

Executive

As Passed by the House

As Passed by the Senate

As Enacted

School Funding

EDUCD39 Student wellness and success funding

R.C. 3317.0219, 3314.088, 3317.163, 3317.26, 3326.42

Provides student wellness and success funding on a per-pupil basis to city, local, and exempted village school districts based on the number of students who were enrolled in the district as of the second June payment of the immediately preceding fiscal year.

Requires ODE to rank and group the districts into quintiles each fiscal year based on the percentage of children under 18 years old residing in each district with a family income below 185% of the Federal Poverty Guidelines, using the most recent five-year estimates published by the U.S. Census Bureau in the American Community Survey (the district's "poverty percentage").

Specifies the following per-pupil amounts for FY 2020 based on a district's quintile (from highest poverty to lowest): (1) \$250 for districts in the highest quintile, (2) \$200 for districts in the second highest quintile, (3) \$110 for districts in the third highest quintile, (4) \$50 for districts in the fourth highest quintile, and (5) \$20 for districts in the fifth highest quintile.

Specifies the following per-pupil amounts for FY 2021 based on a district's quintile (from highest

R.C. 3317.0219, 3314.088, 3317.163, 3317.26, 3326.42

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive, but increases the per-pupil amounts for FY 2021 based on a district's

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Same as the Executive.

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R.C. 3317.0219, 3314.088, 3317.163, 3317.26, 3326.42

Same as the Executive, but removes the specification that the student count used for calculating the funding is as of the second June payment and, instead, specifies that the count is the number of students enrolled in the district "for the immediately preceding fiscal year."

Same as the Executive.

Same as the Executive.

Same as the House.

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<p>poverty to lowest): (1) \$300 for districts in the highest quintile, (2) \$240 for districts in the second highest quintile, (3) \$130 for districts in the third highest quintile, (4) \$60 for districts in the fourth highest quintile, and (5) \$25 for districts in the fifth highest quintile.</p>	<p>quintile (from highest poverty to lowest) as follows: (1) \$360 for districts in the highest quintile, (2) \$290 for districts in the second highest quintile, (3) \$155 for districts in the third highest quintile, (4) \$70 for districts in the fourth highest quintile, and (5) \$30 for districts in the fifth highest quintile.</p>		
<p>Provides an additional scaled amount of funding for districts not in the highest quintile according to a district's poverty percentage in relation to the range of poverty percentages within the quintile and the base per-pupil amounts of the quintiles.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>Provides student wellness and success funding, on a full-time equivalency basis, for each student enrolled in a joint vocational school district (JVSD), community school other than an e-school, or STEM school, as of the district or school's payment in June of the immediately preceding fiscal year, based on the per-pupil amount of this funding paid to each student's district of residence.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive, but removes the specification that the student count used for calculating the funding is as of the June payment and, instead, specifies that the count is the number of students enrolled in the district or school "in the immediately preceding fiscal year."</p>
<p>Specifies that each school district, JVSD, community school other than an e-school, and STEM school will receive at least \$25,000 for FY 2020 and \$30,000 for FY 2021.</p>	<p>Same as the Executive, but increases the minimum amount for FY 2021 to \$36,000.</p>	<p>Same as the Executive.</p>	<p>Same as the House.</p>
<p>Provides each e-school with \$25,000 for FY 2020 and \$30,000 for FY 2021 in student wellness and success funding.</p>	<p>Same as the Executive, but increases the amount for FY 2021 to \$36,000.</p>	<p>Same as the Executive.</p>	<p>Same as the House.</p>
<p>No provision.</p>	<p>Provides an additional payment of student wellness and success enhancement funds to city, local, and exempted village school districts</p>	<p>No provision.</p>	<p>Same as the House, but removes the specification that the student count used for calculating the funding is as of the second June</p>

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	<p>that received supplemental targeted assistance funding for fiscal year 2019, in an amount equal to the product of (1) \$50, for FY 2020, or \$75, for FY 2021, (2) the square of the quotient of the district's poverty percentage under the base payment described above for the fiscal year for which the calculation is made divided by 36%, and (3) the district's enrolled student count used for the second June payment of the immediately preceding fiscal year.</p>		<p>payment and, instead, specifies that the count is the number of students enrolled in the district "for the immediately preceding fiscal year."</p>
<p>No provision.</p>	<p>Provides student wellness and success enhancement funds, on a full-time equivalency basis, for each student enrolled in a JVSD, community school that is not an e-school, or STEM school, as of the district or school's payment in June of the immediately preceding fiscal year, based on the per-pupil amount of student wellness and success enhancement funding paid to each student's resident district (provided that district is eligible for enhancement funding).</p>	<p>No provision.</p>	<p>Same as the House, but removes the specification that the student count used for calculating the funding is as of the June payment and, instead, specifies that the count is the number of students enrolled in the district "in the immediately preceding fiscal year."</p>
<p>Requires student wellness and success funds to be used on any of the following: (1) mental health services, (2) services for homeless youth, (3) services for child welfare involved youth, (4) community liaisons, (5) physical health care services, (6) mentoring programs, (7) family engagement and support services, (8) City Connects programming, (9) professional development regarding the provision of trauma informed care, and (10) professional development regarding cultural competence.</p>	<p>Same as the Executive, but also applies the requirement to the enhancement funding described above.</p>	<p>Same as the Executive, but adds to the list of permissible uses of student wellness and success funds: (11) services for child nutrition and physical health, fitness, and wellness; and (12) student services provided prior to or after the regularly scheduled school day or any time school is not in session.</p>	<p>Same as the House, but adds to the list of permissible uses of student wellness and success funds and enhancement funds item (12) from the Senate Passed version.</p>

