suspended from all duties that require the care, custody, or control of a child.	Same as the Executive.	No provision.	No provision.
Permits the State Board to conduct disciplinary investigations without the Attorney General and removes a requirement that information received during the investigation be expunged within	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
two years if no disciplinary action was taken.			
Permits a school district or school in Ohio or another state to request any report of misconduct that ODE has received regarding an individual under consideration for employment by the district or school and establishes a protocol for that release of information.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Specifies that, for the purposes of mandatory denial or revocation, the definition of "license" include registrations issued to unlicensed individuals to teach in a high performing school district and those licensed through other boards to provide pupil services.	Same as the Executive.	No provision.	No provision.
Adds trafficking in persons to the list of offenses for which the State Board must revoke or deny teacher licensure, including collateral sanctions employment certificates.	Same as the Executive.	Same as the Executive, but does not include collateral sanctions employment certificates.	Same as the Senate.
Specifies that the amendments to teacher licensure disciplinary actions are remedial in nature and apply to any proceeding, investigation, or citation involving an applicant for an initial license, that, as of the act's effective date, has not reached final disposition, including all available appeals.	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: May, on balance, decrease the administrative costs of ODE’s Office of Professional Conduct, as most provisions are expected to increase the efficiency with which alleged educator misconduct is investigated and disciplinary actions are processed and adjudicated. In addition, some future cases may be resolved administratively, instead of through litigation. However, the provision requiring ODE to provide the contents of any report of misconduct it has received may increase administrative costs since it will be a new service.	Fiscal effect: Same as the Executive.	Fiscal effect: Minimal.	Fiscal effect: Same as the Senate.
EDUCD92 Assisting individuals in obtaining school employment			
R.C. 3319.318, 3314.03, 3326.11, Prohibits a "school representative" from knowingly assisting another individual in obtaining school or county board of developmental disabilities employment if the individual knows or has reasonable cause to believe that the individual has committed a sex offense involving a student.	R.C. 3319.318, 3314.03, 3326.11, Same as the Executive.	R.C. 3319.318, 3314.03, 3326.11, Same as the Executive.	R.C. 3319.318, 3314.03, 3326.11, Same as the Executive.
Fiscal effect: Minimal.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive		As Passed By House		As Passed By Senate		As Enacted	
EDUCD95 Pre-employment applications and screening							
R.C.	3319.393	R.C.	3319.393	R.C.	3319.393	R.C.	3319.393
Requires each public and chartered nonpublic school to include a written notice on all employment applications explaining that any person knowingly making a false statement on the application is guilty of falsification, which is a first degree misdemeanor.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Requires each public and chartered nonpublic school to consult ODE's “educator profile” database before making hiring decisions and permits the district or school to consult with the Office of Professional Conduct to determine whether an applicant has been subject to a disciplinary report.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Permits a district or school to offer conditional employment to an individual pending the completion of the screening process and permits termination of employment if the process uncovers an absolute bar offense.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Permits each public or nonpublic school to require an applicant or volunteer to undergo additional background checks in addition to the criminal records checks already required under continuing law.		Same as the Executive.		Same as the Executive.		Same as the Executive.	

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: May increase the administrative workload of school districts and other public schools if they do not already have such procedures in place. Many school districts and other public schools may already comply with some portion of the bill’s pre-employment screening requirements or carry out the bill's optional activities. The cost for optional procedures will depend on district or school implementation decisions.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD96 Review of personnel files			
R.C. 3319.394, 3314.03, 3326.11, Requires each public and chartered nonpublic school to review the personnel file of an employee against whom a complaint of misconduct is filed to determine if related instances are contained	R.C. 3319.394, 3314.03, 3326.11, Same as the Executive.	No provision.	No provision.
Establishes a protocol for reviewing and sending personnel files of a current or former employee to a different public or chartered nonpublic school regarding that employee's application, whereby the school that receives the request must either (1) send that file to the requestor within 20 business days of receiving the request or (2) if the school determines it is not possible to send the file within 20 business days, promptly notify the requestor and indicate the reason the information cannot be sent	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
within that time.			
Fiscal effect: May increase the administrative workload of school districts and other public schools if they do not already have such procedures in place.	Fiscal effect: Same as the Executive.		
EDUCD97 Victim counseling			
R.C. 3319.47	R.C. 3319.47	R.C. 3319.47	R.C. 3319.47
Permits public and chartered nonpublic schools to provide counseling to victims of sexual harassment or sexually-related conduct.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: Permissive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD21 School counselor standards			
R.C. 3319.61	R.C. 3319.61	R.C. 3319.61	R.C. 3319.61
Requires the Educator Standards Board to include knowledge of the career-technical credit transfer program (Career-Technical Assurance Guide, or CTAG) into the Board's standards for school counselors (CTAG is a result of criteria, policies, and procedures established by the Chancellor of Higher Education under current law to ensure transfer of credit for career-technical courses "without unnecessary duplication or institutional barriers").	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: Minimal.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD109 Computer science education licensure			
Section: 610.10, 610.11 (amending Section 733.61 of H.B. 166 of the 133rd General Assembly), R.C. 3319.236	Section: 610.10, 610.11 (amending Section 733.61 of H.B. 166 of the 133rd General Assembly), R.C. 3319.236	Section: 610.10, 610.11 (amending Section 733.61 of H.B. 166 of the 133rd General Assembly), R.C. 3319.236	Section: 610.10, 610.11 (amending Section 733.61 of H.B. 166 of the 133rd General Assembly), R.C. 3319.236
Specifies that, for the purposes of computer science licensure or endorsements, a "computer science course" is any course reported in EMIS as a computer science course.	Same as the Executive, but specifies that a "computer science course" also must be aligned with computer science standards adopted by the State Board of Education.	Same as the House.	Same as the House.
Extends through the 2022-2023 school year a current law exemption for the 2019-2020 and 2020-2021 school years that generally permits school districts, community schools, and STEM schools to have an individual who does not hold a license or endorsement to teach computer science to nevertheless teach computer science courses, provided that individual meets other prescribed licensure and professional development requirements.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: May provide school districts and community and STEM schools with a greater pool of individuals to teach computer science courses in the 2021-2022 and 2022-2023 school years.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Early Childhood

Executive	As Passed By House	As Passed By Senate	As Enacted
<div>EDUCD22 Montessori preschool payments</div> <div>R.C. 3314.06</div> <div>Eliminates the requirement that ODE pay the formula amount (currently \$6,020) for each student under age four admitted to a Montessori preschool operated by a community school and, instead, prohibits such a school from receiving state community school funds for students under age five. Continues to permit community schools to operate Montessori preschools.</div> <div>Fiscal effect: None. The only school that previously took advantage of this provision is now closed. H.B. 166 of the 133rd General Assembly earmarked \$100,000 in each of FY 2020 and FY 2021 from GRF appropriation item 200550, Foundation Funding, to make the payments.</div>	<div>R.C. 3314.06</div> <div>Same as the Executive.</div> <div>Fiscal effect: Same as the Executive.</div>	<div>R.C. 3314.06</div> <div>Same as the Executive.</div> <div>Fiscal effect: Same as the Executive.</div>	<div>R.C. 3314.06</div> <div>Same as the Executive.</div> <div>Fiscal effect: Same as the Executive.</div>

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD47 Early Childhood Education

Section: 265.20 Continues the GRF-funded early childhood education program at school districts, JVSs, ESCs, community schools sponsored by an exemplary sponsor, chartered nonpublic schools, and licensed childcare providers that meet at least the third highest tier of the "Step Up to Quality Program" established in R.C. 5104.29 for children who are at least four years old but not yet eligible for kindergarten, and whose families earn not more than 200% of the federal poverty guidelines. Permits providers that have remaining funding after awards are made for eligible four year-olds to seek approval from ODE to consider qualified three-year-olds eligible for funding.	Section: 265.20 Same as the Executive.	Section: 265.20 Same as the Executive, but eliminates the requirement that an early childhood education program meet at least the third highest tier through the Step Up to Quality Program in order to provide services (see JFSCD49).	Section: 265.20 Same as the Executive.
Earmarks up to 2% of GRF appropriation item 200408, Early Childhood Education, to be used by ODE for program support and technical assistance. Requires ODE to distribute the remainder to pay the costs of early childhood programs that serve eligible children, first to existing providers that received early childhood education funds in the previous fiscal year and the balance to new eligible providers or to existing providers to serve more eligible children or for purposes of program expansion, improvement, or special projects to promote	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
quality and innovation.			
Requires ODE to distribute new or remaining funds to serve more eligible children where there is a need, as determined by ODE, and specifies that such funds be distributed based on community economic disadvantage, limited access to high quality preschool or childcare services, and demonstration of high quality preschool services as determined by ODE using new metrics developed pursuant to Ohio's Race to the Top-Early Learning Challenge Grant.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Requires awards to providers be distributed on a per-pupil basis and that per-pupil funding be sufficient to provide eligible children with services for a standard early childhood schedule, defined as a minimum of 12.5 hours per week, for the minimum school year.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Requires ODE to conduct an annual survey of each provider to determine whether the provider charges families tuition or fees, the amount the families are charged relative to family income levels, and the number of families and students charged.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Specifies the following for participating programs: (1) prohibits development and administration costs from exceeding 15% of the cost of each program, (2) requires maintenance of fiscal records, (3) requires	Same as the Executive.	Same as the Executive, but removes items (4), (5), and (6) (see JFSCD49).	Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

implementation of a corrective action plan, when needed, (4) requires participation in the Step Up to Quality (SUTQ) program, (5) requires providers who are not highly rated under the SUTQ program to meet certain program requirements, including (a) certain qualifications for teachers, (b) alignment of curriculum to the early learning content standards, (c) documentation and reporting of child progress, (d) adherence to early learning program standards, and (e) administration of certain child or program assessments, (6) requires providers who are highly rated to comply with the requirements under the Step Up to Quality system, and (7) requires charging a fee, based on a sliding scale, to families who earn more than the 200% of the federal poverty guidelines.			
Requires eligible expenditures to be claimed each fiscal year to help meet the state's TANF maintenance of effort requirement and requires the Superintendent of Public Instruction and the Director of Job and Family Services to enter into an interagency agreement to fulfill this requirement including developing reporting guidelines for these expenditures.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Requires ODE and the Department of Job and Family Services to continue to align the application process, program eligibility,	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
funding, attendance policies, and attendance tracking for early childhood programs in both agencies.			
Requires ODE to provide an annual report regarding early childhood education programs and the early learning program standards.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: The bill appropriates \$68.1 million in both FY 2022 and 2023 to GRF appropriation item 200408 for early childhood education programs, including an earmark of 2% for ODE's administrative costs.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
Other Education Provisions			
EDUCD168 Regional council of governments cost of health care benefits			
	R.C. 167.03		R.C. 167.03
No provision.	Specifies that a regional council of governments, with an educational service center as its fiscal agent, established to provide health care benefits, may acquire, establish, manage, or operate a separate business entity, and utilize its unencumbered reserve funds for that acquisition, establishment, management, or operation, to cover potential costs of health care benefits.	No provision.	Same as the House.
No provision.	No provision.	No provision.	Specifies that if a business entity that is acquired, established, managed, or operated by a regional council of governments, with

Executive	As Passed By House	As Passed By Senate	As Enacted
			an educational service center as its fiscal agent, operates or provides services that is engaging in the business of insurance or subject to the insurance laws of this state, it must comply with and is not exempt from laws that apply to self-insurance programs for health care benefits provided by political subdivisions and county boards.
	Fiscal effect: Permissive.		Fiscal effect: Same as the House.
EDUCD73 Dyslexia diagnostic assessments			
R.C. 3301.079, 3313.608	R.C. 3301.079, 3313.608	R.C. 3301.079, 3313.608	
Requires that diagnostic assessments for grades K-3 in reading, except for the kindergarten readiness assessment (KRA), and any comparable reading skill assessment tool approved by ODE for grades K-3 for the Third Grade Reading Guarantee include a sufficient number of certain items to identify students who may need further measures to determine if the student has dyslexia.	Same as the Executive.	Same as the Executive.	No provision.
Requires the vendor of such assessments to share information with schools regarding performance on identification items related to dyslexia and provide a summary of such information to ODE.	Same as the Executive.	Same as the Executive.	No provision.
Permits any K-3 diagnostic assessment adopted by the State Board of Education, except for the KRA, to be used to meet the current law requirement to administer a "tier one" dyslexia screening beginning in	Same as the Executive.	Same as the Executive.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
the 2022-2023 school year.			
Fiscal effect: May increase ODE's assessment system costs. GRF funds in appropriation item 200437, Student Assessment, may be used to update and develop diagnostic assessments (see EDUCD26).	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	
EDUCD105 Computer science standards and curriculum			
R.C. 3301.079	R.C. 3301.079	R.C. 3301.079	R.C. 3301.079
Requires ODE to update the standards and model curriculum for computer science in grades K-12 within one year of the bill's effective date.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: May increase ODE's administrative costs. The executive budget appropriates \$3.9 million in each fiscal year in GRF appropriation item 200427, Academic Standards, to develop and disseminate academic content standards and model curriculum (see EDUCD25).	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD132 Nationally standardized college admission assessment

	R.C. 3301.0712	R.C. 3301.0712	R.C. 3301.0712
No provision.	Permits the parent or guardian of a high school student to opt the student out of the requirement to take a nationally standardized college admission assessment beginning with the class of 2026 (currently, the prescribed test is either the ACT or SAT) and prohibits a district or school from administering the test to those that opt out.	Same as the House.	Same as the House.
	Fiscal effect: May decrease the state’s cost for the tests beginning in FY 2025 depending on the number of students whose parents or guardians opt them out of taking the tests. Generally, for every 1% decrease in participation, the state’s costs for the tests are projected to decrease by about \$49,000 each fiscal year.	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.

EDUCD79 Kindergarten assessment administration windows

R.C. 3301.0715, 3313.608	R.C. 3301.0715, 3313.608	R.C. 3301.0715, 3313.608	R.C. 3301.0715, 3313.608
Adjusts the period of time in which a school must administer the kindergarten readiness assessment (KRA) and the kindergarten reading skills assessment (for the Third Grade Reading Guarantee) to July 1 through the 20th day of instruction of the school year (from July 1 through November 1 under current law).	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive		As Passed By House		As Passed By Senate		As Enacted	
Fiscal effect: None apparent, but may provide less flexibility for school districts in administering the assessments (the intent is to ensure that the assessments more accurately reflect children’s preparedness for kindergarten).		Fiscal effect: Same as the Executive.		Fiscal effect: Same as the Executive.		Fiscal effect: Same as the Executive.	
EDUCD23 Obsolete reports, plans, or recommendations							
R.C.	3301.0724, (Repealed), 3311.741, 3313.488, 3313.603, 3314.013, 3314.017, Also Repealed: 3301.122, 3301.46, 3301.922, 3313.901, 3314.033, 3314.30, 3314.37	R.C.	3301.0724, (Repealed), 3311.741, 3313.488, 3313.603, 3314.013, 3314.017, Also Repealed: 3301.122, 3301.46, 3301.922, 3313.901, 3314.033, 3314.30, 3314.37	R.C.	3301.0724, (Repealed), 3311.741, 3313.488, 3313.603, 3314.013, 3314.017, Also Repealed: 3301.122, 3301.46, 3301.922, 3313.901, 3314.033, 3314.30, 3314.37	R.C.	3301.0724, (Repealed), 3311.741, 3313.488, 3313.603, 3314.013, 3314.017, Also Repealed: 3301.122, 3301.46, 3301.922, 3313.901, 3314.033, 3314.30, 3314.37
Repeals the following reports, plans, and recommendations that are out of date, expired, no longer have data available, or for which other reporting mechanisms exist:		Same as the Executive.		Same as the Executive.		Same as the Executive.	
(1) An annual report regarding aggregate spending on specified compensation components for the previous school year for teachers and other school employees employed by each school district.		(1) Same as the Executive.		(1) Same as the Executive.		(1) Same as the Executive.	
(2) A ten-year strategic plan developed by the Superintendent of Public Instruction that is aligned with the strategic plan developed for higher education (due December 1, 2009).		(2) Same as the Executive.		(2) Same as the Executive.		(2) Same as the Executive.	
(3) A plan proposing a standard method and form for documenting high school transcripts, credit transfer and articulation, and any electronic clearing house for		(3) Same as the Executive.		(3) Same as the Executive.		(3) Same as the Executive.	

Executive	As Passed By House	As Passed By Senate	As Enacted
student transcript transfer developed jointly by ODE and the Chancellor of Higher Education (due April 30, 2009).			
(4) An annual report regarding participation by public and chartered nonpublic schools screening students for body mass index and weight status.	(4) Same as the Executive.	(4) Same as the Executive.	(4) Same as the Executive.
(5) A report evaluating the Cleveland Municipal School District’s performance (due November 15, 2017).	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
(6) A monthly report for each month that a school district is unable to meet its expenses.	(6) Same as the Executive.	(6) Same as the Executive.	(6) Same as the Executive.
(7) A report that analyzes student performance data to determine if there are mitigating factors that warrant extending graduation qualification exemptions for students who entered 9th grade between July 1, 2010 and July 1, 2016 (due December 1, 2015).	(7) Same as the Executive.	(7) Same as the Executive.	(7) Same as the Executive.
(8) A plan for accelerating the modernization of the career-technical education curriculum (to be presented July 1, 1990, with annual progress reports issued through FY 2000).	(8) Same as the Executive.	(8) Same as the Executive.	(8) Same as the Executive.
(9) Standards for operation of internet- or computer-based community schools, also known as e-schools (due July 1, 2012).	(9) Same as the Executive.	(9) Same as the Executive.	(9) Same as the Executive.
(10) Study committee recommendations regarding community schools that primarily serve students enrolled in dropout	(10) Same as the Executive.	(10) Same as the Executive.	(10) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
prevention and recovery programs that offer blended learning, portfolio learning, and credit flexibility (due April 17, 2020).			
(11) Recommendations regarding the standards governing the operation of e-schools and other educational courses delivered by electronic media (due September 30, 2003).	(11) Same as the Executive.	(11) Same as the Executive.	(11) Same as the Executive.
(12) An annual report regarding the adequacy of moneys on hand in the Community School Revolving Loan Fund (see EDUCD3).	(12) Same as the Executive.	(12) Same as the Executive.	(12) Same as the Executive.
(13) A five-year research and development initiative to collect and analyze data with which to improve community school dropout prevention and recovery programs, known as the ISUS Institutes (initiative ended on June 30, 2013).	(13) Same as the Executive.	(13) Same as the Executive.	(13) Same as the Executive.
Fiscal effect: None.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD104 Computer science education - state plan			
R.C. 3301.23	R.C. 3301.23	R.C. 3301.23	R.C. 3301.23
Requires ODE, in consultation with the Chancellor of Higher Education to establish a committee to develop a state plan for primary and secondary computer science education.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Requires the committee to consider various information related to computer science education, including best practices,	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
challenges, demographic data of computer science students, benchmarks to create a sustainable supply of computer science teachers, a requirement to complete a computer science course in order to graduate, and establishment of a work-based learning pilot program.			
Requires the committee to include the following in the state's plan: (1) an examination of the challenges that prevent school districts from offering computer science courses, (2) a requirement that ODE collect data on existing computer science courses offered in the state, and to post it on ODE's website, and (3) any findings the committee deems appropriate.	Same as the Executive.	Same as the Executive, but also requires the state plan to include a requirement that the committee determine the best ways to compile data on computer science courses, teachers, and undergraduate students studying computer science in universities.	Same as the Senate.
Requires the committee to complete the plan not later than one year after the bill's effective date and to post it on its website.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: May increase the administrative expenses of ODE and the Department of Higher Education to support the committee and the development of the state plan.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD107 Computer science education - online course offered by education provider

R.C. 3301.231	R.C. 3301.231		
Requires ODE, in consultation with computer science stakeholders, to establish a program to provide high school students with access to online computer science courses and to solicit and review proposals from educational providers to offer those courses.	Same as the Executive.	No provision.	No provision.
Requires ODE to approve a proposal only if (1) each course included in it is high-quality, rigorous, and aligned with the State Board of Education's computer science standards and model curriculum (see EDUCD105) and (2) a student may earn high school credits toward the state's minimum curriculum requirements under continuing law in each course included in the proposal.	Same as the Executive.	No provision.	No provision.
Requires ODE to determine a method to calculate and make payments to educational providers for the courses using deductions from a district's or school's foundation payments. Specifies that the method must be similar to the College Credit Plus (CCP) Program under continuing law.	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: Potentially increases deductions of school district and other public school state foundation aid. As a point of reference, the formula for CCP payments calculates per-credit hour amounts that correspond to certain methods of course delivery and instruction, based on the per-pupil formula amount (currently, \$6,020) used in the state foundation aid formula. The current default rate for CCP courses delivered online is \$167 per credit hour $((\$6,020 \times 0.83) / 30)$. May increase ODE's administrative costs to implement the program.	Fiscal effect: Same as the Executive.		

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD106 Computer science education - requirement to offer computer science courses

R.C. 3301.232, 3314.03, 3326.11	R.C. 3301.232, 3314.03, 3326.11		
Requires that students enrolled in a school district, community school, or STEM school generally have the option to enroll in computer science courses approved by ODE, either through a course offered by the student’s district or school or a course approved by ODE that is offered by an education provider (see EDUCD107). Phases-in the requirement starting with students in grades 11 or 12 for the 2022-2023 school year; extending to students enrolled in grades 9 or 10 beginning with the 2023-2024 school year, and extending to students enrolled in grades K-8 beginning with the 2024-2025 school year (students in grades K-8 must be offered an age-appropriate general education course that incorporates CS principles offered by the district or school).	Same as the Executive.	No provision.	No provision.
Requires a district or school to offer computer science or integrated courses as described above, but permits a district or school to submit to the Superintendent of Public Instruction a request for a waiver for up to five years from that requirement with respect to students enrolled in a particular school building.	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
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Requires each district or school to annually submit to ODE data reporting the number of students enrolled in computer science courses, the types of such courses, and to disaggregate the types by course code and whether the courses are offered by the district or a provider.	Same as the Executive.	No provision.	No provision.
Fiscal effect: Increases costs for school districts and other public schools to incorporate computer science courses into the curriculum, the amount of which will depend on local implementation decisions and the extent that such courses are not offered currently (the course waiver, if granted, may provide some flexibility in how quickly a district or school must meet the requirement). May also increase district and school administrative costs to report additional data.	Fiscal effect: Same as the Executive.		

EDUCD108 Computer science education - annual report

R.C. 3301.233	R.C. 3301.233		
Requires ODE, in consultation with the Chancellor of Higher Education, to issue an annual report on computer science education that contains specified information on computer science courses and teachers in public schools and undergraduate students studying computer science in college.	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: May increase ODE and the Department of Higher Education's administrative costs to produce the report.	Fiscal effect: Same as the Executive.		
EDUCD167 **VETOED** JCARR review of EMIS changes			
	R.C. 3301.85	R.C. 3301.85	R.C. 3301.85
No provision.	[***VETOED: Requires ODE to submit to the Joint Committee on Agency Rule Review (JCARR) any proposed changes to EMIS or the department's business rules that may affect community schools .***]	Same as the House.	Same as the House.
No provision.	[***VETOED: Requires JCARR to hold public hearings and consider testimony provided at the hearings regarding the proposed changes and vote to determine whether community schools can reasonably comply with the proposals.***]	Same as the House.	Same as the House.
No provision.	[***VETOED: Prohibits ODE from implementing any such changes that may affect community schools without JCARR's determination that those schools can reasonably comply with the proposed changes.***]	Same as the House.	Same as the House.
	Fiscal effect: Increases the administrative responsibilities of both ODE and JCARR to comply with the requirements.	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD133 Career Promise Academy			
	R.C. 3302.043, Section 812.20		R.C. 3302.043, Section 812.20
No provision.	Requires ODE to establish the Career Promise Academy Summer Demonstration Pilot Program to provide one grant to an eligible city school district to operate a career promise academy in the summers of 2021 and 2022 to provide students entering ninth grade who are at risk of not qualifying for a high school diploma with prescribed literacy, academic preparedness, and life skills instruction and internship or mentoring experiences.	No provision.	Same as the House.
No provision.	Specifies that an eligible school district is a city school district that has persistently low ratings on the state report card and is not subject to an academic distress commission.	No provision.	Same as the House.
No provision.	Requires ODE to adopt guidelines and procedures to operate the pilot program and the criteria used to approve a proposal, including requirements with respect to the length of the program each summer (four and five consecutive weeks, respectively), the maximum number of students that may participate in each summer (75), and data reporting; a method to determine student eligibility; a description of the instruction and internship or mentoring experiences that students will receive; and agreements with the district's business advisory council,	No provision.	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	<div>other organizations and businesses, and at least one institution of higher education with respect to internship or mentoring activities.</div> <div>Makes the provision effective immediately when the bill becomes law.</div> <div>Fiscal effect: The bill earmarks \$250,000 in each fiscal year from FED Fund 3HS0 appropriation item 200640, Federal Coronavirus School Relief, to support the Career Promise Academy Demonstration Pilot Program (see EDUCD134).</div>	No provision.	<div>Same as the House.</div> <div>Fiscal effect: Same as the House.</div>
EDUCD181 Academic distress commissions - phase out of ADC control			
No provision.	No provision.	<div>R.C. 3302.103, 812.20</div> <div>Establishes a process by which a school district for which an academic distress commission (ADC) was established (1) in 2010 or 2013 under former law and is currently subject to an ADC that was re-established under continuing law, as enacted in 2015; or (2) in 2018 under current law may be relieved from the oversight of its ADC prior to meeting the conditions prescribed by continuing law.</div>	<div>R.C. 3302.103, 812.20</div> <div>Same as the Senate.</div>
No provision.	No provision.	Specifies that the process does all of the following:	Same as the Senate.
No provision.	No provision.	(1) Requires the district to develop and implement a three-year academic improvement plan and submit annual	(1) Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		reports on its improvement progress. Permits the district to apply for up to two one-year extensions of the plan.	
No provision.	No provision.	(2) Requires the State Superintendent to review the plan and approve or suggest modifications to the plan not later than 30 days after receiving it.	(2) Same as the Senate.
No provision.	No provision.	(3) If modifications are suggested by the Superintendent, requires the district to submit modifications to the plan within 15 days of receiving suggested modifications. Requires the Superintendent to review and approve the plan within 30 days of receiving the re-submission.	(3) Same as the Senate.
No provision.	No provision.	(4) Specifies the ADC will continue to exist, with the removal of the chief executive officer (CEO), and provide assistance but relinquishes operational and managerial control to the district.	(4) Same as the Senate.
No provision.	No provision.	(5) Specifies that if the district meets the majority of the plan's improvement benchmarks at the end of the initial or extended evaluation period, the ADC is dissolved, and if the district does not meet the majority of improvement benchmarks, the district once again becomes subject to an ADC, including oversight by a CEO.	(5) Same as the Senate.
No provision.	No provision.	Permits the district's board of education to employ as superintendent the individual that previously held the CEO position.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Requires ODE, if the district board enters into a contract to employ the former CEO as superintendent while the district is implementing the academic improvement plan, to continue providing compensation under the terms of the individual's CEO contract until the district either again becomes subject to its ADC or its ADC is dissolved.	Same as the Senate.
No provision.	No provision.	Requires the district's ADC to appoint a new CEO if the district again becomes subject to its ADC.	Same as the Senate.
No provision.	No provision.	Requires the Auditor of State, once during the improvement plan three-year implementation period, to complete a performance audit of a school district to which the bill applies and submit the audit results to the district board and its ADC. Requires the Auditor to pay for the performance audit.	Same as the Senate.
No provision.	No provision.	Specifies that these provisions are exempt from the referendum and therefore take effect immediately when the act becomes law.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: Will increase ODE's administrative responsibilities to assist the State Board of Education in reviewing Lorain, Youngstown, and East Cleveland CSD’s improvement plans, evaluating their progress at the end of the three-year period, and, if applicable, reviewing requests for up to two one-year extension periods. The three school districts will likely incur costs to develop and, if ultimately approved by the Superintendent, implement their academic improvement plan, and annually make progress reports. These costs will depend on the strategies each district board chooses to improve academic performance and could utilize existing resources. The Auditor of State will incur costs to conduct the performance audits, though they will depend on the audit's scope and could reduce the number of performance audits the Auditor conducts for other entities (see AUDCD2).	Fiscal effect: Same as the Senate.
EDUCD199 Online learning and blended learning			
No provision.	No provision.	R.C. 3302.42, 3302.41 and 3301.079 Permits a school district, with the approval of the Superintendent of Public Instruction, to operate a school using an online learning model.	R.C. 3302.42, 3302.41 and 3301.079 Same as the Senate.
No provision.	No provision.	Requires a district to notify ODE within 60 days of the bill's effective date if it currently	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		operates a school using an online learning model and, for changes in the use of online learning models, no later than July 1 of the school year for which the change is effective.	
No provision.	No provision.	Requires a district to do all of the following if operating a school using an online learning model:	Same as the Senate.
No provision.	No provision.	(1) Assign all students engaged in online learning to a single school which ODE will designate as a district online school;	(1) Same as the Senate.
No provision.	No provision.	(2) Provide all students engaged in online learning a computer, at no cost, for instructional use, with a filtering device or filtering software that protects against internet access to materials that are obscene or harmful to juveniles;	(2) Same as the Senate.
No provision.	No provision.	(3) Provide all students engaged in online learning access to the internet, at no cost, for instructional use;	(3) Same as the Senate.
No provision.	No provision.	(4) Provide a comprehensive orientation for students and their parent or guardian; and	(4) Same as the Senate.
No provision.	No provision.	(5) Implement a learning management system that tracks the time students participate in online learning activities. Specifies that off-line student learning activities must be documented with all participation records checked and approved by the teacher of record.	(5) Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Requires the State Board of Education to revise operating standards for school districts to include standards for the operation of online learning models to provide for all of the following:	Same as the Senate.
No provision.	No provision.	(1) Student-to-teacher ratios of not greater than one teacher for every 125 students in online learning classrooms;	(1) Same as the Senate.
No provision.	No provision.	(2) The ability of all students, at any grade level, to earn credits or advance grade levels upon demonstrating mastery of knowledge or skills through competency-based learning models. Prohibits credits or grade level advancement to be based on a minimum number of days or hours in a classroom;	(2) Same as the Senate.
No provision.	No provision.	(3) Require online schools operated by a school district to have an annual calendar of not less than 910 hours, rather than exempting schools operating on a blended learning model from minimum school year and school day requirements as in current law;	(3) Same as the Senate.
No provision.	No provision.	(4) Require ODE to review and adjust state funding payments to districts based upon student participation in online learning; and	(4) Same as the Senate.
No provision.	No provision.	(5) Adequate provisions for the licensing and assignment of teachers, administrators, and other professional personnel and other aspects of school operations.	(5) Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Specifies "blended learning" occurs "primarily" in a supervised physical location away from home combined with online delivery whereby the student has some element of control over time, place, path, or pace of learning (current law does not specify "primarily" in the definition). Defines "online learning" as a model in which students work primarily from their residences on assignments delivered via an internet- or other computer-based instructional method.	Same as the Senate.
No provision.	No provision.	Requires ODE to include information on the use of online learning (in addition to blended and digital learning as under current law) for the delivery of standards or curricula to students, whenever the State Board adopts standards or model curricula. Fiscal effect: Permissive for school districts. Increases the administrative workload for ODE to assist the State Board in developing revised operating standards.	Same as the Senate. Fiscal effect: Same as the Senate.
EDUCD169 State Teachers Retirement Board meetings			
No provision.	R.C. 3307.091 Authorizes the State Teachers Retirement Board to adopt a permanent policy that allows Board members to attend Board meetings by means of teleconference or video conference.	No provision.	R.C. 3307.091 Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	Requires, if the Board adopts the policy, that at least one-third of the Board members (4 of 11) be present in person where the meeting is being held for other members to attend via teleconference or video conference. Fiscal effect: None.	No provision.	Same as the House. Fiscal effect: Same as the House.
EDUCD206 Educational savings accounts			
No provision.	No provision.	R.C. 3310.70, Section 733.60 Establishes the Afterschool Child Enrichment (ACE) Educational Savings Account Program to provide \$500 in each fiscal year upon the request of the parent or guardian of a student ages six to 18 who is enrolled in a public or nonpublic school or receiving home instruction and whose family income is at or below 300% of the Federal Poverty Guidelines. Requires ODE, not later than 30 days after the provision's effective date, to adopt emergency rules that prescribe procedures for the establishment of the accounts.	R.C. 3310.70, Section 733.60 Same as the Senate.
No provision.	No provision.	Requires these accounts to be established on a first-come, first-served basis according to the availability of funds appropriated for the accounts and requires ODE to deposit funds into accounts established for FY 2022 by December 1, 2021.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Requires ODE to contract with a vendor for purposes of administering the accounts, and permits ODE to contract with the Treasurer of State for technical assistance. For FY 2022 or FY 2023, requires ODE to pay the vendor not more than 3% of the amount appropriated in support of the accounts for that fiscal year. Requires the vendor to adhere to certain account monitoring and reporting requirements.	Same as the Senate.
No provision.	No provision.	Requires moneys credited to an account to be used by a student's parent or guardian for any of the following purposes, whether secular or nonsecular: (1) before- or after-school educational programs, (2) day camps, including camps for academics, athletics, and arts, (3) tuition at learning extension centers or learning pods, (4) if a student is receiving home instruction, purchase of curriculum and materials, (5) educational, learning, or study skills services, (6) field trips to historical landmarks, museums, science centers, and theaters, including admission, exhibit, and program fees, (7) language classes, (8) instrument lessons, or (9) tutoring.	Same as the Senate.
No provision.	No provision.	Prohibits moneys credited to an account from being used for the purchase of electronic devices and requires ODE to make available to parents and guardians a list of the purposes for which moneys	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	<p>credited to an account may be spent.</p> <p>Requires ODE to prepare a report regarding the administration of the accounts, including feedback from a random sampling of parents and guardians who request accounts for FY 2022, FY 2023, or both and submit the report to the General Assembly by December 31, 2023.</p> <p>Fiscal effect: Appropriates \$50,000,000 in FY 2022 and \$75,000,000 in FY 2023 from FED Fund 3HS0 appropriation item 200640, Federal Coronavirus School Relief, to support the savings accounts (see EDUCD134).</p>	<p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>
EDUCD178 ESC considered a "local education agency" to apply for grants			
No provision.	No provision.	<p>R.C. 3312.01</p> <p>Specifies that an educational service center must be considered a "local education agency," in addition to a school district as in current law, for the purposes of eligibility in applying for any state or competitive federal grant, rather than any state or federal grant as in current law.</p> <p>Fiscal effect: May allow ESCs to participate in additional grant opportunities.</p>	<p>R.C. 3312.01</p> <p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD190 Definition of unused school facility			
No provision.	No provision.	R.C. 3313.411, Section 812.10 Adds to the definition of an "unused school facility" in the law governing a district's involuntary disposition of such facilities, any school building that has been used for direct academic instruction but less than 60% of the building was used for that purpose in the preceding school year.	R.C. 3313.411, Section 812.10 Same as the Senate.
No provision.	No provision.	Makes the provision effective July 1, 2022. Fiscal effect: May increase the number of facilities a district board of education has to offer for sale or lease to community, STEM, or college-preparatory boarding schools located within the district's territory.	Same as the Senate. Fiscal effect: Same as the Senate.
EDUCD118 Interscholastic athletics			
No provision.	R.C. 3313.5315, 3313.5316 (Repealed) Reinstates the limit (lifted in 2019) on participation of international students with U.S. F-1 visas in K-12 interscholastic athletics to only those who attend a school that began operating a dormitory on its campus prior to 2014.	R.C. 3313.5316, (Repealed) No provision.	R.C. 3313.5316, (Repealed) No provision.
No provision.	Repeals the requirement (enacted in 2019) that school districts, interscholastic conferences, and organizations that regulate	Same as the House.	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	interscholastic athletics have uniform transfer rules for public and nonpublic schools.		
	Fiscal effect: None.	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.
EDUCD76 School district health curriculum - effects of vaping			
R.C. 3313.60	R.C. 3313.60	R.C. 3313.60	R.C. 3313.60
Requires school districts to include instruction on the harmful effects and legal restrictions against the use of electronic smoking devices (vaping) in its health education curriculum, in addition to the instruction on the harmful effects and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco required under current law.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: A school district may incur minimal costs to update health curriculum if it does not already provide this instruction. However, various learning modules and curriculum resources can generally be found online at no cost.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD205 Venereal disease instruction			
		R.C. 3313.6011	R.C. 3313.6011
No provision.	No provision.	Requires a school district or other public school to notify all parents and guardians if the district or school chooses to offer additional instruction in venereal disease or sexual education not specified under continuing law. Specifically requires this notification to include the name of any instructors, vendor name if applicable, and the name of the curriculum being used.	Same as the Senate.
No provision.	No provision.	Prohibits a district or school from offering such instruction to a student unless a parent or guardian has submitted written permission for that student to receive that instruction.	Same as the Senate.
No provision.	No provision.	Upon request, requires a district or school to provide any instructional materials associated with venereal disease or sexual education to a parent or guardian.	Same as the Senate.
No provision.	No provision.	Requires ODE to conduct an annual audit at the beginning of each school year of school districts to ensure compliance with continuing law requirements regarding venereal disease education and to publish the findings of the audits not later than 120 days after the start of each school year. Requires the audits to be prominently posted on ODE's website.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: May increase administrative costs for school districts, other public schools, and ODE.	Fiscal effect: Same as the Senate.
EDUCD130 Advanced standing programs			
No provision.	<div>R.C. 3313.6013</div> <div>Specifies that a public or chartered nonpublic school’s presentation of information to its students on advanced standing programs (as required under continuing law) be done at least annually.</div> <div>Fiscal effect: No more than minimal.</div>	No provision.	<div>R.C. 3313.6013</div> <div>Same as the House.</div> <div>Fiscal effect: Same as the House.</div>
EDUCD101 Graduation requirements - alternative demonstrations of competency			
<div>R.C. 3313.61, 3313.618; conforming change in 3301.0714</div> <div>Makes the following changes to the alternative demonstrations of competency that a student may use to demonstrate math and English language arts competency in order to qualify for a high school diploma, if the student is unable to attain a competency score on the Algebra I and English Language Arts II end-of-course exams:</div> <div>(1) Specifies that a student may use a remediation-free score on the ACT or SAT as an alternative demonstration of competency in a subject area in which a student did not attain a competency score. Specifies that, for alternative demonstrations of</div>	<div>R.C. 3313.61, 3313.618; conforming change in 3301.0714</div> <div>Same as the Executive.</div> <div>(1) Same as the Executive.</div>	<div>R.C. 3313.61, 3313.618; conforming change in 3301.0714</div> <div>Same as the Executive.</div> <div>(1) Same as the Executive.</div>	<div>R.C. 3313.61, 3313.618; conforming change in 3301.0714</div> <div>Same as the Executive.</div> <div>(1) Same as the Executive.</div>