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<p>Requires each district and school to develop a plan for utilizing the funding in coordination with one or more specified community organizations.</p>	<p>Same as the Executive, but also applies the requirement to the enhancement funding described above and adds a public hospital agency to the list of specified community organizations.</p>	<p>Same as the House, but does not apply the requirement to the enhancement funding, which is removed.</p>	<p>Same as the House.</p>
<p>Requires each district and school to submit a report to ODE at the end of each fiscal year describing the initiatives on which the district's or school's student wellness and success funds were spent.</p>	<p>Same as the Executive, but also applies the requirement to the enhancement funding described above.</p>	<p>Same as the Executive.</p>	<p>Same as the House, but (1) changes the deadline by which districts and schools must submit a report to ODE to "after" the end of each fiscal year and (2) specifies that the report must be submitted in a manner prescribed by ODE.</p>
<p>Fiscal effect: The bill earmarks \$250 million in FY 2020 and \$300 million in FY 2021 from GRF appropriation item 200550, Foundation Funding, to make the student wellness and success funds payments (see EDUCD12).</p>	<p>Fiscal effect: Increases appropriations for the payments to a total of \$275 million in FY 2020 and \$400 million in FY 2021 and shifts appropriations for the payments from the GRF to a combination of DPF Fund 5VS0 appropriation item 200604, Student Wellness and Success, and SLF Fund 7017 appropriation item 200625, Student Wellness and Success (see EDUCD101 and EDUCD102).</p>	<p>Fiscal effect: Same as the Executive, but appropriates the \$250 million in FY 2020 and \$300 million in FY 2021 for the payments from DPF Fund 5VS0 appropriation item 200604, Student Wellness and Success (see EDUCD102).</p>	<p>Fiscal effect: Same as the House, but appropriates the \$275 million in FY 2020 and \$400 million in FY 2021 for the payments entirely from DPF Fund 5VS0 appropriation item 200604, Student Wellness and Success (see EDUCD102).</p>

Executive

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EDUCD76 State aid adjustment for districts with TPP value changes

	R.C. 3317.028, Section 733.10	R.C. 3317.028, Section 733.10	R.C. 3317.028, Section 733.10
No provision.	Eliminates the deduction from a school district's state foundation aid of the difference between the district's aid as originally computed with, generally, three-year average total taxable value and as recomputed with value from the preceding tax year. (Under current law, this deduction is made for each district that experiences an increase in public utility tangible personal property (PUTPP) value of more than 10% compared to its total taxable value in the second preceding tax year, which results in lower foundation aid when aid is recomputed.)	Same as the House.	Same as the House.
No provision.	Requires ODE to credit districts for funds deducted due to such valuation increases between tax years 2017 and 2018. Fiscal effect: Increases state expenditures and district revenues in FY 2020 because, under current law, the FY 2019 deductions would have been applied against payments made in FY 2020. ODE projects deductions in state aid totaling \$2.6 million due to valuation increases between TY 2017 and TY 2018 as part of the state aid recomputation for FY 2019.	Same as the House. Fiscal effect: Same as the House.	Same as the House. Fiscal effect: Same as the House.

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As Passed by the House

As Passed by the Senate

As Enacted

EDUCD130 ****VETOED**** Per-pupil funding guarantee for certain school districts

No provision.

No provision.

R.C. 3317.28

[****VETOED**: Guarantees, beginning in FY 2022, each city, local, and exempted village school district receives at least as much funding per pupil as the statewide per-pupil amount paid for chartered nonpublic schools in Auxiliary Services funds and for administrative cost reimbursement.******]

Fiscal effect: Beginning in FY 2022, increases state foundation aid for certain school districts. As a point of reference, the statewide per-pupil amount paid for chartered nonpublic schools in Auxiliary Services funds and for administrative cost reimbursement is about \$1,305 in FY 2019.

R.C. 3317.28

Same as the Senate.

Fiscal effect: Same as the Senate.