Executive	As Passed By House	As Passed By Senate	As Enacted
competency in English Language Arts II, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.			
(2) Requires a student to earn a cumulative score of proficient or higher on three or more state technical assessments in order to use those assessments as a "foundational" option when using alternative demonstrations of competency, instead of earning a score of proficient or higher on three state technical assessments.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
(3) Clarifies that an apprenticeship used as a "foundational" option must be registered with the Ohio State Apprenticeship Council and that a pre-apprenticeship used as a "foundational" option must align with standards established under continuing law.	(3) Same as the Executive.	(3) Same as the Executive.	(3) Same as the Executive.
(4) Qualifies a student with an individualized education program (IEP) for a high school diploma without demonstrating math and English language arts competency, provided that:	(4) Same as the Executive.	(4) Same as the Executive.	(4) Same as the Executive.
(a) The student's IEP specifically exempts the student from that requirement;	(a) Same as the Executive.	(a) Same as the Executive.	(a) Same as the Executive.
(b) The student takes the required Algebra I and English Language Arts II end-of-course exams or alternate math or English language arts assessments and fails to attain the required scores on them;	(b) Same as the Executive.	(b) Same as the Executive.	(b) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
(c) The student's district or school offered, and the student received, remedial support in each area the student didn't attain the established score;	(c) Same as the Executive.	(c) Same as the Executive.	(c) Same as the Executive.
(d) The student retook each exam or assessment for which the student did not attain a required score and still did not attain that score.	(d) Same as the Executive.	(d) Same as the Executive.	(d) Same as the Executive.
(5) Specifies obtaining a state-issued license for practice in a vocation that requires an examination is one of the "foundational" options that a student might use to help qualify for a high school diploma after failing to obtain a competency score on a retake of an end-of-course examination.	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
Fiscal effect: May result in more students graduating on time. According to ODE, these changes mainly clarify issues that were not addressed when the graduation requirements were modified in H.B. 166 of the 133rd General Assembly.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD74 Graduation requirements - FAFSA requirement			
R.C. 3313.618, 3313.619			
Requires public and chartered nonpublic school students to complete the Free Application for Federal Student Aid (FAFSA) to qualify for a high school diploma, unless either:	No provision.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
(1) The student's parent or guardian has submitted a written letter, in a manner prescribed by ODE, to the student's district or school stating that the student will not complete and submit the FAFSA; or	(1) No provision.	(1) No provision.	(1) No provision.
(2) The district or school makes a record, in a manner prescribed by ODE, describing the circumstances that make it impossible or impracticable for the student to complete the FAFSA.	(2) No provision.	(2) No provision.	(2) No provision.
Fiscal effect: Minimal.			
EDUCD99 Graduation requirements - chartered nonpublic schools			
R.C. 3313.618, 3313.619	R.C. 3313.618, 3313.619	R.C. 3313.618, 3313.619	R.C. 3313.618, 3313.619
Specifies that students enrolled in chartered nonpublic schools that use a nationally standardized assessment (ACT or SAT) to meet state testing requirements under continuing law may demonstrate math and English language arts competency for the purposes of qualifying for a high school diploma by attaining a remediation-free score in English, math, and reading on that assessment. Clarifies that such students are not required to take the Algebra I or English language arts II end-of-course exams.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Clarifies that chartered nonpublic school students do not have to meet the requirements to demonstrate math and English language arts competency and earn state diploma seals to qualify for a high	Same as the Executive, but removes the new FAFSA requirement to conform with the elimination of that requirement (see EDUCD74).	Same as the House	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
school diploma, if they are enrolled in a school that administers an alternative assessment approved by ODE, in lieu of the end-of-course exams or the nationally standardized assessment (ACT or SAT). Expressly states that those students must complete the new FAFSA requirement, unless they meet one of the exemptions prescribed for that requirement (see EDUCD74).			
Requires chartered nonpublic schools offer remedial support to any student that fails to attain a competency score in any of Algebra I or English language arts II end-of-course exams (public schools already have to offer such support).	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: None.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD100 Graduation requirements - students transferring into public and chartered nonpublic schools			
R.C. 3313.618, 3313.6114	R.C. 3313.618, 3313.6114	R.C. 3313.618, 3313.6114	R.C. 3313.618, 3313.6114
Requires, generally, transfer students who, in the prior school year, were homeschooled or attended an out-of-state or non-chartered, nonpublic school, to comply with continuing law's requirements to demonstrate competency and earn state diploma seals.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Exempts, for the purposes of demonstrating competency in math and English language arts, such students who transfer in 12th grade and fail to attain a competency score	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

on the Algebra I or English Language Arts II end-of-course exams from having to retake that exam prior to using alternative demonstrations of competency.			
Permits such students who attained the equivalent of a "B" or higher in American history and American government courses, a specified science course, or an "appropriate" technology course, as determined by the student's district or school, prior to enrolling in an Ohio public or chartered nonpublic high school to use those grades to satisfy the requirements of the Citizenship state diploma seal, the Science state diploma seal, or the Technology state diploma seal.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: May result in more students graduating on time. According to ODE, these changes mainly clarify issues that were not addressed when the graduation requirements were modified in H.B. 166 of the 133rd General Assembly.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

EDUCD20 Graduation requirements - industry-recognized credentials			
R.C. 3313.6113	R.C. 3313.6113	R.C. 3313.6113	R.C. 3313.6113
Requires the Superintendent of Public Instruction's committee regarding industry-recognized credentials and licenses to assign a point value for each credential and to establish the total number of points necessary to earn a high school diploma under continuing law.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: None. Appears to codify current practice.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD102 Graduation requirements - diploma seals			
R.C. 3313.6114	R.C. 3313.6114	R.C. 3313.6114	R.C. 3313.6114
Makes the following changes to the system of diploma seals a student may use to qualify for a high school diploma:	Same as the Executive.	Same as the Executive, but makes the following changes:	Same as the Executive.
(1) Permits a student to use a final course grade equivalent to a "B" or higher in an American history course or an American government course to qualify for the Citizenship state diploma seal, in addition to scores on the relevant end-of-course exams, scores on relevant AP or IB exams, or final course grades equivalent to a "B" or higher in relevant College Credit Plus (CCP) courses as under continuing law.	(1) Same as the Executive.	(1) No provision.	(1) Same as the Executive.
(2) Permits a student to use a final course grade equivalent to a "B" or higher in specified science courses to qualify for the Science state diploma seal, in addition to scores on the relevant end-of-course exams, scores on relevant AP or IB exams, or final course grades equivalent to a "B" or higher in relevant CCP courses as under continuing law.	(2) Same as the Executive.	(2) No provision.	(2) Same as the Executive.
(3) Permits a student with an IEP and significant cognitive disabilities who is administered alternative assessments in accordance with continuing law to qualify	(3) Same as the Executive.	(3) Same as the Executive.	(3) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
for the Citizenship state diploma seal or the Science state diploma seal by attaining scores established by the State Board of Education on the alternate assessments in social studies or science.			
(4) Qualifies for an industry-recognized credential diploma seal a student who obtains a state-issued license for practice in a vocation that requires an examination, in addition to a student who earns an industry-recognized credential as under continuing law. Specifies that the industry-recognized credential must be at least equal to the total number of points established by the Superintendent of Public Instruction's committee.	(4) Same as the Executive.	(4) Same as the Executive.	(4) Same as the Executive.
(5) Requires guidelines for a locally-defined state diploma seal developed by a district or school to include a method to give a transfer student a proportional amount of credit for any progress made toward completing that state seal at the district or school from which the student transfers.	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
Fiscal effect: May result in more students graduating on time. According to ODE, these changes mainly clarify issues that were not addressed when the graduation requirements were modified in H.B. 166 of the 133rd General Assembly.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive, but may result in a smaller increase of students graduating on time.	Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD166 Policy for nonpublic school employees to administer prescription drugs to students			
	R.C. 3313.713	R.C. 3313.713	R.C. 3313.713
No provision.	Requires chartered nonpublic schools to adopt a policy for school employees to administer prescription drugs, other than for medications that school employees are expressly permitted to administer under current law, to students and specifies certain conditions under which the employees may administer prescription drugs (the same provisions apply to public schools under current law).	Same as the House.	Same as the House.
No provision.	Grants immunity from liability for civil damages to authorized employees at chartered nonpublic schools for administering, or failing to administer, the drug (immunity is not granted for gross negligence or wanton or reckless misconduct).	Same as the House.	Same as the House.
	Fiscal effect: None.	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.
EDUCD131 Adult Diploma Pilot Program age eligibility			
	R.C. 3313.902	R.C. 3313.902	R.C. 3313.902
No provision.	Lowers the minimum age to participate in the Adult Diploma Pilot Program from 22 to 20.	Same as the House.	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	Fiscal effect: Expands the number of adults eligible for the program, which may increase amounts paid to eligible institutions approved for the program. If the funding available for the program in GRF appropriation item 200572, Adult Education Programs, is insufficient to make payments to participating institutions, the bill authorizes a transfer of appropriation from GRF appropriation item 200550, Foundation Funding, to item 200572 under certain conditions (see EDUCD33).	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.
EDUCD128 Ohio Code-Scholar Pilot Program			
	R.C. 3313.905	R.C. 3313.905	R.C. 3313.905
No provision.	Requires Southern State Community College (SSCC) to establish and maintain the five-year Ohio Code-Scholar Pilot Program to support technical workforce needs.	Same as the House.	Same as the House.
No provision.	Requires SSCC, by July 31, 2021, to appoint a program coordinator to oversee the pilot program, responsible for the following:	Same as the House.	Same as the House.
(1) No provision.	(1) Forming a coalition and acting as the liaison between SSCC and the coalition to develop the pilot program;	(1) Same as the House.	(1) Same as the House.
(2) No provision.	(2) Collaborating with the coalition to develop a curriculum for grades 7-12 for the pilot program that focuses on industry standards in the field of computer sciences, including coding;	(2) Same as the House.	(2) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
(3) No provision.	(3) Submitting an annual report to SSCC regarding the program's progress and implementation;	(3) Same as the House.	(3) Same as the House.
(4) No provision.	(4) Determining the manner by which the pilot program will recruit school districts and other participants from eligible counties for the fall of 2021;	(4) Same as the House.	(4) Same as the House.
(5) No provision.	(5) Developing a structured timeline for the pilot program to operate over the five-year period, with full administration beginning in the fall of 2022;	(5) Same as the House.	(5) Same as the House.
(6) No provision.	(6) Determining the manner in which to incorporate the College Credit Plus Program within the pilot program;	(6) Same as the House.	(6) Same as the House.
(7) No provision.	(7) Collaborating with the department, advisor, and instructor appointed by SSCC to develop an articulation system for credits earned under the pilot program, and align them into a for-credit program at SSCC; and	(7) Same as the House.	(7) Same as the House.
(8) No provision.	(8) Acting as fiscal operator of the pilot program and overseeing the use of any funds appropriated by the General Assembly.	(8) Same as the House.	(8) Same as the House.
No provision.	Requires SSCC and the program coordinator to submit a full report and any legislative recommendations to the General Assembly regarding the outcomes of the pilot program at the end of the five-year period.	Same as the House.	Same as the House.

Executive		As Passed By House		As Passed By Senate		As Enacted	
		Fiscal effect: The bill earmarks \$240,000 in each fiscal year from GRF appropriation item 200545, Career-Technical Education Enhancements, to support the program (see EDUCD52).		Fiscal effect: Same as the House.		Fiscal effect: Same as the House.	
EDUCD5	Auxiliary services funds						
R.C.	3317.024, Section 265.170	R.C.	3317.024, Section 265.170	R.C.	3317.024, 3317.062, 3317.064, Section 265.170	R.C.	3317.024, 3317.062, 3317.064, Section 265.170
Permits all chartered nonpublic schools, instead of only nonreligious affiliated schools, to elect to receive auxiliary service funds directly from ODE instead of through the local public school district.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Requires religiously affiliated chartered nonpublic schools that elect to receive payments directly from ODE to submit an affidavit certifying the funds will be used for a permissible purpose under continuing law.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Requires a chartered nonpublic school choosing direct payment for the 2021-2022 and 2022-2023 school years to notify ODE and the school district in which it is located by July 31, 2021, instead of the normal date by which such elections occur - April 1 of each odd-numbered year.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
No provision.		No provision.		Clarifies that materials purchased with auxiliary services funds paid directly to a school may be acquired under contract with school districts, ESCs, the Department of Health, city or general health districts, or		Same as the Senate.	

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	private entities. Permits schools to dispose of textbooks four years after their purchase.	Same as the Senate.
No provision.	No provision.	Permits a chartered nonpublic school to sell, donate, trade, or otherwise dispose of materials that are no longer needed or unfit for their original purpose or that the school has possessed for at least four years.	Same as the Senate.
No provision.	No provision.	Requires that any proceeds from the sale of materials or equipment by a chartered nonpublic school be returned to the state treasury.	Same as the Senate.
No provision.	No provision.	Permits ESCs to apply for reimbursement from the Auxiliary Services Reimbursement Fund for payment of incentives for early retirement and severance for personnel assigned to provide services at chartered nonpublic schools.	Same as the Senate.
Fiscal effect: Minimal.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD179 Designation of organization to receive auxiliary services funds			
No provision.	No provision.	R.C. 3317.024, Section 265.170 Permits a chartered nonpublic school that elects to receive auxiliary services funds directly (see EDUCD5) to designate, by April 1 of an odd-numbered year, an organization to receive the funds on its behalf.	R.C. 3317.024, Section 265.170 Same as the Senate.
No provision.	No provision.	For the 2021-2022 and 2022-2023 school years, permits a chartered nonpublic school	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		that elects to directly receive auxiliary services funds to designate an organization to receive those funds on its behalf by July 31, 2021.	
No provision.	No provision.	Requires a chartered nonpublic school that designates an organization and later decides to rescind the designation to notify ODE by April 1 of any odd-numbered year and to complete the rescission on July 1 of the same year.	Same as the Senate.
No provision.	No provision.	Permits an organization designated to manage a school's auxiliary services funds to charge the school up to 4% of the total amount of payments for auxiliary services the school received, which the school may pay from the school's auxiliary services funds.	Same as the Senate.
No provision.	No provision.	Permits an organization designated to receive auxiliary service funds of multiple chartered nonpublic schools to use one or more accounts to manage the funds and requires the organization to ensure each school receives the funds they are entitled to.	Same as the Senate.
No provision.	No provision.	Requires the chartered nonpublic school or the designated organization to maintain records of receipt and expenditures of auxiliary service funds in a manner that conforms with generally accepted accounting principles.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	Requires ODE to create and distribute a standardized reporting form to record receipt and expenditure of auxiliary services funds that schools or organizations have the option to use. Fiscal effect: Minimal.	Same as the Senate. Fiscal effect: Same as the Senate.
EDUCD201 Auxiliary Services Reimbursement Fund			
		R.C. 3317.06, 3317.062, 3317.064, Section 265.175	
No provision.	No provision.	Permits ODE to deposit into the Auxiliary Services Reimbursement Fund any unexpended Auxiliary Services balances appropriated by the General Assembly, rather than into the Auxiliary Services Personnel Unemployment Compensation Fund as under current law.	No provision.
No provision.	No provision.	Permits ODE to deposit any returned Auxiliary Services funds into the Auxiliary Services Reimbursement Fund (currently, such funds are deposited into the GRF).	No provision.
No provision.	No provision.	Extends the date by which a district or school must remit to ODE any Auxiliary Services funds or interest on them that are not required to cover expenses from 30 days after the end of a biennium for which the funds were appropriated to 90 days after the end of a biennium.	No provision.
No provision.	No provision.	Requires ODE, if the remittal of funds leaves a district or school with insufficient funds to	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
		cover lawful expenses, to make a refund from the Auxiliary Services Reimbursement Fund, rather than the Auxiliary Services Personnel Unemployment Compensation Fund as under current law.	
No provision.	No provision.	Eliminates a requirement that, by January 30 of each odd-numbered year, the Director of Job and Family Services and the Superintendent of Public Instruction must determine an amount of excess funds in the Auxiliary Services Personnel Unemployment Compensation Fund and certify that amount to the Director of OBM for transfer to the Auxiliary Services Reimbursement Fund.	No provision.
No provision.	No provision.	Permits ODE to deposit any Auxiliary Services funds returned for the current biennium into the Auxiliary Services Reimbursement Fund.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: May shift revenue from the Auxiliary Services Personnel Unemployment Compensation Fund and the GRF to the Auxiliary Services Reimbursement Fund (Fund 5980). Fund 5980 is used to replace and repair mobile units that provide auxiliary services and can also be used to fund early retirement or severance pay for employees paid from line item 200511 or to make payments for chartered nonpublic school students participating in the College Credit Plus Program. Transfers from the Auxiliary Services Personnel Unemployment Compensation Fund to Fund 5980 occur when the cash in that fund is estimated to be in excess of the amount needed to pay unemployment claims. No transfers have occurred since FY 2013.	
EDUCD180 Nonpublic administrative cost reimbursement cap			
No provision.	No provision.	R.C. 3317.063 Repeals the statutory per-pupil cap of \$360 for nonpublic administrative cost reimbursement for a school year and, instead, prohibits payments for the reimbursement from exceeding the per-pupil amount specified by the General Assembly for that school year (see EDUCD12).	R.C. 3317.063 Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: None, effectively. The General Assembly, through uncodified law provisions, has permitted the maximum per-pupil amount to exceed the statutory cap since FY 2016 in an effort to align the maximum per-pupil amount with appropriations for the reimbursements.	Fiscal effect: Same as the Senate.
EDUCD114 Cheating on assessments			
R.C. 3319.151, 3319.99	R.C. 3319.151, 3319.99	R.C. 3319.151, 3319.99	R.C. 3319.151, 3319.99
Prohibits a person from taking a number of specified actions that assist a student in cheating on an assessment, including obtaining prior knowledge of the assessment's contents.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Permits the State Board of Education to take appropriate action (license suspension, revocation, or limitation) against a school employee who assists a student in cheating on an assessment after conducting an investigation, instead of a one-year suspension for specifically revealing test content as under current law.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: Some disciplinary cases handled by ODE's Office of Professional Conduct may be disposed of more quickly with the greater disciplinary flexibility provided while some future cases may be avoided with the additional clarity regarding prohibited behavior.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD208 Educator Standards Board membership			
			R.C. 3319.60
No provision.	No provision.	No provision.	Adds five new members to the Educator Standards Board:
No provision.	No provision.	No provision.	(1) One person who represents community schools, to be appointed by the State Board of Education;
No provision.	No provision.	No provision.	(2) Two persons who are active in or retired from the education profession, to be appointed by the Speaker of the House of Representatives;
No provision.	No provision.	No provision.	(3) Two persons who are active in or retired from the education profession, to be appointed by the President of the Senate.
No provision.	No provision.	No provision.	Permits, instead of requires, the State Board to appoint teachers to the Educator Standards Board from a list of nominees from the Ohio Federation of Teachers and the Ohio Education Association.
			Fiscal effect: None. Educator Standards Board members are not compensated for their services.

Executive		As Passed By House		As Passed By Senate		As Enacted	
EDUCD87 STEM schools - STEM Committee membership, grants, and recommendations							
R.C.	3326.02, 3326.03, 3326.05 (Repealed)	R.C.	3326.02, 3326.03, 3326.05 (Repealed)	R.C.	3326.02, 3326.03, 3326.05 (Repealed)	R.C.	3326.02, 3326.03, 3326.05 (Repealed)
Permits the Superintendent of Public Instruction, the Chancellor of Higher Education, and the Director of Development to appoint designees to participate in STEM Committee business on their behalf.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Repeals the requirement that the STEM Committee award grants to STEM schools.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Repeals the authority for the STEM Committee to make recommendations to the General Assembly and the Governor for the training of STEM educators.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Fiscal effect: None.		Fiscal effect: Same as the Executive.		Fiscal effect: Same as the Executive.		Fiscal effect: Same as the Executive.	
EDUCD85 STEM schools - designation, renewal, and revocation							
R.C.	3326.03, 3326.032, 3326.04, 3326.07, 3326.08, 3326.51	R.C.	3326.03, 3326.032, 3326.04, 3326.07, 3326.08, 3326.51	R.C.	3326.03, 3326.01, 3326.032, 3326.04, 3326.07, 3326.08, 3326.51	R.C.	3326.03, 3326.01, 3326.032, 3326.04, 3326.07, 3326.08, 3326.51
Eliminates the authority for a JVSD or an ESC to apply for designation as a STEM or STEAM school.		Same as the Executive.		Same as the Executive.		Same as the Executive.	
Eliminates the authority for a career center to receive a STEM or STEAM school equivalent designation.		Same as the Executive.		Replaces the Executive provision with a provision that permits schools operated by a JVSD, career-technical education (CTE) schools operated by districts that are comprehensive CTE providers, and CTE schools that are operated by districts participating in a CTE compact to receive a STEM school equivalent designation, rather		Same as the Senate.	

Executive	As Passed By House	As Passed By Senate	As Enacted
		than "career centers" as under current law.	
Eliminates the authority for city, local, and exempted village school districts, community schools, and chartered nonpublic schools to apply for grants to support the operation of STEM programs of excellence.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Permits JVSDs and ESCs to apply for distinction as a STEM program of excellence, provided they satisfy requirements similar to the requirements for proposals for STEM schools.	Same as the Executive.	Same as the Executive, but also permits programs operated by a comprehensive CTE provider or compact CTE provider to receive the distinction.	Same as the Senate.
No provision.	No provision.	Requires proposals for a distinction as a STEM program of excellence to demonstrate that the program complies with applicable curriculum principles and was developed by a curriculum team.	Same as the Senate.
Specifies that STEM school designations, STEM school equivalent designations, and distinctions as STEM programs of excellence are effective for five years unless revoked.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Specifies that, if the STEM committee finds that a school is not in compliance as part of the reapplication process or as part of a review during the five-year effective period, it must require the school to develop and implement a one-year corrective action plan. Permits the STEM Committee to review schools and programs before the end of the five years and revoke a designation or distinction if it determines a school or	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
program is not in compliance. Requires the STEM Committee to revoke a school's designation or distinction if the school fails to implement the corrective action plan within one year and to order an independent STEM school to cease operations if its designation is revoked.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: Minimal.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD88 STEM schools - grade offerings			
R.C. 3326.03 Permits a STEM school to submit amended proposals to the STEM Committee in order to offer additional grade levels.	R.C. 3326.03 Same as the Executive.	R.C. 3326.03 Same as the Executive.	R.C. 3326.03 Same as the Executive.
Fiscal effect: Permissive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD103 STEM schools - proposal requirements			
R.C. 3326.03 Requires the proposal for a STEM school or STEM school equivalent to include evidence:	R.C. 3326.03 Same as the Executive.	R.C. 3326.03 Same as the Executive.	R.C. 3326.03 Same as the Executive.
(1) That the school will exhibit school-wide cultural strategies reflecting innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability;	(1) Same as the Executive.	(1) Same as the Executive.	(1) Same as the Executive.
(2) That the school will offer a rigorous, diverse, integrated, and problem-based or project-based, rather than only project-based, curriculum with the goal to prepare students for post-secondary learning experiences, rather than to prepare students	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
for college;			
(3) That the school's curriculum emphasizes the use of design-thinking as a school-wide approach;	(3) Same as the Executive.	(3) Same as the Executive.	(3) Same as the Executive.
(4) That the school's curriculum provides opportunities for students to engage in personalized learning, rather than emphasizes personalized learning and teamwork skills;	(4) Same as the Executive.	(4) Same as the Executive.	(4) Same as the Executive.
(5) That the school will participate in regular STEM focused professional development and share knowledge of best practices, rather than utilize an established capacity to capture and share knowledge for best practices and innovative professional development with the Ohio STEM Learning Network or its successor; and	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
(6) In the case of a STEM school equivalent, that the community school or chartered nonpublic school has established partnerships with institutions of higher education and businesses, as well as arts organizations if the proposal is for a STEAM school equivalent (existing law already requires this for STEM and STEAM schools).	(6) Same as the Executive.	(6) Same as the Executive.	(6) Same as the Executive.
Eliminates the requirement for a proposal to include evidence that the school's curriculum incorporates scientific inquiry and technological design.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: None.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD89 STEM schools - performance-based pay for teachers			
R.C. 3326.111, (Repealed) Repeals the requirement that STEM schools receiving a grant under the federal Race to the Top Program must pay teachers based on performance.	R.C. 3326.111, (Repealed) Same as Executive.	R.C. 3326.111, (Repealed) Same as the Executive.	R.C. 3326.111, (Repealed) Same as the Executive.
Fiscal effect: None. The Race to the Top Program last awarded grants in 2013.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD86 STEM schools - state achievement assessments			
R.C. 3326.14 Repeals a provision that permits a student enrolled in the 9th grade or below in a STEM school to take any of the five Ohio Graduation Tests when those tests are administered.	R.C. 3326.14 Same as the Executive.	R.C. 3326.14 Same as the Executive.	R.C. 3326.14 Same as the Executive.
Fiscal effect: None. The Ohio Graduation Tests were last required for those students who graduated in 2018.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD90 STEM schools - written assurances			
R.C. 3326.23 Exempts a STEM school that is governed and controlled by a city, local, or exempted village school district from the annual requirement of providing written assurances to ODE that it is in compliance with various requirements.	R.C. 3326.23 Same as the Executive.	R.C. 3326.23 Same as the Executive.	R.C. 3326.23 Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: Minimal decrease in administrative responsibilities for school districts that operate STEM schools.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD113 Transportation of community and nonpublic school students - transportation when schools are open			
R.C. 3327.01	R.C. 3327.01	R.C. 3327.01	R.C. 3327.01
Requires a school district to provide transportation services to students it is required to transport who are enrolled in a community or chartered nonpublic school if that school is open for instruction, even if the district's schools are not open for instruction (but maintains a general exception regarding transporting such students on the weekend).	Same as the Executive.	Same as the Executive.	Same as the Executive.
No provision.	No provision.	Permits a nonpublic or community school governing authority to request a list of students enrolled in the nonpublic or community school for whom the district provides transportation and their addresses.	No provision.
No provision.	No provision.	Requires the district to provide the information including only the names and addresses of the pupils enrolled in the school making the request.	No provision.
Fiscal effect: None. School districts currently transport such students on days the district is not in session pursuant to an Ohio Attorney General's opinion (OAG 83-096).	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive but may minimally increase a school district's workload to comply with any such request.	Fiscal effect: Same as the Executive.

Executive	As Passed By House		As Passed By Senate		As Enacted		
EDUCD160 Transportation - student delivery and pick-up times							
	R.C.	3327.01	R.C.	3327.01	R.C.	3327.01	
No provision.	Requires school districts, ESCs, and private school transportation contractors to make a good faith effort to "deliver" students enrolled in preschool through twelfth grades to their respective public and nonpublic schools no sooner than 30 minutes prior to the beginning of school and to be available to pick them up no later than thirty minutes after the close of their respective schools each day.		Same as the House, but removes the good faith effort qualification.		Same as the Senate.		
	Fiscal effect: None.		Fiscal effect: Potential increase in school transportation costs to the extent routes must be modified or increased to meet the requirement.		Fiscal effect: Same as the Senate.		
EDUCD72 Transportation for community and chartered nonpublic school students - transportation plans							
R.C.	3327.016, conforming change in R.C. 3313.48	R.C.	3327.016, conforming change in R.C. 3313.48	R.C.	3327.016, conforming change in R.C. 3313.48	R.C.	3327.016, conforming change in R.C. 3313.48
Requires a community school or chartered nonpublic school to establish start and end times for the school year by June 1 of the prior school year and provide them to each district expected to be responsible for transporting its students.		Same as the Executive.		Same as the Executive, but changes the date when a community or chartered nonpublic school must establish start and end times to April 1.		Same as the Senate.	
Requires each district to use the start and end times to develop a transportation plan, including transportation routes and schedules, by July 1 for community or		Same as the Executive.		Same as the Executive, but (a) changes the date when a school district must use the start and end times to develop a transportation plan to within 60 days of		Same as the Senate.	

Executive	As Passed By House	As Passed By Senate	As Enacted
nonpublic school students the district is required by law to transport. Requires each district to develop a transportation plan for any student who enrolls in a community or nonpublic school after June 1, within 14 calendar days of receiving a request for transportation services from the student's parent or guardian.		receiving the start and end times and (b) requires each district to develop a transportation plan for any student who enrolls in a community or nonpublic school after July 1, within 14 business days of receiving a request for transportation services.	
No provision.	No provision.	Requires a school district to attempt to provide a transportation plan to a community or chartered nonpublic school by August 1 if the school provides its start and end times after April 1 but before July 1.	Same as the Senate.
Requires, for a district with 20 or more community or chartered nonpublic schools located in the district's territory, the ESC that has a service agreement with that district or, in the absence of an agreement, the ESC with the most territory in the district's county, to convene a meeting of the district and the community or chartered nonpublic schools to coordinate transportation services. Requires the district and each community and chartered nonpublic school to provide the ESC with any information deemed necessary and requires the ESC to approve a transportation plan not later than July 15 of that school	Same as the Executive.	No provision.	No provision.
Prohibits a transportation plan from resulting in a student arriving more than one	Same as the Executive.	No provision.	No provision.

Executive

As Passed By House

As Passed By Senate

As Enacted

hour before the school's start time or being picked up from school more than one hour after the school's end time.			
Fiscal effect: May increase the administrative costs of school districts and community schools to develop student transportation plans, though districts are currently required to provide transportation to community and nonpublic schools within their district. Greater coordination may create the potential for cost savings associated with more efficient bus routes. May also provide flexibility and potential cost savings for districts in providing transportation services if current practice is to drop off and pick up nonpublic and community school students closer to bell times. However, community school costs may increase if a school must provide supervision to students earlier or later than	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive, but may decrease costs for larger school districts, public and nonpublic schools in within those larger districts, and ESCs to not have to convene a meeting or provide information related to an ESC-wide transportation plan. Conversely, may reduce the opportunity to achieve scale efficiencies. May also decrease compliance costs by moving forward the date by which a district will receive community or chartered nonpublic school start and end times and in reducing, by a month, the enrollment date cutoff by which a school district may have to develop additional transportation plans.	Fiscal effect: Same as the Senate.

EDUCD110 Transportation for community and nonpublic school students - limit on use of mass transit			
R.C. 3327.017	R.C. 3327.017	R.C. 3327.017	R.C. 3327.017
Prohibits a district from providing transportation services via a mass transit system to community or chartered nonpublic students in grades K-8 unless the district enters into an agreement with the school authorizing it.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Requires a district that elects to provide transportation services via a mass transit system to students in grades 9-12 to do both of the following:	Same as the Executive, but makes the following changes:	Same as the House.	Same as the House.
(1) Enter into a contract with the mass transit system specifying each student is transported on a vehicle and route designed for fare-paying passengers and students;	(1) No provision.	(1) No provision.	(1) No provision.
(2) Ensure the student's route does not require more than one transfer.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
Fiscal effect: Potential increase in administrative costs to develop or amend contracts with mass transit systems to the extent such contracts are not already in place and review mass transit routes for students. Effects on district transportation costs appear limited. In FY 2020, five districts accounted for nearly all of the students transported by mass transit statewide: Akron City School District (CSD), Cincinnati CSD, Cleveland Municipal School District, Dayton CSD, and Toledo CSD. Of these districts, all but Cleveland limited public transit to high school students. Cleveland’s policy appears to provide students in grades 7-12 with the option of receiving public transit bus passes for travel to and from school.	Fiscal effect: Same as the Executive, but eliminates the bill's potential increase in administrative costs regarding contracts with mass transit systems.	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD161 Contracts to operate school buses to assist local governments or nonprofit organizations			
No provision.	<div><div>R.C.3327.018</div><div>Permits a school district to contract, in writing, with a public or private not-for-profit agency, group, or organization, with a municipal corporation or other political subdivision or agency of the state, or with an agency of the federal government to assist the agency, group, organization, or political subdivision in the fulfillment of its legitimate activities and in times of emergency, subject to certain specified conditions.</div><div>Fiscal effect: Permissive.</div></div>	<div><div>R.C.3327.018</div><div>Same as the House.</div><div>Fiscal effect: Same as the House.</div></div>	<div><div>R.C.3327.018</div><div>Same as the House.</div><div>Fiscal effect: Same as the House.</div></div>
EDUCD111 Payment in lieu of transportation			
<div><div>R.C.3327.02</div><div>Sets a deadline by which a school district, or a community school that has accepted responsibility to provide transportation, must make a determination whether to provide payment in lieu of transportation for a student: 30 calendar days prior to the district's or school's first day of instruction or, in the case of a student who enrolls later, within 14 days after the student's enrollment.</div></div>	<div><div>R.C.3327.02</div><div>Same as the Executive.</div></div>	<div><div>R.C.3327.02</div><div>Same as the Executive.</div></div>	<div><div>R.C.3327.02</div><div>Same as the Executive.</div></div>
<div><div></div><div>Authorizes a superintendent to make a determination regarding payment in lieu, but requires that the determination be formalized at the next meeting of the school</div></div>	<div><div></div><div>Same as the Executive.</div></div>	<div><div></div><div>Same as the Executive.</div></div>	<div><div></div><div>Same as the Executive.</div></div>