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As Passed by the House

As Passed by the Senate

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EDUCD61 Operating funding for FY 2020 and FY 2021

Section: 265.215

Suspends current law school funding payments made under Chapter 3317. of the Revised Code except for certain payments, including: (1) foundation aid to school districts (see EDUCD43) and JVSDs (see EDUCD44); (2) certain foundation aid adjustments; (3) special education transportation reimbursements, (4) auxiliary services, (5) nonpublic school administrative cost reimbursement; (6) payments to certain nuclear power plant districts; (7) preschool special education; (8) special education catastrophic cost reimbursements; and (9) special education for school-age children at county developmental disabilities boards and institutions.

Requires ODE to use the state share index or state share percentage computed for a district for FY 2019 for purposes of computing FY 2020 and FY 2021 payments for other than foundation aid for which the state share index or state share percentage is a factor.

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 2020 and FY 2021 equals the formula amount for FY 2019 (\$6,020).

Section: 265.215

Same as the Executive.

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<p>Specifies that the special education catastrophic cost threshold for FY 2020 and FY 2021 is \$27,375 for students in categories two through five special education ADM and \$32,850 for students in category six special education ADM.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>Requires, for the purpose of making school funding payments, school districts and ESCs to continue reporting student enrollment data and the Tax Commissioner to continue to reporting property valuation and receipts for school districts, as prescribed by current law.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>EDUCD43 Traditional school district funding</p>			
<p>Sections: 265.220, 265.215 Suspends the use of the current law foundation aid formula for city, local, and exempted village school districts for FY 2020 and FY 2021 and, instead, provides every school district with the same amount of foundation aid as the district's aggregate annualized payments for FY 2019 as of the second payment in June 2019.</p>	<p>Sections: 265.220, 265.215 Same as the Executive.</p>	<p>Sections: 265.220, 265.215 Same as the Executive.</p>	<p>Sections: 265.220, 265.215 Same as the Executive, but removes the specification that the payments are equal to the "aggregate annualized" amount as of the second payment in June 2019 and, instead, specifies that the payments are "for FY 2019" (effectively, this change appears to determine each district's payments based on its "final reconciliation" amount for FY 2019; school districts and community and STEM schools may submit updated data for a fiscal year for a period of time after the fiscal year ends, which is reflected in one or more "final reconciliation" payments for that year).</p>
<p>No provision.</p>	<p>No provision.</p>	<p>Requires ODE to make an additional payment to each school district with a student enrollment greater than or equal to 50 that experiences an</p>	<p>Same as the Senate, but removes the specification that the student count used for calculating this payment is the number of</p>

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<p>Fiscal effect: Allocates an estimated \$8.07 billion in both FY 2020 and FY 2021 for foundation aid for traditional school districts (prior to any deductions and transfers).</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>average annual percentage change in its enrollment between FY 2016 and FY 2019 that is greater than zero in an amount equal to that percentage change for the district times 100 times the number of students enrolled in the district in FY 2019, as of the district's second payment in June 2019, times \$20, for FY 2020, or \$30, for FY 2021.</p> <p>Fiscal effect: Same as the Executive, but provides an additional \$15.5 million in FY 2020 and \$23 million in FY 2021 from SLF Fund 7017 appropriation item 200636, Enrollment Growth Supplement, to make the additional payments to school districts (see EDUCD128).</p>	<p>students enrolled in the district as of the district's second payment in June 2019 and, instead, specifies that the payment is calculated using the number of enrolled students "for FY 2019."</p> <p>Fiscal effect: Same as the Senate, but may change the amount of the foundation aid to school districts for FY 2020 and FY 2021.</p>
<p>EDUCD44 Joint vocational school district funding</p>			
<p>Sections: 265.225, 265.215 Suspends the use of the current law foundation aid formula for JVSDs for FY 2020 and FY 2021 and, instead, provides every JVSD with the same amount of foundation aid as the district's aggregate annualized payments for FY 2019 as of the second payment in June 2019.</p> <p>Fiscal effect: Allocates an estimated \$304.5 million in each of FY 2020 and FY 2021 for foundation aid to JVSDs.</p>	<p>Sections: 265.225, 265.215 Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Sections: 265.225, 265.215 Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Sections: 265.225, 265.215 Same as the Executive, but removes the specification that the payments are equal to the "aggregate annualized" amount as of the second payment in June 2019 and, instead, specifies that the payments are "for FY 2019" (effectively, this change appears to determine each district's payments based on its "final reconciliation" amount for FY 2019; see EDUCD43 for additional details).</p> <p>Fiscal effect: Same as the Executive, but may change the amount of foundation aid to JVSDs for FY 2020 and FY 2021.</p>

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As Passed by the House

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EDUCD131 Funding adjustment for career-technical education students

No provision.

No provision.

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 enters 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 2020 and FY 2021 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 in FY 2019, as of the second payment in June 2019, minus the CTE funds deducted from the district for community and STEM school students in FY 2019, as of the second payment in June 2019.