Executive	As Passed By House	As Passed By Senate	As Enacted
district board of education or community school governing authority.			
Requires a board or governing authority to issue a letter to a student's parent, guardian, or other person in charge of the student and to the State Board of Education with a detailed description of the reasons for which the payment in lieu determination was made.	Same as the Executive.	Same as the Executive, but adds the pupil's nonpublic or community school to the list of letter recipients.	Same as the Senate.
No provision.	No provision.	Permits the parent, guardian, or other person in charge of a pupil, at any time after requesting transportation for that pupil, to authorize the nonpublic or community school in which the pupil is enrolled to act on the parent's, guardian's, or other person's behalf for purposes of determining payment in lieu of transportation and any related mediation proceedings.	Same as the Senate.
No provision.	No provision.	Modifies the minimum amount of a payment in lieu of transportation to be at least 50% of the amount determined by ODE as the average cost of pupil transportation for the previous school year instead of an amount determined by the General Assembly (the maximum amount continues to be 100% of that average cost). (See	Same as the Senate.
No provision.	No provision.	Modifies the amount a school district must pay to a student's parent or guardian if ODE determines that a district has failed or is failing to provide required transportation	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
		services to the student to an amount equal to 50% of the cost of providing transportation to a student, as determined by the school district or school, but not more than \$2,500 instead of the state average daily cost of transportation, as determined by the State Board of Education for the previous year.	
Fiscal effect: Minimal.	Fiscal effect: Same as the Executive.	Fiscal effect: May increase school district costs for payments in lieu of transportation. Under current law for the FY 2020-FY 2021 biennium, the minimum amount determined by the General Assembly is \$250.	Fiscal effect: Same as the Senate.
EDUCD112 Monitoring of transportation services compliance			
R.C. 3327.021	R.C. 3327.021	R.C. 3327.021	R.C. 3327.021
Requires ODE to monitor a school district's compliance with its current and proposed new responsibilities to provide transportation services (see EDUCD72 and EDUCD110).	Same as the Executive.	Same as the Executive.	Same as the Executive.
Requires ODE, if it determines that a school district has been noncompliant with providing transportation services for a consistent or prolonged period, to deduct from the district's payment for student transportation the total daily amount of that payment, as computed by ODE, for each day the district is not in compliance.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Specifies that ODE's monitoring of transportation services compliance and deductions of payments for noncompliance does not affect a school district's authority to provide a parent payment in lieu of transportation in accordance with continuing law.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: May increase ODE's administrative costs.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD182 Online school bus driver training			
No provision.	No provision.	R.C. 3327.101 Makes permanent the following provisions originally enacted for the 2020-2021 school year only by H.B. 164 of the 133rd General Assembly:	R.C. 3327.101 Same as the Senate.
No provision.	No provision.	(1) Requires ODE develop an online bus driver training program to satisfy the classroom portion of pre-service and annual in-service training for school bus driver certification.	(1) Same as the Senate.
	No provision.	(2) Requires drivers to continue to complete on-the-bus instructional training in person.	(2) Same as the Senate.
		Fiscal effect: Minimal.	Fiscal effect: Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD59 P-Tech model of education pilot program			
Section: 265.205 Requires ODE and the Department of Higher Education (DHE) to jointly create a P-Tech model of education pilot program to be implemented in up to three public schools through a partnership between an eligible school, a state institution of higher education, or a nonprofit institution of higher education, and one or more businesses offering employment in skilled occupations.	Section: 265.205 Same as the Executive.	No provision.	No provision.
Requires ODE and DHE to jointly issue a request for proposals from interested schools and select three eligible schools based on certain criteria. Requires ODE to award each selected school up to \$150,000 in FY 2022 to fund start-up and planning costs and up to an additional \$150,000 in FY 2023 to implement the model and deliver programming to students.	Same as the Executive, but decreases the maximum award for each school to \$70,000 in each fiscal year.	No provision.	No provision.
Specifies that credit hour and duration limitations for students participating in College Credit Plus Program do not apply to students participating in the P-Tech model of education.	Same as the Executive.	No provision.	No provision.
Requires ODE and DHE to evaluate the progress of grant recipients in planning, implementing, and sustaining the model and requires grant recipients to report to the	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Departments any data or information necessary for the evaluation. The Departments must report their findings by December 31, 2022.			
Specifies that an eligible school district or other public school must continue to receive state aid for each student participating in the pilot program who continues to be enrolled in high school courses after the student's twelfth grade year for up to two school years. Permits any state institution of higher education that enrolls a student participating in the pilot program to include the student in the calculations used to determine its state share of instruction funds.	Same as the Executive.	No provision.	No provision.
Specifies that the model provides a STEM-focused curriculum for students beginning in the ninth grade for up to six years, during which students may dually enroll in high school and college courses at no cost to the student and earn a high school diploma and an associate degree, prioritizes enrolling student populations who have been historically underrepresented in college and skilled occupations, and gives students hiring priority for available jobs upon completion of the program, among other features.	Same as the Executive.	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: The bill earmarks \$450,000 in each fiscal year from GRF appropriation item 200545, Career-Technical Education Enhancements, to support the pilot program (see EDUCD52).	Fiscal effect: Same as the Executive, but reduces the earmark to \$210,000 in each fiscal year.		
EDUCD66 School district participation in National Assessment of Education Progress			
Section: 265.380 Expresses the General Assembly's intention that Ohio school districts participate in the administration of the National Assessment of Education Progress (NAEP). Requires each school and school district selected to participate.	Section: 265.380 Same as the Executive.	Section: 265.380 Same as the Executive.	Section: 265.380 Same as the Executive.
Fiscal effect: Minimal cost for districts chosen to participate. Federal funding is provided for coordination of the state's participation in NAEP.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD67 Use of volunteers			
Section: 265.420 Authorizes ODE to use the services of volunteers to accomplish any of the purposes of ODE.	Section: 265.420 Same as the Executive.	Section: 265.420 Same as the Executive.	Section: 265.420 Same as the Executive.
Authorizes the Superintendent of Public Instruction to reimburse volunteers for necessary expenses in accordance with state guidelines and to designate volunteers as state employees for the purposes of motor vehicle accident liability insurance and for indemnification from liability incurred in the	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

performance of their duties.			
Fiscal effect: Potential cost savings for ODE if they can utilize volunteers for purposes which they would otherwise need to hire additional employees. This is a continuation of current law.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD17 Private Treatment Facility Project			
Section: 265.450	Section: 265.450	Section: 265.450	Section: 265.450
Establishes procedures by which Ohio youth who have been assigned to a participating residential treatment center are enrolled in an approved educational program in or near the facility.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Lists the participating residential treatment centers as (1) private residential treatment facilities that have contracted with the Department of Youth Services to provide services and which are paid through appropriation item 470401, RECLAIM Ohio, (2) Abraxas, in Shelby, (3) Paint Creek, in Bainbridge, and (4) F.I.R.S.T., in Mansfield.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Requires that the school district responsible for tuition for a residential child pay the tuition to the provider of the educational programs.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Prohibits a district from including the youth in the district's average daily membership (ADM).	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Requires that ODE track the utilization of funds and monitor the program for educational accountability.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: In addition to the tuition payment, the bill earmarks \$700,000 in each fiscal year from GRF appropriation item 200550, Foundation Funding, for the Private Treatment Facility Project (see EDUCD60).	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD69 Partnerships with business community			
Section: 265.460	Section: 265.460		
Specifically permits the Superintendent of Public Instruction to form partnerships with Ohio's business community to implement initiatives that connect students with the business community to increase student engagement and job readiness. Requires that, if a partnership is formed, the initiatives do all of the following:	Same as the Executive.	No provision.	No provision.
(1) Support the career connection learning strategies included in model curriculum developed by the State Board of Education and workforce development entities.	(1) Same as the Executive.	(1) No provision.	(1) No provision.
(2) Provide an opportunity for students to earn high school credit or to meet curriculum requirements in accordance with the State Board's plan on subject area competency.	(2) Same as the Executive.	(2) No provision.	(2) No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
<p>(3) Inform the development of student success plans for students who are at-risk of dropping out of school.</p> <p>Fiscal effect: Permissive increase in administrative responsibilities for ODE to form the partnerships and assist in the development of partnership initiatives. This is a continuation of current law.</p>	<p>(3) Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>(3) No provision.</p>	<p>(3) No provision.</p>
<p>EDUCD71 Academic distress commissions</p> <p>Section: 265.520</p> <p>Prohibits the Superintendent of Public Instruction from establishing new academic distress commissions (ADCs) for the 2021-2022 and 2022-2023 school years. Specifies this provision has no effect on existing ADCs.</p> <p>Fiscal effect: None apparent. No school district not currently subject to an ADC appears to be in danger of receiving three consecutive "F" overall report card grades (the trigger for creating a new ADC) during the prescribed period (i.e., the earliest a new ADC could be established under current law would be in the 2023-2024 school year based on report card grades in recent years).</p>	<p>Section: 265.520</p> <p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Section: 265.520</p> <p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Section: 265.520</p> <p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD125 College Credit Plus study			
No provision.	<div><div>Section: 265.500</div><div>Requires ODE, in consultation with the Department of Higher Education (DHE), to produce a report by January 1, 2023, concerning the cost-effectiveness of the College Credit Plus Program for secondary schools and participants, as well as whether participants save money on college tuition and reduce the amount of time to degree completion.</div><div>Fiscal effect: Increases the administrative responsibilities of ODE and DHE.</div></div>	No provision.	<div><div>Section: 265.530</div><div>Same as the House.</div><div>Fiscal effect: Same as the House.</div></div>
EDUCD119 Education studies			
No provision.	<div><div>Section: 610.12, 610.13</div><div>Amends Sections 4 to 7 of S.B. 310 of the 133rd General Assembly to make the following changes regarding several education studies that must be submitted by December 31, 2022:</div></div>	No provision.	No provision.
No provision.	<div><div>Adds to the existing study of economically disadvantaged students requirements to (1) evaluate and determine the essential types and amounts of resources needed to provide economically disadvantaged students the emotional, social, and academic services necessary to ensure for success and (2) evaluate and revise the current definition of "economically disadvantaged student."</div></div>	No provision.	No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	Adds to the existing study of preschool education requirements to include (1) the cost effectiveness of continuing the existing multiple provider system, (2) ways in which the existing system may be better coordinated and cost effective, and (3) alternative ways in which the state can supply high quality preschool, especially for economically disadvantaged students.	No provision.	No provision.
No provision.	Changes the existing study of incentives for rural districts serving identified gifted children as follows:	No provision.	No provision.
(1) No provision.	(1) Requires development of recommendations for such a program for school districts in all areas where minority and economically disadvantaged students are underrepresented in gifted identification and performance;	(1) No provision.	(1) No provision.
(2) No provision.	(2) Requires the recommendations to be for an incentive program for the applicable school districts to identify and provide services to students identified as gifted (rather than an incentive program for districts in rural areas that provide services to students identified as gifted as under current law); and	(2) No provision.	(2) No provision.
(3) No provision.	(3) Requires the study’s findings to include recommendations for funding and staffing needs, professional development, parental education, and use of community resources.	(3) No provision.	(3) No provision.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	<p>Adds the newly created School Funding Oversight Commission (see EDUCD152) to the list of recipients for the current studies of economically disadvantaged students, preschool education, special education, ESCs, English learners, the cost to educate e-school students, the cost to operate community schools, the inventory of state budget line items providing funding services to children, and the study of transportation of community school and nonpublic school students.</p> <p>Fiscal effect: S.B. 310 of the 133rd General Assembly appropriated \$3 million in FY 2021 from lottery profits to fund the required education studies.</p>	No provision.	No provision.
EDUCD200 ESC governing board subdistricts			
No provision.	No provision.	<p>Section: 733.50</p> <p>Permits an educational service center (ESC) board that has subdistricts to delay its next redistricting until July 1, 2022 instead of within 90 days after the official announcement of the results of the federal decennial census as under continuing law (generally the redistricting ensures each member fairly represents about the same number of people).</p>	<p>Section: 733.50</p> <p>Same as the Senate.</p>
No provision.	No provision.	<p>Requires the Superintendent of Public Instruction, by August 1, 2022, to redistrict an ESC, if a board fails to do so by July 1,</p>	<p>Same as the Senate.</p>

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	2022. Delays the first election for board members under the new organization until November 2023. Fiscal effect: Provides the applicable ESC boards with additional flexibility to complete the redistricting process.	Same as the Senate. Fiscal effect: Same as the Senate.

Appropriation Language

EDUCD7 Operating Expenses

Section: 265.20	Section: 265.20	Section: 265.20	Section: 265.20
Specifies that a portion of GRF appropriation item 200321, Operating Expenses, be used by ODE to provide matching funds under 20 U.S.C. 2321, which pertains to federal career and technical education assistance to the states.	Same as the Executive.	Same as the Executive.	Same as the Executive.

EDUCD8 Information Technology Development and Support

Section: 265.30	Section: 265.30	Section: 265.30	Section: 265.30
Specifies that GRF appropriation item 200420, Information Technology Development and Support, be used to support the development and implementation of information technology solutions designed to improve the performance and services provided by ODE.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Permits this appropriation to also be used to support data-driven decision-making and differentiated instruction and to	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
communicate academic content standards and curriculum models through the Internet.			
EDUCD38 School Management Assistance			
Section: 265.50 Specifies that GRF appropriation item 200422, School Management Assistance, be used by ODE to provide fiscal technical assistance and in-service education for school district management personnel and to administer, monitor, and implement the fiscal caution, fiscal watch and fiscal emergency provisions of the Revised Code.	Section: 265.50 Same as the Executive.	Section: 265.50 Same as the Executive.	Section: 265.50 Same as the Executive.
EDUCD24 Policy Analysis			
Section: 265.60 Specifies the following regarding GRF appropriation item 200424, Policy Analysis:	Section: 265.60 Same as the Executive.	Section: 265.60 Same as the Executive.	Section: 265.60 Same as the Executive.
Requires it to be used to support a system of administrative and statistical education information to be used for policy analysis.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Permits a portion to be used to maintain a longitudinal database to assess the impact of policies and programs on Ohio's education and workforce development systems.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Permits a portion to be used to develop and implement an evidence-based clearinghouse to support school improvement strategies as part of the Every Student Succeeds Act.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Permits it to be used to purchase or contract for the development of software systems or contract for policy studies that will assist in the provision and analysis of policy-related information.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD44 Ohio Educational Computer Network			
Section: 265.70	Section: 265.70	Section: 265.70	Section: 265.70
Specifies that GRF appropriation item 200426, Ohio Educational Computer Network, be used to maintain a system of information technology throughout Ohio and to provide technical assistance for such system. Makes the following earmarks:	Same as the Executive.	Same as the Executive.	Same as the Executive.
(1) Up to \$9,686,658 in each fiscal year to support connection of all public school buildings and participating chartered nonpublic schools to the state's education network, to each other, and to the Internet.	(1) Same as the Executive.	(1) Same as the Executive.	(1) Same as the Executive.
(2) Up to \$4,843,329 in each fiscal year to support the activities of designated information technology centers and to monitor and support the quality of data submitted to ODE.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
Specifies that the remainder of the appropriation be used to support a network of uniform and compatible computer-based information and instructional systems, the teacher student linkage/roster verification process, and the electronic sharing of	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
student records and transcripts between entities.			
EDUCD25 Academic Standards			
Section: 265.80 Specifies that GRF appropriation item 200427, Academic Standards, be used to develop and communicate to school districts academic content standards and curriculum models and to develop professional development programs and other tools on the new content standards and model curriculum.	Section: 265.80 Same as the Executive.	Section: 265.80 Same as the Executive.	Section: 265.80 Same as the Executive.
Requires ODE to utilize educational service centers in the development and delivery of professional development programs on content standards and model curriculum.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD26 Student Assessment			
Section: 265.90 Earmarks up to \$2,760,000 of GRF appropriation item 200437, Student Assessment, in each fiscal year for costs associated with the state's early learning assessment work and diagnostic assessments.	Section: 265.90 Same as the Executive.	Section: 265.90 Same as the Executive.	Section: 265.90 Same as the Executive.
Earmarks up to \$543,168 in each fiscal year to reimburse low-income students for a portion of the costs associated with Advanced Placement tests.	Same as the Executive.	Same as the Executive, but broadens the scope of the earmark to also reimburse low-income students for a portion of the costs of College-Level Examination Program (CLEP) tests.	Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
Specifies that the remainder of the appropriation be used to develop, field test, print, distribute, score, report results, and support other associated costs of required state assessments. Permits ODE to use the funds to update and develop certain diagnostic assessments for students in grades K-3.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Authorizes the transfer in each fiscal year of unexpended and unencumbered GRF appropriations within ODE to GRF appropriation item 200437, Student Assessment, if the Superintendent of Public Instruction and the OBM Director determine that additional funds are needed to fully fund the assessments.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD27 Accountability/Report Cards			
Section: 265.100	Section: 265.100	Section: 265.100	Section: 265.100
Requires a portion of GRF appropriation item 200439, Accountability/Report Cards, in each fiscal year to be used to train district and regional specialists and district educators in the use of the value-added progress dimension and data as it relates to improving student achievement. Requires a portion of this funding to be provided to educational service centers to support training and professional development.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Specifies that the remainder of the appropriation be used to incorporate a statewide value-added progress dimension into performance ratings for school districts and develop an accountability system that includes the preparation and distribution of school report cards, funding and expenditure accountability reports, the development and maintenance of teacher value-added reports, the teacher student linkage/roster verification process, and the performance management section of ODE's website.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD45 Child Care Licensing			
Section: 265.100 Requires GRF appropriation item 200442, Child Care Licensing, to be used to license and inspect preschool and school-age child care programs.	Section: 265.100 Same as the Executive.	Section: 265.100 Same as the Executive.	Section: 265.100 Same as the Executive.
EDUCD28 Education Management Information System			
Section: 265.110 Specifies that GRF appropriation item 200446, Education Management Information System, be used to improve the Education Management Information System (EMIS) and makes the following earmarks: (1) Up to \$400,000 in each fiscal year to support grants to information technology centers to provide professional development	Section: 265.110 Same as the Executive. (1) Same as the Executive.	Section: 265.110 Same as the Executive. (1) Same as the Executive.	Section: 265.110 Same as the Executive. (1) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
opportunities to district and school personnel related to EMIS.			
(2) Up to \$725,000 in each fiscal year to be distributed to information technology centers for costs related to processing, storing, and transferring data for the effective operation of EMIS.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
Specifies that the remainder be used to develop and support data definitions and standards outlined in the EMIS guidelines, to implement recommendations of the EMIS Advisory Council and the Superintendent, to enhance data quality assurance practices, and to support responsibilities related to school report cards and value-added progress dimension calculations.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD9 Educator Preparation			
Section: 265.120	Section: 265.120	Section: 265.120	Section: 265.120
Makes the following earmarks of GRF appropriation item 200448, Educator Preparation:	Same as the Executive, but makes the following changes:	Same as the House, but makes the following changes:	Same as the Senate, but makes the following changes:
(1) Up to \$339,783 in each fiscal year for ODE to monitor and support Ohio's State System of Support under federal law.	(1) Same as the Executive.	(1) Same as the Executive.	(1) Same as the Executive.
(2) Up to \$67,957 in each fiscal year to support the Educator Standards Board and various school reforms.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
(3) \$2,000,000 in each fiscal year to support Teach for America.	(3) Same as the Executive.	(3) Same as the Executive.	(3) Same as the Executive.
(4) \$1,000,000 in each fiscal year for the Bright New Leaders for Ohio Schools Program.	(4) Same as the Executive.	(4) No provision.	(4) No provision.
(5) \$200,000 in each fiscal year to support FASTER Saves Lives training for selected school staff.	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
(6) \$1,000,000 in each fiscal year to support professional development grants to educational service centers to train educators and related personnel in models of prevention of risky or harmful behaviors.	(6) Same as the Executive.	(6) No provision.	(6) No provision.
(7) No provision.	(7) Up to \$250,000 in each fiscal year to support the SmartOhio Financial Literacy Program at the University of Cincinnati.	(7) Same as the House, but increases the earmark to \$500,000 in each fiscal year.	(7) Same as the Senate.
(8) No provision.	(8) \$250,000 in each fiscal year to support regionally tailored professional development and strategic training for teachers in STEM fields through the PAST Foundation's STEM Educator Professional Development Collaborative.	(8) No provision.	(8) Same as the House.
(9) No provision.	(9) \$100,000 in each fiscal year to The Childhood League Center to provide intensive early intervention and educational services in Franklin County, to support the Play and Language for Autistic Youngsters (PLAY) Project in underserved counties, and	(9) Same as the House, but removes the requirement for ODE to conduct a study concerning the program.	(9) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	to provide services and training for providers and families. Requires ODE to conduct a study concerning the results of the PLAY Project and submit a report of its findings by July 1, 2022.		
(10) Permits the remainder to be used for implementation of teacher and principal evaluation systems, including incorporation of student growth as a metric in those systems, and teacher value-added reports.	(10) Same as the Executive.	(10) No provision.	(10) No provision.
Permits the recipients of grants awarded from this line item under H.B. 166 of the 133rd General Assembly to support high school teachers receiving credentialing to teach College Credit Plus courses to use the awards for expenses incurred through June 30, 2023.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD10 Community Schools and Choice Programs			
Section: 265.130	Section: 265.130	Section: 265.130	Section: 265.130
Permits GRF appropriation item 200455, Community Schools and Choice Programs, to be used to operate school choice programs.	Same as the Executive.	Same as the Executive, but changes the intent for this item to be for the operation of the Office of Community Schools and the Office of Nonpublic Educational Options.	Same as the Senate.
No provision.	No provision.	Earmarks up to \$2,000,000 in each fiscal year from item 200455 for the Office of Nonpublic Educational Options to administer school choice programs.	Same as the Senate.
Permits a portion of the appropriation in each fiscal year to be used by ODE for	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
developing and conducting training sessions for sponsors and prospective sponsors of community schools and other schools participating in school choice programs.			
EDUCD116 STEM Initiatives			
No provision.	Section: 265.135 Specifies that GRF appropriation item 200457, STEM Initiatives, be distributed to the Educational Service Center of the Western Reserve for a pilot project that supports innovative STEM initiatives for middle school students in Ashtabula, Cuyahoga, Geauga, Lake, Portage, and Trumbull counties affiliated with the Alliance for Working Together.	Section: 265.135 Same as the House.	Section: 265.135 Same as the House.
No provision.	Requires the initiatives to provide middle school students with early access to programming, engineering design, and problem-solving skills.	Same as the House.	Same as the House.
No provision.	Requires the Educational Service Center of the Western Reserve to submit a report that describes the progress of the pilot project by July 31, 2022.	Same as the House.	Same as the House.
EDUCD48 Education Technology Resources			
Section: 265.140 Makes the following earmarks to GRF appropriation item 200465, Education Technology Resources:	Section: 265.140 Same as the Executive.	Section: 265.140 Same as the Executive.	Section: 265.140 Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
(1) Up to \$2,500,000 in each fiscal year for the Union Catalog and InfoOhio Network.	(1) Same as the Executive.	(1) Same as the Executive.	(1) Same as the Executive.
(2) Up to \$1,778,879 in each fiscal year to provide grants to educational television stations working with partner education technology centers to provide public schools with instructional resources and services. Specifies that priority be given to resources and services aligned with state academic content standards. Specifies that such resources and services be based upon the advice and approval of ODE, based on a formula developed in consultation with educational television stations and educational technology centers.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
Specifies that the remainder be used to support the training, technical support, guidance, and assistance with compliance reporting to school districts and public libraries applying for federal E-Rate funds; for oversight and guidance of school district technology plans; for support to district technology personnel; and for support of the development, maintenance, and operation of a network of computer-based information and instructional systems.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
attending the school. Requires OWT to develop a list of credentials that qualify for the program. Requires ODE to prorate the payments if the amount appropriated is insufficient.			
EDUCD29 Pupil Transportation			
Section: 265.150 Makes the following earmarks to GRF appropriation item 200502, Pupil Transportation: (1) Up to \$838,930 in each fiscal year for training school bus drivers and enrolling them in the retained applicant fingerprint database. (2) No provision. (3) Up to \$60,469,220 in each fiscal year for special education transportation reimbursements to school districts and county DD boards. Specifies that the remainder of the appropriation be used for pupil transportation formula payments (see EDUCD81).	Section: 265.150 Same as the Executive, but makes the following changes: (1) Same as the Executive. (2) \$250,000 in each fiscal year to fund transportation collaboration grants (see EDUCD157). (3) Same as the Executive, but increases the earmark to \$117,469,220 in FY 2022 and \$123,469,200 in FY 2023 and makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD80 and EDUCD155). Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD81 and EDUCD30).	Section: 265.150 Same as the House, but makes the following changes: (1) Same as the Executive. (2) No provision. (See EDUCD157.) (3) Same as the House, but decreases the earmark to \$70,000,000 in FY 2022 and \$75,000,000 in FY 2023, makes conforming changes in recognition of the Senate's proposed school funding formula, and requires ODE to, if necessary, prorate the payments to fit the earmark (see EDUCD155 and EDUCD80). Same as the House, but makes conforming changes in recognition of the Senate's proposed school funding formula (see EDUCD80).	Section: 265.150 Same as the Senate, but makes the following changes: (1) Same as the Executive. (2) Same as the House. (3) Same as the House. Same as the House, but makes conforming changes to align with the bill's use of "funding units" to distribute funding (see EDUCD153).

Executive	As Passed By House	As Passed By Senate	As Enacted
Requires a school district, if a parent, guardian, or other person in charge of a pupil accepts the offer of payment in lieu of providing transportation, to pay that parent, guardian, or other person at least \$250 and not more than the amount determined by ODE as the average cost of pupil transportation for the previous school year. Permits the payment to be prorated if the time period involved is only a part of the school year.	Same as the Executive.	Same as the Executive, but specifies the minimum payment in lieu of transportation be not less than 50% of the average cost of pupil transportation for the previous school year, as determined by the ODE.	Same as the Senate.
EDUCD50 School Lunch Match			
Section: 265.160 Specifies that GRF appropriation item 200505, School Lunch Match, be used to provide matching funds to obtain federal funds for the school lunch program.	Section: 265.160 Same as the Executive.	Section: 265.160 Same as the Executive.	Section: 265.160 Same as the Executive.
Permits any remaining appropriation to be used to partially reimburse school buildings required to have a school breakfast program.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD11 Auxiliary Services			
Section: 265.170 Earmarks up to \$2,600,000 in each fiscal year of GRF appropriation item 200511, Auxiliary Services, for nonpublic school student participation in the College Credit Plus Program.	Section: 265.170 Same as the Executive.	Section: 265.170 Same as the Executive.	Section: 265.170 Same as the Executive.
Specifies that the remainder of the appropriation be used for auxiliary services	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

for chartered nonpublic schools.

EDUCD12 Nonpublic Administrative Cost Reimbursement

Section: 265.180 Specifies that GRF appropriation item 200532, Nonpublic Administrative Cost Reimbursement, be used to reimburse chartered nonpublic schools for their administrative costs associated with maintaining their state charter. Permits the reimbursements to be up to \$446 per student, notwithstanding the statutory cap of \$360 per student.	Section: 265.180 Same as the Executive. Same as the Executive, but increases the allowed amount to \$475 per student.	Section: 265.180 Same as the Executive. Same as the House, but makes a conforming change to remove the provision that permits the allowed amount to exceed the statutory cap (the statutory cap is eliminated, see EDUCD180).	Section: 265.180 Same as the Executive. Same as the Senate.
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EDUCD51 Special Education Enhancements

Section: 265.190 Makes the following earmarks to GRF appropriation item 200540, Special Education Enhancements: (1) Up to \$33,000,000 in each fiscal year to fund special education and related services for school-age children at county DD boards and state institutions. (2) Up to \$1,350,000 in each fiscal year for parent mentoring programs.	Section: 265.190 Same as the Executive, but makes the following changes: (1) Same as the Executive, but increases the earmark to \$37,000,000 in each fiscal year and makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD80 and EDUCD158). (2) Same as the Executive.	Section: 265.190 Same as the House, but makes the following changes: (1) Same as the House, but makes a conforming change in recognition of the Senate's proposed school funding formula (see EDUCD80 and EDUCD158) . (2) Same as the Executive.	Section: 265.190 Same as the House. (1) Same as the House. (2) Same as the Executive.
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Executive	As Passed By House	As Passed By Senate	As Enacted
(3) Up to \$3,000,000 in each fiscal year for school psychology interns.	(3) Same as the Executive.	(3) Same as the Executive.	(3) Same as the Executive.
(4) Up to \$3,500,000 in each fiscal year to be transferred to the Opportunities for Ohioans with Disabilities Agency via an intrastate transfer voucher. Requires the transferred funds to be used as state matching funds to draw down available federal funding for vocational rehabilitation services. Specifies that funding be used to hire vocational rehabilitation counselors to provide transition services for students with disabilities. Requires the agencies to enter into an interagency agreement to specify the responsibilities of each agency under the program.	(4) Same as the Executive.	(4) Same as the Executive.	(4) Same as the Executive.
(5) Up to \$2,000,000 in each fiscal year to be used to build capacity to deliver a regional system of training, support, coordination, and direct service for secondary transition services for students with disabilities beginning at age 14.	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
Specifies that the remainder of the appropriation be used to distribute preschool special education funding for school districts and state institutions. Requires funded entities to adhere to Ohio's early learning program standards, to participate in and be rated through the Step Up to Quality program, to document child	Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD80 and EDUCD159).	Same as the House, but removes the requirement that funded entities participate in and be rated through the Step Up to Quality program and makes a conforming change in recognition of the Senate's proposed school funding formula (see EDUCD80 and EDUCD159).	Same as the House.

Executive

As Passed By House

As Passed By Senate

As Enacted

progress using research-based indicators, and to report results annually.

EDUCD52 Career-Technical Education Enhancements

Section: 265.200 Makes the following earmarks to GRF appropriation item 200545, Career-Technical Education Enhancements: (1) No provision. (2) Up to \$2,563,568 in each fiscal year to fund secondary career-technical education at correctional institutions, the School for the Deaf, and the State School for the Blind. Notwithstanding the statutory unit funding formula and specifies that the funding be distributed using a grant-based methodology. (3) Up to \$2,686,474 in each fiscal year to fund competitive expansion grants to tech prep consortia. (4) Up to \$3,000,850 in each fiscal year to support existing High Schools That Work (HSTW) sites, develop and support new sites, fund technical assistance, and support regional centers and middle school programs.	Section: 265.200 Same as the Executive, but makes the following changes to the earmarks: (1) Up to \$4,200,000 in FY 2022 and up to \$8,400,000 in FY 2023 for career awareness and exploration funds (see EDUCD154). (2) Same as the Executive. (3) Same as the Executive. (4) Same as the Executive.	Section: 265.200 Same as the House, but makes the following changes: (1) No provision. (See EDUCD154.) (2) Same as the Executive. (3) Same as the Executive. (4) Same as the Executive.	Section: 265.200 Same as the Senate, but makes the following changes: (1) Same as the House, but makes conforming changes to align with the bill's use of "funding units" to distribute funding (see EDUCD153). (2) Same as the Executive. (3) Same as the Executive. (4) Same as the Executive.
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Executive	As Passed By House	As Passed By Senate	As Enacted
(5) Up to \$600,000 in each fiscal year to fund the Agriculture 5th Quarter Project.	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
(6) Up to \$450,000 in each fiscal year to fund the P-Tech Model of Education Pilot Program (see EDUCD59).	(6) Same as the Executive, but decreases the earmark to up to \$210,000 in each fiscal	(6) No provision. (See EDUCD59.)	(6) No provision. (See EDUCD59.)
(7) No provision.	(7) Up to \$240,000 in each fiscal year to support the Ohio Code-Scholar Pilot Program (see EDUCD128).	(7) Same as the House.	(7) Same as the House.
(8) Up to \$550,000 in each fiscal year to support career planning and reporting through the OhioMeansJobs website.	(8) Same as the Executive.	(8) Same as the Executive.	(8) Same as the Executive.
(9) Earmarks \$150,000 in each fiscal year for the Ohio ProStart school restaurant program.	(9) Same as the Executive, but increases the earmark to \$250,000 in each fiscal year.	(9) Same as the House.	(9) Same as the House.
EDUCD60 Foundation Funding - All Students			
Section: 265.210 Makes the following earmarks to GRF appropriation item 200550, Foundation Funding:	Section: 265.210 Same as the Executive, but makes the following changes:	Section: 265.210 Same as the House, but renames item 200550 as "Foundation Funding - All Students" and makes the following changes:	Section: 265.210 Same as the Senate, but makes the following changes:
(1) Up to \$40,000,000 in each fiscal year for additional state aid to school districts, JVSDs, and community and STEM schools for special education students exceeding specified catastrophic cost thresholds.	(1) Replaces the Executive provision with a provision that sets aside up to \$95.4 million in FY 2022 and up to \$93.5 million in FY 2023 of the formula aid allocated to school districts, JVSDs, community schools, and STEM schools for those payments (see EDUCD143).	(1) Same as the House, but replaces the specified dollar amounts with an unspecified amount for each fiscal year calculated by ODE for the same purpose (see EDUCD143).	(1) Same as the Senate, but makes conforming changes in recognition of the bill's school funding formula.

Executive	As Passed By House	As Passed By Senate	As Enacted
(2) Up to \$3,800,000 in each fiscal year to fund gifted education units at ESCs. Specifies that the distribution of gifted education funds to ESCs is based on the unit methodology used prior to FY 2010.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
(3) Up to \$40,000,000 in each fiscal year to fund the state reimbursement of ESCs (see EDUCD55).	(3) Same as the Executive, but increases the earmark to up to \$42,500,000 in FY 2022 and up to \$45,000,000 in FY 2023.	(3) Same as the House, but increases the earmark to up to \$43,000,000 in FY 2022 and decreases the earmark to up to \$44,500,000 in FY 2023 (see EDUCD55).	(3) Same as the House.
(4) Up to \$3,500,000 in each fiscal year to be distributed to ESCs through a grant process for school improvement initiatives and for the provision of technical assistance to schools and districts as required by federal law.	(4) Same as the Executive.	(4) Same as the Executive.	(4) Same as the Executive.
(5) Up to \$7,000,000 in each fiscal year for payments to guarantee funding for certain school districts experiencing loss due to decreases in public utility tangible personal property tax valuation (see EDUCD32).	(5) Same as the Executive.	(5) Same as the Executive.	(5) Same as the Executive.
(6) Up to \$26,400,000 in each fiscal year to support school choice programs.	(6) Same as the Executive, but reduces the earmark to up to \$2,000,000 in each fiscal year and specifies that the funds be used for administration of school choice programs.	(6) Same as the House, but changes the purpose of the earmark to be for the administration of state scholarship programs (funds for administration of school choice programs are also earmarked from GRF line item 200455, Community Schools and Choice Programs, see EDUCD10).	(6) Same as the Senate.
(7) Up to \$23,501,887 in each fiscal year of the foundation aid allocated to the Cleveland Municipal School District for the	(7) Same as the Executive, but increases the earmark to up to \$47,901,887 in each fiscal year and allocates this amount directly from	(7) No provision. (Supports direct funding for the Cleveland Scholarship and Tutoring Program under the earmark in (17) below.)	(7) No provision. (Supports direct funding for the Cleveland Scholarship and Tutoring Program under the earmark in (17) below.)

Executive	As Passed By House	As Passed By Senate	As Enacted
Cleveland Scholarship and Tutoring Program. Earmarks, of that amount, up to \$1,000,000 in each fiscal year for the district to provide tutorial assistance.	item 200550 instead of through a deduction of the Cleveland Municipal School District's foundation aid (thereby funding the entirety of the program directly instead of through a combination of a deduction and direct state payments supported by (6) above (see EDUCD153).		
(8) Up to \$2,000,000 in each fiscal year for home-instructed students to participate in the College Credit Plus Program.	(8) Same as the Executive, but increases the earmark to up to \$3,000,000 in each fiscal year.	(8) Same as the House.	(8) Same as the House.
(9) An amount to fund foundation aid payments for JVSs (see EDUCD61).	(9) Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD61, EDUCD80, and EDUCD150).	(9) Same as the Executive, but makes conforming changes in recognition of the Senate's proposed school funding formula (see EDUCD61, EDUCD80, and EDUCD150).	(9) Same as the House.
(10) Up to \$700,000 in each fiscal year for the private treatment facility project (see EDUCD17).	(10) Same as the Executive.	(10) Same as the Executive.	(10) Same as the Executive.
(11) An amount to pay college-preparatory boarding schools the per pupil boarding amount.	(11) Same as the Executive.	(11) Same as the Executive.	(11) Same as the Executive.
(12) A portion in each fiscal year to pay community schools and STEM schools the amount calculated for the graduation and third-grade reading bonuses (see EDUCD62 and EDUCD63).	(12) Replaces the Executive provision with a provision that provides an amount to (directly) pay foundation aid for community and STEM schools in accordance with the House's proposed school funding formula (see EDUCD62 and EDUCD63).	(12) No provision. (Supports direct payment for community and STEM school students under the earmark in (17) below.)	(12) No provision. (Supports direct payment for community and STEM school students under the earmark in (17) below.)
(13) No provision.	(13) An amount to (directly) pay scholarships under the Autism, Jon Peterson Special Needs, and performance-based EdChoice	(13) No provision. (Supports direct payment of these scholarships under the earmark in (17) below.)	(13) No provision. (Supports direct payment of these scholarships under the earmark in (17) below.)

Executive	As Passed By House	As Passed By Senate	As Enacted
	scholarship programs (see EDUCD153).		
(14) Up to \$1,760,000 in each fiscal year for duties and activities related to the establishment of academic distress commissions. Permits a portion of the funds to be used by ODE to provide support and assistance to an academic distress commission and the districts subject to an academic distress commission.	(14) Same as the Executive.	(14) Same as the Executive.	(14) Same as the Executive.
(15) Up to \$1,500,000 in each fiscal year to support the Ohio STEM Network to expand free STEM programming, to create regional STEM supports for underserved student populations, and to support the STEM school designation process.	(15) Same as the Executive.	(15) Same as the Executive.	(15) Same as the Executive.
(16) No provision.	(16) Up to \$2,500,000 in each fiscal year to make supplemental payments to dropout prevention and recovery e-schools participating in the supplemental funding pilot program (see EDUCD124). Requires ODE to prorate payments if the amount is insufficient.	(16) Same as the House.	(16) Same as the House.
(17) Specifies that the remainder be used to distribute to city, local, and exempted village school districts the amounts calculated for foundation aid (see EDUCD80 and EDUCD81).	(17) Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD81).	(17) Same as the Executive, but also (a) directly funds community and STEM schools and state scholarship programs through this earmark, (b) specifies that it be used in conjunction with DPF Fund 5VSO appropriation item 200604 and SLF Fund 7017 appropriation item 200612, both renamed "Foundation Funding - All	Same as the House, but also directly funds community and STEM schools and state scholarship programs through this earmark and makes conforming changes to align with the bill's use of "funding units" to distribute funding (see EDUCD153).