Section: 265.227

Same as the Senate, but removes the specification in the calculation of the adjustment that the CTE funds paid to the traditional school district and the CTE funds deducted from the district for community and STEM school students are "aggregate" amounts as of the second payment in June 2019 and, instead, specifies that those amounts are "for FY 2019" (effectively, this change appears to determine the adjustments based on "final reconciliation" amounts for FY 2019; see EDUCD43 for additional details).

No provision.

No provision.

Prohibits ODE from increasing the aggregate amount of foundation aid paid to traditional school districts and JVSDs when making this adjustment.

Same as the Senate.

Fiscal effect: May result in a shifting of foundation aid from certain traditional school districts to JVSDs.

Fiscal effect: Same as the Senate, but may change the amount of the adjustments for FY 2020 and FY 2021.

Executive

As Passed by the House

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EDUCD45 Community school funding

Section: 265.230

Maintains the FY 2019 dollar amounts used to calculate per pupil deductions from school districts and transfers to community schools for FY 2020 and FY 2021.

Section: 265.230

Same as the Executive.

Section: 265.230

Same as the Executive.

Section: 265.230

Same as the Executive, but also specifies that, for FY 2020 and FY 2021, the per-pupil amount deducted from a school district and paid to a community school that accepts responsibility to transport its students must be the same amount deducted and transferred for that purpose for FY 2019. (Prior versions of the bill did not specify a fixed amount for this deduction; therefore, ODE otherwise would have been required to calculate the deduction in accordance with the current law formula.)

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.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Requires ODE to pay each community school graduation and third grade reading bonuses equal to the school's payments for those bonuses for FY 2019.

Same as the Executive.

Same as the Executive.

Replaces the Executive provision with a provision that specifies that, for FY 2020 and FY 2021, each community school's graduation and third grade reading bonuses must be recalculated each fiscal year using a formula amount of \$6,020.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: In FY 2019, transfers of state aid to community schools are estimated to be about \$847.7 million. The graduation and third grade reading bonuses, which are directly paid (not deducted from the resident district), amount to an additional \$1.7 million for FY 2019.

Fiscal effect: Same as the Executive.

Fiscal effect: Same as the Executive.

Fiscal effect: May change the transfer and bonus amounts that community schools receive for FY 2020 and FY 2021.

EDUCD46 STEM school funding

Section: 265.235

Maintains the FY 2019 dollar amounts used to calculate per pupil deductions from school districts and transfers to STEM schools for FY 2020 and FY 2021.

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.

Requires ODE to pay each STEM school graduation and third grade reading bonuses equal to the school's payments for those bonuses for FY 2019.

Section: 265.235

Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.235

Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.235

Same as the Executive.

Same as the Executive.

Replaces the Executive provision with a provision that specifies that, for FY 2020 and FY 2021, each STEM school's graduation and third grade reading bonuses must be recalculated each fiscal year using a formula amount of \$6,020.

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<p>Fiscal effect: In FY 2019, transfers of state aid to STEM schools are estimated to be about \$24.2 million. The graduation bonus, which is directly paid (not deducted from the resident district), amounts to an additional \$126,000 for FY 2019 (no STEM school qualified for a third grade reading bonus for FY 2019 because no such school educated third grade students in the prior year).</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: May change the bonus amounts that STEM schools receive for FY 2020 and FY 2021.</p>
<p>EDUCD58 Educational service centers funding</p>			
<p>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. Establishes a moratorium on additional school districts joining ESCs during FY 2020 and FY 2021. Fiscal effect: The bill earmarks \$40 million in each fiscal year for state funding of ESCs (see EDUCD12).</p>	<p>Section: 265.360 Same as the Executive. Same as the Executive. Fiscal effect: Same as the Executive.</p>	<p>Section: 265.360 Same as the Executive. Same as the Executive. Fiscal effect: Same as the Executive.</p>	<p>Section: 265.360 Same as the Executive. Same as the Executive. Fiscal effect: Same as the Executive.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD23 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.

Fiscal effect: None.

Section: 265.430

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 265.430

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 265.430

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD24 Flexible funding for families and children

Section: 265.440

Permits school districts, community schools, STEM schools, JVSs, 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.

Fiscal effect: None.

Section: 265.440

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 265.440

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 265.440

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Scholarship Programs

EDUCD121 EdChoice scholarship program - limit on number of scholarships

No provision.

No provision.

R.C. 3310.02

Requires ODE, if the number of applicants for a traditional EdChoice scholarship for a school year exceeds 90% of the maximum number of scholarships permitted by statute for each year (60,000 under current law), to increase the maximum number of scholarships permitted for the following school year by 5%. Requires the new maximum to be used for each subsequent school year until ODE is again required to increase the number of scholarships due to the number of scholarship applications.