Executive	As Passed By House	As Passed By Senate	As Enacted
		Students," and (c) makes conforming changes in recognition of the Senate's school funding formula (see EDUCD62, EDUCD63, EDUCD80, EDUCD81, EDUCD149, EDUCD150, EDUCD153, and EDUCD195).	
Specifies that GRF appropriation items 200502, Pupil Transportation, 200540, Special Education Enhancements, and 200550, Foundation Funding, other than specific set-asides, are to fund state formula aid obligations. Provides that ODE seek approval from the OBM Director to transfer funds among these items, or other GRF appropriation items in which there are excess appropriation, in order to meet these obligations.	Same as the Executive.	Same as the Executive, but (1) renames item 200550 as described above, (2) removes the outdated reference to item 200540 as being a GRF item used to pay state formula aid obligations, and (3) specifies that the remaining GRF appropriation items are used to pay state formula aid obligations for state scholarship programs, to conform with the bill's direct funding of such programs (see EDUCD153).	Same as the Senate.
Authorizes the payment of school operating funds in amounts substantially equal to those made in the prior year until the new school funding formulas take effect.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD31 Literacy Improvement			
Section: 265.240 No provision.	Section: 265.240 No provision. (See EDUCD126.)	Section: 265.240 Earmarks \$500,000 in each fiscal year from GRF appropriation item 200566, Literacy Improvement, to expand the federally funded Model Demonstration Project for Early Identification of Students with Dyslexia Grant.	Section: 265.240 Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision. (See EDUCD126.)	Requires the Superintendent of Public Instruction to award grants to public and nonpublic schools to support additional pilot programs to address literacy in preschool through first grade. Permits the funds to be used for up to two years after they are awarded.	Same as the Senate.
No provision.	No provision. (See EDUCD126.)	Requires schools wishing to participate to apply to the Superintendent and the Superintendent to select participating schools according to criteria determined by the Superintendent.	Same as the Senate.
No provision.	No provision. (See EDUCD126.)	Requires participating school districts and schools to (1) receive professional learning and support for teachers and principals to improve their ability to provide instruction for children with dyslexia and (2) collaborate with ODE to identify professional learning opportunities aligned to the science of reading.	Same as the Senate.
No provision.	No provision. (See EDUCD126.)	Permits ODE to use up to 10% of the earmark in each fiscal year for program administration and for support of districts and schools in identifying and serving students with dyslexia.	Same as the Senate.
Specifies that GRF appropriation item 200566, Literacy Improvement, be used by ODE to support early literacy activities to align state, local, and federal efforts to order to bolster all students' reading success.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Requires funds to be distributed to ESCs to establish and support regional literacy professional development teams.			
Permits a portion of the funds to be used by ODE for program administration, monitoring, technical assistance, support, research, and evaluation related to early literacy activities.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD33 Adult Education Programs			
Section: 265.250	Section: 265.250	Section: 265.250	Section: 265.250
Earmarks up to \$6,300,000 in each fiscal year from GRF appropriation item 200572, Adult Education Programs, to make payments under the 22+ Adult High School Program to participating school districts, community schools, community and technical colleges and university branches for students ages 22 and above who enroll to earn a high school diploma.	Same as Executive.	Same as the Executive, but increases the earmark to up to \$6,900,000.	Same as the Senate.
Specifies that a portion of item 200572 be used to make payments to institutions participating in the Adult Diploma Pilot Program and to reimburse career-technical planning districts (CTPDs) for the vouchers provided to students who take an approved high school equivalency exam for the first time.	Same as Executive, but also permits, upon the request of the Superintendent, the Director of Budget and Management to transfer appropriation from GRF appropriation item 200550, Foundation Funding, to item 200572, if funds are insufficient to make payments to institutions participating in the Adult Diploma Pilot Program. Specifies such a transfer is subject to an available balance in item 200550 and the approval of the Controlling Board.	Same as the House.	Same as the House, but item 200550 is renamed "Foundation Funding - All Students."

Executive	As Passed By House	As Passed By Senate	As Enacted
Requires CTPDs to reimburse individuals taking a nationally recognized high school equivalency examination approved by ODE for the first time for application or examination fees in excess of \$40, up to a maximum reimbursement of \$80. Requires each CTPD to designate a site or sites where individuals may register and take an approved examination and to offer career counseling services for each individual that registers for the examination. Permits any remaining funds in each fiscal year to be reimbursed to the Department of Youth Services and the Department of Rehabilitation and Correction for individuals in these facilities who have taken the approved examination for the first time. Prohibits the amounts reimbursed for these individuals from exceeding the per individual amounts reimbursed to other individuals for the approved examination.	Same as Executive.	Same as the Executive.	Same as the Executive.
Permits any unexpended funds in each fiscal year for the Adult Diploma and 22+ Adult High School programs to be encumbered by ODE and remain available for payment within two years of the fiscal year in which the funds were originally appropriated, in accordance with guidelines established by the Superintendent of Public Instruction.	Same as Executive.	Same as the Executive.	Same as the Executive.
Permits a portion of the appropriation to be used for program administration, technical	Same as Executive.	Same as the Executive.	Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

assistance, support, research, and evaluation of adult education programs including high school equivalency examinations approved by ODE.

EDUCD13 EdChoice Expansion

Section: 265.260

Specifies that GRF appropriation item 200573, EdChoice Expansion, be used to pay for EdChoice scholarships for students from families with incomes below 250% of the federal poverty level regardless of the performance of the school the student would otherwise attend.

Limits the number of scholarships awarded under the income-based program from exceeding the number that can be funded with the appropriation.

Section: 265.260

Same as the Executive.

Same as the Executive.

Section: 265.260

No provision.

No provision.

Section: 265.260

No provision.

No provision.

EDUCD34 Half-Mill Maintenance Equalization

Section: 265.260

Specifies that GRF appropriation item 200574, Half-Mill Maintenance Equalization, be used to make payments under the Half-Mill Maintenance Equalization Program, which provides payments to equalize below average per-pupil tax revenues from the one-half mill levy required of districts to help pay for maintenance costs of new or renovated buildings financed through the Classroom Facilities Assistance Program.

Section: 265.260

Same as the Executive.

Section: 265.260

Same as the Executive.

Section: 265.260

Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD115 Adaptive Sports Program			
No provision.	Section: 265.260 Specifies that GRF appropriation item 200576, Adaptive Sports Program, be used by ODE, in collaboration with the Adaptive Sports Program of Ohio, to fund adaptive sports programs in school districts across the state.	Section: 265.260 Same as the House.	Section: 265.260 Same as the House.
EDUCD117 Program and Project Support			
No provision.	Section: 265.275 Makes the following earmarks to GRF appropriation item 200597, Program and Project Support:	Section: 265.275 Same as the House, but makes the following changes:	Section: 265.275 Same as the Senate.
(1) No provision.	(1) No provision.	(1) \$1,100,000 in each fiscal year for the Supporting Partnerships to Assure Ready Kids (SPARK) program in Ohio.	(1) Same as the Senate.
(2) No provision.	(2) \$1,000,000 in each fiscal year to be distributed to Ohio Adolescent Health Centers to support risk avoidance education initiatives.	(2) Same as the House.	(2) Same as the House.
(3) No provision.	(3) No provision.	(3) \$750,000 in each fiscal year to support the expansion of the CarePortal technology platform.	(3) Same as the Senate.
(4) No provision.	(4) \$188,000 in each fiscal year to be distributed to the Cleveland Museum of Natural History to support its STEM-based educational programming.	(4) Same as the House, but increases the earmark to \$375,000 in each fiscal year.	(4) Same as the Senate.

Executive	As Passed By House	As Passed By Senate	As Enacted
(5) No provision.	(5) No provision.	(5) \$300,000 in each fiscal year to be distributed to the Cincinnati Zoo and Botanical Garden to support educational programming and scholarships for economically disadvantaged students.	(5) Same as the Senate.
(6) No provision.	(6) No provision.	(6) \$125,000 in each fiscal year to be distributed to the South-Western City School District to provide additional operating support for the South-Western Career Academy to hire a director and instructors.	(6) Same as the Senate.
(7) No provision.	(7) No provision.	(7) \$100,000 in each fiscal year to be distributed to the Cincinnati Museum Center to support its STEM-based educational programming.	(7) Same as the Senate.
(8) No provision.	(8) No provision.	(8) \$50,000 in each fiscal year to be distributed to the Ohio Valley Youth Network to support its Sycamore Youth Center Education Enrichment and Life Skills After School Program.	(8) Same as the Senate.
EDUCD53 Medicaid in Schools Program Section: 265.280 Specifies that GRF appropriation item 657401, Medicaid in Schools Program, be used to support the Medicaid in Schools Program.	Section: 265.280 Same as the Executive.	Section: 265.280 Same as the Executive.	Section: 265.280 Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD14 Teacher Certification and Licensure			
Section: 265.300 Specifies that DPF Fund 4L20 appropriation item 200681, Teacher Certification and Licensure, be used in each fiscal year to administer and support teacher certification and licensure activities.	Section: 265.300 Same as the Executive.	Section: 265.300 Same as the Executive.	Section: 265.300 Same as the Executive.
Permits a portion to be used for implementation of teacher and principal evaluation systems.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD54 School District Solvency Assistance			
Section: 265.320 Specifies that funds in DPF Fund 5H30 appropriation item 200687, School District Solvency Assistance, be used to provide assistance and grants to school districts to enable them to remain solvent. Requires that assistance and grants be subject to the approval of the Controlling Board.	Section: 265.320 Same as the Executive.	Section: 265.320 Same as the Executive.	Section: 265.320 Same as the Executive.
Requires the Superintendent of Public Instruction to determine the allocations for (1) the School District Shared Resource Account to make advances to districts that must be repaid and (2) the Catastrophic Expenditures Account, used to make grants to school districts that need be repaid only if the district receives third party reimbursement funding.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Permits the OBM Director to make cash transfers into the School District Solvency Assistance Fund (Fund 5H30) in each fiscal year from the GRF or any funds used by ODE to maintain sufficient cash balances in the fund. Appropriates any funds so transferred. Requires the Director to notify the Controlling Board of any such transfers.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Permits, if the cash balance of Fund 5H30 is insufficient to pay solvency assistance, and with approval of the Controlling Board, the transfer of cash from the Lottery Profits Education Reserve Fund (Fund 7018) to Fund 5H30 to provide assistance and grants. Appropriates any funds so transferred to Fund 5H30 appropriation item 200670, School District Solvency Assistance - Lottery.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive

As Passed By House

As Passed By Senate

As Enacted

EDUCD84 Foundation Funding and Student Wellness and Success

Section: 265.323 Specifies that DPF Fund 5VS0 appropriation item 200604, Student Wellness and Success (which is supported by cash transfers from the GRF), be used to support services that address nonacademic barriers to student success at school districts, JVSDs, community schools, and STEM schools. (See EDUCD83).	Section: 265.323 Replaces the Executive provision with a provision specifying that item 200604 be used in conjunction with GRF appropriation item 200550, Foundation Funding, and SLF Fund 7017 appropriation item 200612, Foundation Funding, to make payments for disadvantaged pupil impact aid (see EDUCD144) and the portions of the state share of the base cost that are attributable to the staffing cost for the student wellness and success component of the base cost (an element of the student support base cost in the House's proposed funding formula), as determined by ODE (see EDUCD139, for example).	Section: 265.323 Replaces the House provision with provisions that (1) earmark \$350,000,000 in FY 2022 and \$300,000,000 in FY 2023 from item 200604, renamed "Foundation Funding - All Students," to distribute funds under the modified formulas for student wellness and success funds and enhancement funds to support services that address nonacademic barriers to student success (see EDUCD83) and (2) specify the remainder of item 200604 be used in conjunction with renamed GRF line item 200550, Foundation Funding - All Students, and renamed SLF Fund 7017 line item 200612, Foundation Funding - All Students, to pay state operating funding for traditional school districts and community and STEM schools and state scholarships (see EDUCD81).	Section: 265.323 Same as the House, but items 200604, 200550, and 200612 are all renamed "Foundation Funding - All Students" and also requires all of the following for FY 2022 and FY 2023: (1) ODE to notify each school district, community school, and STEM school of the portion of the district's or school's state share of the base cost that is attributable to the staffing cost for the student wellness and success component of the base cost, as determined by ODE, (2) each district or school to spend that amount for one or more of the initiatives for which student wellness and success funds may be spent proposed in the Executive and Senate-passed versions (see EDUCD83), and (3) each district and school to submit after the end of each fiscal year a report to ODE describing the initiative or initiatives on which the district's or school's funds were spent during that fiscal year.
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EDUCD137 School Bus Purchase

No provision.	Section: 265.155 Specifies that GRF appropriation item 200503, Bus Purchase Allowance, be used to distribute bus purchasing grants to traditional school districts (see EDUCD156).	No provision. (See EDUCD156.)	Section: 265.325 Same as the House, but specifies that DPF Fund 5VU0 appropriation item 200663, School Bus Purchase, be used to distribute bus purchasing grants to traditional school districts (see EDUCD156).
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Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	No provision.	Reappropriates the unexpended and unencumbered balance of item 200663 at the end of FY 2022 to FY 2023 for the same purpose.
EDUCD64 Lottery Profits Education Fund			
Section: 265.330 Specifies that SLF Fund 7017 appropriation item 200612, Foundation Funding, be used in conjunction with GRF appropriation item 200550, Foundation Funding, to provide formula aid payments to school districts.	Section: 265.330 Same as the Executive.	Section: 265.330 Same as the Executive, but (a) renames appropriation item 200612 as "Foundation Funding - All Students," (b) specifies that it also be used in conjunction with renamed DPF Fund 5VS0 appropriation item 200604, Foundation Funding - All Students, to provide formula aid payments, and (c) makes conforming changes in recognition of the Senate's school funding formula (see EDUCD80 and EDUCD81). (GRF appropriation item 200550 is also renamed as "Foundation Funding - All Students," see EDUCD60)	Section: 265.330 Same as the Senate, but removes (b) and makes conforming changes to align with the bill's use of "funding units" to distribute funding (see EDUCD153).
Requires ODE, with the approval of the OBM Director, to determine the monthly distribution schedules of items 200550 and 200612.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD127 Accelerate Great Schools			
No provision.	Section: 265.333 Specifies that SLF Fund 7017 appropriation item 200614, Accelerate Great Schools, be used to support the Accelerate Great Schools public-private partnership, which aims to increase access to high-quality schools for underserved students in Cincinnati.	Section: 265.333 Same as the House.	Section: 265.333 Same as the House.
EDUCD126 Literacy Improvement			
No provision.	Section: 265.333 Specifies that SLF Fund 7017 appropriation item 200616, Literacy Improvement, be used to expand the federally funded Model Demonstration Project for Early Identification of Students with Dyslexia Grant.	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).
No provision.	Requires schools wishing to participate to apply to the Superintendent and the Superintendent to select participating schools according to criteria determined by the Superintendent.	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).
No provision.	Requires participating school districts and schools to (1) receive professional learning and support for teachers and principals to improve their ability to provide instruction for children with dyslexia and (2) collaborate with ODE to identify professional learning opportunities aligned to the science of	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	reading. Permits ODE to use up to 10% of the amount appropriated in each fiscal year for program administration and for support of districts and schools in identifying and serving students with dyslexia.	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).
No provision.	Requires the Superintendent of Public Instruction to award grants to public and nonpublic schools to support additional pilot programs to address literacy in preschool through first grade.	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).	No provision (moves to GRF appropriation item 200566, Literacy Improvement, see EDUCD31).
EDUCD18 Quality Community Schools Support			
Section: 265.270 Specifies that GRF appropriation item 200589, Quality Community Schools Support, be used by ODE to make payments to community schools that are designated as Community Schools of Quality.	Section: 265.335 Same as the Executive, but uses SLF Fund 7017 appropriation item 200631, Quality Community Schools Support, to make the payments (this item currently funds the program under H.B. 166 of the 133rd General Assembly).	Section: 265.335 Same as the House.	Section: 265.335 Same as the House.
Specifies that a Community School of Quality receives per-pupil funding of \$1,750 for students who are identified as economically disadvantaged and \$1,000 for students not identified as economically disadvantaged, subject to the appropriation.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Requires, generally, that the payments be based on the number of students enrolled in the community school for the prior fiscal year.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Qualifies a community school as a Community School of Quality if the school satisfies at least one of the following conditions:	Same as the Executive.	Same as the Executive.	Same as the Executive.
(1) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school’s two most recent performance index scores are higher than the school district in which school is located, the school’s most recent overall grade for value added is “A” or “B” or the school is in its first or second year of operation and did not receive a value-added grade, and at least 50% of enrolled students are economically disadvantaged.	(1) Same as the Executive.	(1) Same as the Executive.	(1) Same as the Executive.
(2) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school is in its first year of operation, the school is replicating the operational and instructional model used by a school of quality designated under condition (1), and if the school has an operator, the operator received at least a "C" on its most recent performance report.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
(3) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school contracts with an operator that operates schools in other states, either one of the operator’s schools received funding through the Federal	(3) Same as the Executive.	(3) Same as the Executive.	(3) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
<p>Charter School Program or the Charter School Growth Fund or one of the operator’s out-of-state schools performed better than the school district in which the in-state school is located as determined by ODE, at least 50% of enrolled students are economically disadvantaged, the operator is in good standing in all states, and ODE has determined the operator does not have financial viability issues preventing it from effectively operating a community school in Ohio. The school must also be in its first year of operation.</p>			
<p>Specifies that a school designated as a Community School of Quality maintains that designation for two fiscal years following the fiscal year it initially gains that designation. Permits a designated school to renew its designation each year that it satisfies the criteria in (1) above and requires the school to maintain that designation for the two fiscal years following each fiscal year in which the school satisfies the criteria in (1).</p>	<p>Same as the Executive.</p>	<p>Same as the Executive, but specifies that schools designated based on report cards issued for the 2017-2018 and 2018-2019 school years can continue to renew their designations.</p>	<p>Same as the Senate.</p>
<p>Fiscal effect: The bill appropriates \$54.0 million in each fiscal year from GRF appropriation item 200589, Quality Community Schools Support, to make the payments.</p>	<p>Fiscal effect: The bill appropriates \$30.0 million in each fiscal year from SLF Fund 7017 appropriation item 200631, Quality Community Schools Support, to make the payments.</p>	<p>Fiscal effect: Same as the House, but increases the appropriation to \$54.0 million in each fiscal year.</p>	<p>Fiscal effect: Same as the Senate.</p>