Fiscal effect: If, over time, demand for the scholarships triggers the automatic increases in the number of available scholarships and those additional scholarships are awarded, deductions of school district state aid to pay scholarships will increase while school district expenditures may decrease due to educating fewer students. In FY 2019, approximately 23,000 scholarships were awarded under the traditional EdChoice Scholarship program.

R.C. 3310.02

Same as the Senate.

Fiscal effect: Same as the Senate.

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EDUCD122 EdChoice scholarship program - eligibility

		R.C. 3310.03, conforming changes in R.C. 3310.032 and 3310.035	R.C. 3310.03, conforming changes in R.C. 3310.032 and 3310.035
No provision.	No provision.	Qualifies for the traditional EdChoice scholarship program chartered nonpublic school students who are enrolled in eighth grade without a state scholarship in the school year prior to the first school year for which a scholarship is sought, but otherwise meet the eligibility criteria to receive an EdChoice scholarship.	Replaces the Senate provision with a provision that qualifies, beginning with the 2019-2020 school year, a student for the EdChoice scholarship program who meets both of the following conditions: (1) the student was enrolled in a public or nonpublic school or was homeschooled in the prior school year and completed any of grades 8-11 in that school year; and (2) as under current law, the student would be assigned to a building in the school year for which the scholarship is sought that serves any of grades 9-12 and that received a grade of "D" or "F" for the four-year adjusted cohort graduation rate in two of the three most recent report cards published prior to July 1 of the school year for which a scholarship is sought or is a building that otherwise qualifies the student for EdChoice as described in current law.
No provision.	No provision.	No provision.	Specifies that students who received scholarships as entering high school students under current law (as described in (2) above) may continue to receive scholarships as long as they continue to meet the law's other eligibility criteria.

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Fiscal effect: May increase deductions of school district state aid to pay scholarships for eligible students and decrease school district expenditures to educate fewer students, depending on the number of students who qualify under the bill.

Fiscal effect: Same as the Senate, but may expand the number of students eligible for a scholarship.

EDUCD127 EdChoice scholarship program - expansion of grade levels

No provision.

No provision.

R.C. 3310.032

Expands eligibility for income-based EdChoice scholarships to all students entering grades K-12 for the first time, beginning with the 2020-2021 school year. (Under existing law, the first year of the Ed Choice income-based scholarships was the 2013-2014 school year, for which year only kindergarten students could receive scholarships. For each subsequent year, the law provides for adding one next higher grade level until all grades are eligible for scholarships. Currently in FY 2019, students in grades K-5 are eligible for the scholarship program.)

R.C. 3310.032

Same as the Senate.

Fiscal effect: Increases state expenditures for FY 2021. Income-based scholarships are paid directly by the state through GRF appropriation item 200573, EdChoice Expansion, and, thus, are limited by the appropriation. The Senate budget increases the appropriation for item 200573 by \$50 million in FY 2021 (see EDUCD14).

Fiscal effect: Same as the Senate.

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As Passed by the House

As Passed by the Senate

As Enacted

EDUCD120 EdChoice scholarship program - scholarship computations

No provision.

No provision.

R.C. 3310.08

Requires scholarships awarded under the traditional and income-based EdChoice Scholarship programs to be computed prior to the application of any other sources of financial aid received by students who are awarded scholarships. (Current law specifies that the scholarship is the lesser of "the tuition charged" by the school or the maximum amount. By rule, "tuition" is defined to mean the tuition of the chartered nonpublic school minus all other financial aid, discounts, and adjustments for the student.)

R.C. 3310.08

Replaces the Senate provision with a provision that specifies that each EdChoice scholarship must be computed as the lesser of (1) the base tuition amount of the chartered nonpublic school in which the student is enrolled minus applicable tuition discounts, or (2) the scholarship amount prescribed under current law.

No provision.

No provision.

No provision.

Defines "tuition discount" as a deduction from the base tuition amount (gross amount) for one or more of the following conditions: (1) the student's family has multiple children enrolled in the same school, (2) the student's family is a member of or affiliated with a religious or secular organization that provides oversight of the school or from which the school has agreed to enroll students, (3) the student's parent is an employee of the school, or (4) some other qualification not based on family income or the student's athletic or academic ability, for which all students in the school may qualify.

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Fiscal effect: May increase deductions of school district state aid to pay scholarships for students qualifying under the traditional "low performing school" criteria and decrease the number of income-based scholarships awarded. According to ODE, FY 2019 tuition discounts amounted to \$4.6 million for students participating in the traditional EdChoice program and \$3.6 million for students participating in the income-based program. Deductions for the traditional program under current law are estimated to be \$113.2 million for FY 2019. Income-based scholarships are paid directly by the state through GRF line item 200573, EdChoice Expansion and, thus, are limited by the appropriation. The bill appropriates \$57.2 million in FY 2020 and \$121.0 million in FY 2021 for income-based scholarships (see EDUCD14).

Fiscal effect: Same as the Senate, but diminishes the increase in deductions. The provision is similar to current rules, but the items subtracted from a student's gross tuition are defined more narrowly (for example, tuition discounts based on family income or the student's athletic or academic ability would be excluded from the scholarship computation, meaning that the amount of the scholarship may be higher than under current law).

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD123 EdChoice scholarship programs - application period

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	<p>R.C. 3310.16 Requires ODE, beginning with the 2020-2021 school year, to conduct a priority application period between January 1st and May 1st of each school year for the traditional and income-based EdChoice Scholarship programs. (Under current law, there are two application windows, a period that begins no sooner than February 1st and lasts at least 75 days and a period that begins no sooner than July 1st and lasts at least 30 days.)</p>	<p>R.C. 3310.16 Same as the Senate, but revises the priority application period so that it begins on February 1st and lasts at least 75 days (similar to the first application window under current law).</p>
No provision.	No provision.	<p>Requires ODE to award priority scholarships by May 31 prior to the first day of July of the school year for which a scholarship is sought.</p>	<p>Same as the Senate, but extends the date to June 30.</p>
No provision.	No provision.	<p>Requires ODE to continue awarding Ed Choice scholarships after the priority application period ends, prorating the amount if the student receives a scholarship after the school year begins and, in the case of income-based scholarships, award them only if appropriated funds remain available.</p>	<p>Same as the Senate.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
		<p>Fiscal effect: May increase ODE's administrative costs for the scholarship programs. Allows parents of qualifying children to apply for an EdChoice scholarship year-round, similar to other scholarship programs, which may increase participation in the programs and thus, the deductions of the resident district's state aid to pay providers under the traditional EdChoice program (income-based EdChoice scholarships are limited to the amount that may be funded by the appropriation for that purpose). School district expenditures may decrease to educate fewer students.</p>	<p>Fiscal effect: Same as the Senate.</p>

EDUCD73 Cleveland Scholarship Program application periods

	R.C. 3313.978	R.C. 3313.978	R.C. 3313.978
No provision.	<p>Requires ODE, beginning with the 2020-2021 school year, to conduct two application periods for the Cleveland Scholarship Program, the first of which must begin on February 1 for the following school year and last at least 75 days while the second of which must begin on July 1 of the school year for which the scholarship is sought and last at least 30 days (current law requires the state Superintendent to establish a deadline for applications).</p>	<p>Same as the House.</p>	<p>Same as the House.</p>
No provision.	<p>Permits ODE to forego a second application period if the scholarships awarded in the first application period use the entire amount appropriated by the General Assembly for the</p>	<p>Same as the House.</p>	<p>Same as the House.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	Cleveland Scholarship Program for that school year.		
No provision.	Requires ODE, by May 31st of each school year, to determine whether funds remain available for the Cleveland Scholarship Program after the first application period.	Same as the House, but changes the date to June 30th of each school year.	Same as the House.
No provision.	Requires the state Superintendent to notify students of their selection for a scholarship prior to a date established by the state Superintendent instead of prior to January 15, as under current law.	Same as the House.	Same as the House.
	Fiscal effect: May increase ODE's administrative costs for the scholarship program.	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.

Community Schools

EDUCD93 Community school sponsor evaluations - frequency

No provision.	<p>R.C. 3314.016</p> <p>Requires ODE to conduct a community school sponsor evaluation once every five years for a sponsor with an overall rating of "effective" for at least three consecutive years (under current law, all sponsors are evaluated annually; however, ODE may elect to evaluate the adherence to the quality practices component once in a three-year period for a sponsor rated "effective" or higher on its most recent evaluation).</p>	<p>R.C. 3314.016</p> <p>Replaces the House provision with a provision that requires ODE to conduct an evaluation of a community school sponsor once every three years for a sponsor with an overall rating of "effective" or "exemplary" for at least three consecutive years.</p>	<p>R.C. 3314.016</p> <p>Same as the Senate.</p>
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Executive	As Passed by the House	As Passed by the Senate	As Enacted
	<p>Fiscal effect: May decrease ODE's administrative workload to evaluate certain community school sponsors less frequently. As a point of reference, four sponsors were rated "effective" for three consecutive years in the sponsor ratings between the 2015-2016 and 2017-2018 school years. The number of sponsors rated "effective" has increased in recent years; 15 sponsors were rated "effective" in both the 2016-2017 and 2017-2018 school years.</p>	<p>Fiscal effect: Same as the House, but decreases the potential reduction in administrative workload. The same four sponsors were rated "effective" or "exemplary" for three consecutive years in the sponsor ratings between the 2015-2016 and 2017-2018 school years; 17 sponsors were rated "effective" or "exemplary" in both the 2016-2017 and 2017-2018 school years.</p>	<p>Fiscal effect: Same as the Senate.</p>