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD98 Enrollment Growth Supplement			
Section: 265.337 Requires SLF Fund 7017 appropriation item 200636, Enrollment Growth Supplement, to be used for providing an additional payment to certain school districts experiencing a growth in enrollment between FY 2016 and FY 2019 (see EDUCD81).	No provision. (See EDUCD81; replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, and EDUCD120.)	No provision. (See EDUCD81.)	No provision. (See EDUCD81.)
EDUCD16 Community School Facilities			
Section: 265.340 Specifies that SLF Fund 7017 appropriation item 200684, Community School Facilities, be used to pay brick-and-mortar community and STEM schools an amount equal to \$250 per pupil and internet- and computer-based community schools an amount equal to \$25 per pupil in each fiscal year for facilities-related costs. Requires ODE to prorate payments if the amount appropriated is insufficient.	Section: 265.340 Same as the Executive.	Section: 265.340 Same as the Executive, but increases the per-pupil payment to brick-and-mortar community and STEM schools to \$750.	Section: 265.340 Same as the Senate, but decreases the per-pupil payment to brick-and-mortar community and STEM schools to \$500.
	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD65 Lottery Profits Education Reserve Fund			
Section: 265.350 Creates the Lottery Profits Education Reserve Fund (Fund 7018), a continuation of current law.	Section: 265.350 Same as the Executive.	Section: 265.350 Same as the Executive.	Section: 265.350 Same as the Executive.
Permits the OBM Director to transfer cash from Fund 7018 to the Lottery Profits	Same as the Executive, but also requires the OBM Director to transfer \$12.5 million cash	Same as the House.	Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
Education Fund (Fund 7017) in both fiscal years.	in FY 2022 and \$45.0 million cash in FY 2023 from Fund 7018 to Fund 7017.		
Requires the Lottery Commission Director to certify on July 15, 2021, the amount by which lottery profits exceeded \$1,177,000,000 in FY 2021 and on July 15, 2022, the amount by which lottery profits exceeded \$1,234,000,000 in FY 2022, to the OBM Director.	Same as the Executive, but requires the Lottery Commission Director to certify the amount by which lottery profits exceeded \$1,234,500,000 in FY 2021.	Same as the House, but requires the Lottery Commission Director to certify the amount by which lottery profits exceeded \$1,260,200,000 in FY 2021.	Same as the Senate.
Permits the OBM Director to transfer cash in excess of the amounts necessary to support appropriations in Fund 7017 to Fund 7018.	Same as the Executive, but requires the transfers.	Same as the House.	Same as the House.
EDUCD134 Federal Coronavirus School Relief			
No provision.	Section: 265.355 Earmarks \$250,000 in each fiscal year from FED Fund 3HS0 appropriation item 200640, Federal Coronavirus School Relief, to support the Career Promise Academy Summer Demonstration Pilot Program (see EDUCD133). Requires ODE to support this set-aside using state activity funds provided under the federal Consolidated Appropriations Act, 2021 (that act authorizes a state to reserve up to 10% of its Elementary and Secondary School Emergency Relief Fund allocation, including up to 0.5% of its allocation for administrative costs and the remainder for state activity funds).	Section: 265.355 No provision.	Section: 265.355 Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
No provision.	No provision.	No provision.	Earmarks \$7,000,000 in FY 2022 from FED Fund 3HS0 appropriation item 200640, Federal Coronavirus School Relief, to support programs focused on attendance recovery for students in grades K-12. Requires ODE to enter into a contract with one or more entities that specialize in recovering students who, prior to the COVID-19 pandemic, would have been considered truant but have not yet been adjudicated by courts or recovered by other educational means. Requires ODE to support the set aside using the same state activity funds provided in the federal Consolidated Appropriations Act, 2021.
No provision.	No provision.	Specifies that FED Fund 3HS0 appropriation item 200640, Federal Coronavirus School Relief, be used to support ACE education savings accounts (see EDUCD206). Requires ODE to support this set-aside using state activity funds provided under the federal Consolidated Appropriations Act, 2021.	Same as the Senate, but specifies that the "remainder" of item 200640 be used for this purpose.
No provision.	No provision.	Reappropriates the unexpended and unencumbered balance of this line item at the end of FY 2022 to FY 2023 for the same purpose.	Same as the Senate, but applies this provision only to the amount allocated to support ACE education savings accounts.

Executive	As Passed By House	As Passed By Senate	As Enacted
EDUCD56 Earmark accountability			
Section: 265.400 Authorizes the Superintendent of Public Instruction to request an annual accountability report from any entity that receives a budget earmark under ODE's budget.	Section: 265.400 Same as the Executive.	Section: 265.400 Same as the Executive.	Section: 265.400 Same as the Executive.
Requires that the report be submitted to ODE and House and Senate committees primarily concerned with education funding to the list of recipients.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Prohibits the provision of funds to an earmarked entity for a fiscal year until its report for the prior fiscal year has been submitted, if the entity received an earmark.	Same as the Executive.	Same as the Executive.	Same as the Executive.
EDUCD70 Prioritize unused federal funds			
Section: 265.490 Directs ODE to use any unused portion of the Title IV, Part A federal block grant funds to pay for the cost of Advanced Placement (AP) or International Baccalaureate (IB) exams for low-income students.	Section: 265.490 Same as the Executive.	Section: 265.490 Same as the Executive.	Section: 265.490 Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: Federal law permits ODE to set aside up to 5% of the block grant award for state activities, including reimbursement of AP and IB test fees for economically disadvantages students. These funds are appropriated in Fund 3H10 appropriation item 200634, Student Support and Academic Enrichment.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
ADJCD3 Ohio Cyber Range			
Section: 205.20	Section: 205.20	Section: 205.20	Section: 205.20
(1) Requires GRF appropriation item 745504, Ohio Cyber Range, to be used to provide cyber training and education to K-12 students, higher education students, members of the Ohio National Guard, federal employees, and state and local government employees, and to provide emergency preparedness exercises and training.	(1) Same as the Executive.	(1) Same as the Executive.	(1) Same as the Executive.
(2) Requires the Adjutant General's Department, in conjunction and collaboration with the departments of Administrative Services, Public Safety, Higher Education, and Education, to establish and maintain a cyber range, and permits the Adjutant General's Department to work with federal agencies to assist in accomplishing this objective.	(2) Same as the Executive.	(2) Same as the Executive.	(2) Same as the Executive.
(3) Permits the state agencies identified in the above provision to procure any necessary goods and services including, but not limited to, contracted services, hardware, networking services, maintenance costs, and the training and management costs of a cyber range. Requires those state agencies to determine the amount of funds each agency will contribute from available funds and appropriations enacted in the bill	(3) Same as the Executive.	(3) Same as the Executive.	(3) Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
in order to establish and maintain a cyber range.			

Executive	As Passed By House	As Passed By Senate	As Enacted
OBMCD45 GRF transfer to Student Wellness and Success Fund (Fund 5VS0)			
Section: 512.70 Authorizes the Director of OBM to transfer up to \$500,000,000 cash in FY 2022 and up to \$600,000,000 cash in FY 2023 from the GRF to the Student Wellness and Success Fund (Fund 5VS0).	Section: 512.70 Same as the Executive.	Section: 512.70 Same as the Executive, but increases the transfer amounts to \$661,000,000 in FY 2022 and to \$842,000,000 in FY 2023 and renames Fund 5VS0 as the "Foundation Funding - All Students Fund."	Section: 512.70 Same as the Executive, but retains the Senate's renaming of Fund 5VS0 as the "Foundation Funding - All Students Fund."

Executive

As Passed By House

As Passed By Senate

As Enacted

BORCD2	FAFSA data system				
R.C.	3333.301, 3313.6026 (conforming changes in R.C. 3314.03, 3326.11, and 3328.24)	R.C.	3333.301, 3313.6026 (conforming changes in R.C. 3314.03, 3326.11, and 3328.24)	R.C.	3333.301, 3313.6026 (conforming changes in R.C. 3314.03, 3326.11, and 3328.24)
Requires the Chancellor and the Management Council of the Ohio Education Computer Network (OECN) to establish a data system to track the Free Application for Federal Student Aid (FAFSA) completion rate of Ohio's public and chartered nonpublic school students.		Same as the Executive.		Same as the Executive.	
Requires the Chancellor and Management Council to develop guidelines and procedures to operate the data system.		Same as the Executive.		Same as the Executive.	
Permits the Chancellor to publish and share aggregate FAFSA data, including completion counts and rates for Ohio and each school district, community school, STEM school, and chartered nonpublic school.		Same as the Executive.		Same as the Executive.	
Requires each school district and each community school, STEM school, and chartered nonpublic school that is a high school to: (1) enter into a data sharing agreement with the Chancellor for the purposes of operating the data system, and (2) provide principals and school counselors with access to the system to assist with efforts to support and encourage students to complete the FAFSA.		Same as the Executive.		Same as the Executive.	

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: DHE contracted with the Management Council in December 2019 to develop the data system, which is now operable. DHE reports that 541 (89%) school districts have already opted to share data in the system. DHE anticipates using a portion of the \$22.6 million in federal CARES Act funds appropriated in FED Fund 3HQ0 line item 235509, GEER-Higher Education Initiatives, to further support this initiative.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
BORCD68 College Credit Plus Program - academic eligibility requirements			
R.C. 3365.03	R.C. 3365.03	R.C. 3365.03	R.C. 3365.03
Replaces the College Credit Plus (CCP) Program's academic eligibility requirements for students who are not "remediation-free" by (1) creating an alternative remediation-free eligibility option that the Chancellor, in consultation with the Superintendent of Public Instruction, must define and (2) removing the current law eligibility condition for a student within one standard error of measurement below the remediation-free threshold if the student also has at least a 3.0 cumulative high school GPA or receives a recommendation from a school counselor, principal, or career-technical program advisor. Grandfathers in students who qualified under the current law condition prior to the bill's effective date.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
Fiscal effect: May allow more students to participate in the CCP Program if the alternative remediation-free eligibility criteria creates additional flexibility in the admissions process. If so, may increase the amounts deducted from school district and other public school state foundation aid allocations to pay colleges for participating public school students. In FY 2020, \$48.8 million was paid to colleges through deductions from school district and community school state aid.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

Executive	As Passed By House	As Passed By Senate	As Enacted
REPCD3 Joint Legislative Study Committee regarding career pathways and post-secondary workforce training programs			
	Section: 733.30		Section: 733.30
No provision.	Establishes a 13-member Joint Legislative Study Committee regarding career pathways and post-secondary workforce training programs, including a member appointed by the Minority Leader in each house.	No provision.	Same as the House, but specifies that the Minority Leader in each chamber recommend rather than appoint a member.
No provision.	Requires the Committee to review (1) current workforce training programs offered by post-secondary institutions and whether the programs are aligned with local, regional, and statewide workforce needs and (2) current career pathways, how they align with state, regional, and local labor market demand data, and whether they prioritize credentials that carry the most value in the labor market.	No provision.	Same as the House.
No provision.	Requires the Committee to develop recommendations regarding the following:	No provision.	Same as the House.
(1) No provision.	(1) The state's workforce education priorities and how those priorities are funded;	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) A common definition for short-term credentials and certificates of value across primary, secondary, and post-secondary education providers that ensures consistency and alignment with the state's policy and funding priorities;	(2) No provision.	(2) Same as the House.
(3) No provision.	(3) Any strategies or programs the Committee identified that may ensure that	(3) No provision.	(3) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	the state's investments will increase student success and career readiness by increasing the number of workforce certificates and credentials that lead to an in-demand job;		
(4) No provision.	(4) The types of reporting and data necessary for the Chancellor to collect regarding post-secondary workforce credentials, including programs for which credit is not awarded;	(4) No provision.	(4) Same as the House.
(5) No provision.	(5) Policy strategies identified by the Committee to increase awareness and participation by students in career-technical pathways through partnerships between primary, secondary, and post-secondary education providers and business and industry;	(5) No provision.	(5) Same as the House.
(6) No provision.	(6) Strategies identified by the Committee to increase work-based learning programs such as apprenticeships and programs that permit students to attend post-secondary educational institutions while maintaining their employment;	(6) No provision.	(6) Same as the House.
(7) No provision.	(7) Whether the state should consider prioritizing investments in short-term credentials through a new funding structure for workforce education and career-technical programs, including state support of workforce training programs at community colleges and Ohio technical centers and financial aid opportunities for	(7) No provision.	(7) Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
	students pursuing a workforce certificate or credential; and,		
(8) No provision.	(8) Strategies to improve and expand short-term workforce career pathway opportunities to make them more accessible to residents of the state.	(8) No provision.	(8) Same as the House.
No provision.	Requires LSC to provide support to the Committee.	No provision.	Same as the House.
No provision.	Requires the Committee to issue a report to the General Assembly by November 1, 2022, that contains its findings and recommendations, as well as any proposed legislative changes or funding recommendations.	No provision.	Same as the House.
	Fiscal effect: Minimal.		Fiscal effect: Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
JFSCD49 Step Up to Quality ratings			
	R.C. 5104.29	R.C. 5104.29, 5104.31	R.C. 5104.29, 5104.31
No provision.	Eliminates current law that specifies the percent of licensed child care programs required to be rated in the third tier or higher of ODJFS's Step Up to Quality Program by a certain date (including 60% by June 30, 2021 and 80% by June 30, 2023), but maintains the requirement that all programs be rated in the third tier or higher by June 30, 2025.	Same as the House, but removes the requirement that all programs be rated in the third tier or higher by June 30, 2025.	Same as the Senate.
No provision.	No provision.	Eliminates the current law requirement that a licensed child care program be rated through the Step Up to Quality Program in order to provide publicly funded child care.	No provision.
	Fiscal effect: Possible savings for ODJFS if some providers wait longer to improve their rating. (Providers receive higher payments depending on their rating for providing publicly funded child care).	Fiscal effect: Same as the House, with possible additional savings if some providers choose to forgo becoming rated in the Step Up to Quality program or improving their rating indefinitely.	Fiscal effect: Same as the House.

Executive	As Passed By House	As Passed By Senate	As Enacted
RDFCD5 Tangible personal property tax reimbursements			
Section: 387.20 Specifies that in FY 2022 and FY 2023, any school district that has a nuclear power plant located within its territory is to receive the same payment amount under section 5709.92 of the Revised Code as in FY 2017, notwithstanding any provision of law to the contrary. No provision.	R.C. 5709.92, 5709.93 Same as the Executive, but extends the provision through FY 2026. Requires, through FY 2026, that the tangible personal property (TPP) supplement payment amount to be paid to joint fire districts that have a nuclear power plant located in their territory should be not less than the amount that was paid to them in fiscal year 2017.	Section: 387.20 Same as the Executive. No provision.	R.C. 5709.92, 5709.93 Same as the House. Same as the House.
Fiscal effect: Benton-Carroll-Salem Local School District in Ottawa County will receive an additional \$828,538 in the biennium as a result of this provision; Perry Local School District in Lake County will receive an additional \$796,542. The additional transfers imply that less money remains available to transfer to the GRF.	Fiscal effect: Same as the Executive, but the supplement will continue to be paid to the school districts through FY 2026. Will also increase payments to Perry Joint Fire District in Lake County by \$255,092 in FY 2022 and \$306,111 in FY 2023. The local fire department at Ohio's other nuclear power plant, in Ottawa County, is the Carroll Township fire department, not a joint fire district.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the House.

Executive

As Passed By House

As Passed By Senate

As Enacted

Personal Income Tax

TAXCD73 Income tax credits for education-related items

		R.C.	5747.72, 5747.08, 5747.73, and 5747.98; Section 803.97	R.C.	5747.72, 5747.08, 5747.73, and 5747.98; Section 803.97
No provision.	No provision.	Authorizes the following two nonrefundable income tax credits for taxable years beginning on or after January 1, 2021:		Same as the Senate, with the following changes:	
1) No provision.	1) No provision.	1) A credit of up to \$250 for certain education expenses for one or more of the taxpayer's dependents who are home schooled for the school year;		1) Same as the Senate, but specifies that the income tax credit applies only to items used directly for home school instruction.	
2) No provision.	2) No provision.	2) A credit of up to \$1,000 for cash donations made to nonprofit scholarship granting organizations (SGOs) for primary and secondary school students that prioritize awards to low-income students and are certified by the Attorney General. Requires the Attorney General to post a list of approved SGOs on its website and furnish the list to the Tax Commissioner.		2) Same as the Senate, but a) allows investors in a pass-through entity that files a composite return on the investors' behalf to claim the credit for the entity's donation, b) reduces the maximum credit amount that may be claimed for SGO donations from \$1,000 to \$750 per taxable year, and c) requires the Department of Taxation, instead of the Attorney General, to post a list of approved SGOs on the agency's website.	

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: State personal income tax revenue loss from the \$250 credit per taxpayer for homeschooled dependents estimated at \$2.8 million per year by Department of Taxation. In FY 2020, 33,238 students were homeschooled in Ohio, Department of Education figures show. Additional losses for donations to SGOs are uncertain, because of insufficient data, are expected in a range with an upper end of \$70 million, in a Department of Taxation estimate. GRF revenue losses would reduce distributions to the Local Government Fund (Fund 7069) and the Public Library Fund (Fund 7065), which each receive 1.66% of GRF tax revenues in codified law. The rest of the loss would remain with the GRF.	Fiscal effect: Same as the Senate, but the reduction in the maximum credit for donations to SGOs will reduce the cost.
TAXCD76	Income tax credit for private school tuition		
No provision.	No provision.	R.C. 5747.75, 5747.08, and 5747.98; Section 803.180 Authorizes a nonrefundable income tax credit of up to \$2,500 per year for tuition paid for one or more dependents to attend a nonchartered nonpublic school (i.e., a private school that is not chartered by the State Board of Education). Limits eligibility to taxpayers whose total federal adjusted gross income (FAGI), or the total FAGI of the taxpayer and spouse if filing jointly, does not exceed 300% of the federal poverty level.	R.C. 5747.75, 5747.08, and 5747.98; Section 803.180 Same as the Senate, except (1) extends the income threshold to include all households whose total FAGI is under \$100,000; (2) reduces the maximum allowable credit to \$500 if the taxpayer's income is under \$50,000 and to \$1,000 if the taxpayer's income is between \$50,000 and \$100,000.

Executive	As Passed By House	As Passed By Senate	As Enacted
		Fiscal effect: Potential all-funds revenue loss in excess of \$2.1 million per year, in Department of Taxation estimates, including more than \$2.0 million loss to the GRF and less than \$0.1 million loss to the Local Government Fund (LGF, Fund 7069) and the Public Library Fund (PLF, Fund 7065). The LGF and PLF each receive 1.66% of GRF tax revenue in codified law.	Fiscal effect: Similar to the Senate: eligibility for the credit is expanded and the dollar value of the credit for each taxpayer is reduced.