EDUCD98 Community school sponsor evaluations - review of draft ratings

No provision.	<p>R.C. 3314.016 Requires ODE, prior to the publication of the final ratings for community school sponsors, to permit each sponsor to review the information used by ODE to determine the sponsor's rating on the academic performance component and to request an adjustment to the sponsor's rating for that component, if it believes there is an error in ODE's evaluation. (Current law permits sponsors to review and request adjustments only on the "adherence to quality practices" and "compliance with laws and rules" components of the sponsor evaluation system.)</p> <p>Fiscal effect: May increase ODE's administrative responsibilities.</p>	No provision.	<p>R.C. 3314.016 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>
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Executive	As Passed by the House	As Passed by the Senate	As Enacted
EDUCD141 Community school sponsor evaluations - recalculation of ratings			
No provision.	No provision.	<p data-bbox="1330 435 1604 469">R.C. 3314.016</p> <p data-bbox="1330 479 1916 722">Requires ODE to recalculate the community school sponsor rating for the 2017-2018 school year for each sponsor of a dropout recovery school that receives recalculated report card ratings for the 2017-2018 school year based on the bill's revised rating system for those schools (see EDUCD63).</p> <p data-bbox="1330 738 1916 808">Fiscal effect: Increases ODE's administrative responsibilities.</p>	<p data-bbox="1948 435 2222 469">R.C. 3314.016</p> <p data-bbox="1948 479 2198 513">Same as the Senate.</p> <p data-bbox="1948 738 2376 771">Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD63 Dropout prevention and recovery community school report cards and school closure

	R.C. 3314.017	R.C. 3314.017, 3314.351, Sections 812.20 and 812.30	R.C. 3314.017, 3314.351, Sections 812.20 and 812.30
No provision.	Modifies the dropout prevention and recovery community school report card's state test passage rate indicator to measure the percentage of 12th grade students and other students enrolled in the school, regardless of grade level, who are within three months of their 22nd birthday who have attained the cumulative performance score on the end-of-course exams instead of the percentage of those students who have attained the designated passing score on all of the applicable state high school achievement assessments, as under current law.	Same as the House, but specifies that the indicator measures the percentage of such students who have attained the designated passing score on the Ohio Graduation Tests (OGTs) or the cumulative performance score on the end-of-course exams, whichever applies to the student (effectively, applying the change only to students who are subject to the end-of-course exams (those who entered ninth grade on or after July 1, 2014) but maintaining current law that requires the state test passage rate indicator to include the performance of applicable students who are subject to the OGTs (those who entered ninth grade prior to July 1, 2014)).	Same as the Senate.
No provision.	No provision.	Requires ODE to recalculate the 2017-2018 school year report card ratings for dropout prevention and recovery community schools and calculate the 2018-2019 school year report card ratings using the new state test passage rate measure.	Same as the Senate.
No provision.	No provision.	Prohibits the closure of a dropout prevention and recovery community school, beginning in the 2019-2020 school year, based on the report card issued for that school for the 2017-2018 or 2018-2019 school year if the overall ratings issued for those years using the new state test	Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	<p>passage rate measure results in an overall rating of "meets standards" or "exceeds standards."</p> <p>Specifies that an overall rating issued for each dropout prevention and recovery community school using the new state test passage rate measure does not make a school that was permanently closed prior to the 2019-2020 school year eligible to reopen.</p>	Same as the Senate.
No provision.	No provision.	<p>Specifies that the changes to (1) the state test passage rate measure, (2) the requirement to calculate and recalculate ratings using that measure, and (3) automatic school closure take immediate effect upon the bill becoming law.</p>	Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
	<p>Fiscal effect: May modify the number of schools rated as "exceeds standards," "meets standards," or "does not meet standards" on this measure of the report card. In general, the measure currently assesses the passage rates of students in the Class of 2017 or earlier on the Ohio Graduation Tests (OGTs) and of students in the Class of 2018 or later on all seven end-of-course (EOC) exams. For purposes of one of the state's three main graduation pathways, a student must earn a cumulative amount of 18 points on the EOC exams (a student earns between 1 and 5 points for each exam depending on performance level; a "proficient" (or passing) level earns 3 points). Under the bill, a student would be counted as meeting the measure if the student attains at least 18 points on the EOCs instead of at least 21 points on the EOCs or, depending on the student's class, passing the OGTs under current law.</p>	<p>Fiscal effect: May increase the number of dropout prevention and recovery community schools rated as "exceeds standards" or "meets standards" (and decrease the number of schools rated as "does not meet standards") by retaining the OGT passing score criteria for applicable students and also lowering the threshold for the number of points a student must earn on the EOC exams to count as meeting this measure. May reduce the number of dropout prevention and recovery community schools subject to closure. Increases ODE's administrative responsibilities to reissue overall ratings for each dropout prevention and recovery community school for the 2017-2018 school year.</p>	<p>Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD92 Study committee on dropout prevention and recovery schools

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>R.C. 3314.017</p> <p>Requires the State Board of Education to coordinate a committee comprising appointees from the Senate, the House of Representatives, the Governor's office, and the State Board to conduct a study of community schools that primarily serve students enrolled in dropout prevention and recovery programs that offer two or more of the following models: (1) blended learning, (2) portfolio learning, and (3) credit flexibility.</p>	No provision.	<p>R.C. 3314.017</p> <p>Same as the House.</p>
No provision.	<p>Requires the State Board to submit the committee's recommendations to the General Assembly within six months after the bill's effective date.</p>	No provision.	Same as the House.
No provision.	<p>Prohibits ODE from issuing report cards for community schools in which a majority of students are enrolled in dropout prevention and recovery programs operated by those schools until the General Assembly enacts the committee's recommendations or takes other legislative action that addresses the classification, authorization, and report card ratings of such schools.</p>	No provision.	No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: Increases ODE's administrative workload to assist with coordinating the committee and conducting the study. May alter the number of dropout prevention and recovery community schools subject to closure, depending on the actions of the General Assembly.

Fiscal effect: Same as the House, but removes potential effects on the number of schools subject to closure.

EDUCD87 Community school sponsor check of finding for recovery database

No provision.

R.C. 3314.02

Removes the requirement that community school sponsors must annually verify that no finding for recovery has been issued against any individual who proposes to create a community school or any member of the governing authority, the operator, or any employee of each community school.

Fiscal effect: Minimal decrease in administrative workload for school districts and educational service centers that sponsor community schools and ODE's Office of School Sponsorship.

No provision.

R.C. 3314.02

Replaces the House provision with a provision that modifies current law by limiting the finding for recovery verifications to only those persons with responsibility for fiscal operations or authorization to expend money on the school's behalf.

Fiscal effect: Same as the House, but diminishes the reduction in administrative workload.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD96 Classification of conversion community schools

No provision.	<p>R.C. 3314.02 Re-classifies a "conversion" community school that later enters into a sponsorship contract with an entity that is not a school district or educational service center as a "start-up" community school.</p> <p>Fiscal effect: Subject to certain exceptions, conversion community school students are included in the sponsoring district's accountability calculations while start-up community school students are not included in a district's accountability calculations.</p>	<p>R.C. 3314.02 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>	<p>R.C. 3314.02 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>
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EDUCD40 Community school mergers

<p>R.C. 3314.0211 Permits two or more community schools to merge upon the adoption of a resolution by the governing authority of each school and requires the surviving community school to enter into a new contract with a sponsor. Generally prohibits the transfer of a sponsor's existing contract to the surviving community school.</p>	<p>R.C. 3314.0211 Same as the Executive.</p>	<p>R.C. 3314.0211 Same as the Executive.</p>	<p>R.C. 3314.0211 Same as the Executive.</p>
<p>Specifies that participating in a merger does not exempt a community school from the laws regarding permanent closure.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
Requires ODE to issue a report card for the surviving community school and requires that the ratings of the surviving community school, whether issued before or after the merger, be used for the purposes of school closure for poor academic performance and other matters that depend on report card ratings or measures.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Prohibits a community school from merging if its sponsor has notified the school of the sponsor's intent to terminate or not renew the sponsor contract or if the community school has met the criteria for involuntary closure for one of the last two years.	Same as the Executive.	Same as the Executive.	Same as the Executive.
Fiscal effect: Any costs for a community school to implement a merger are permissive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.
EDUCD114 Funding for preschool students enrolled in community schools that operate a Montessori program			
No provision.	No provision.	<p>R.C. 3314.06</p> <p>Requires ODE to pay each community school that operates a program that uses the Montessori method as its primary method of instruction an amount equal to the formula amount (\$6,020) for each student younger than four years old who is enrolled in the school (see also EDUCD4).</p>	<p>R.C. 3314.06</p> <p>Same as the Senate.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
		<p>Fiscal effect: The bill earmarks \$100,000 in each fiscal year from GRF appropriation item 200550, Foundation Funding, for payments to eligible Montessori community schools that enroll students younger than four years old (see EDUCD12).</p>	<p>Fiscal effect: Same as the Senate.</p>

EDUCD97 Payments to community school sponsors

No provision.	<p>R.C. 3314.089, 3314.03, 3314.08, 3314.085</p> <p>Specifies that, if a contract between a sponsor and the governing authority of a community school provides for the sponsor to receive a portion of the total funding calculated for the community school, ODE (rather than the community school governing authority) must annually pay the portion of the funds directly to the sponsor out of the school's state operating payments.</p> <p>Fiscal effect: Shifts the administrative workload of making sponsorship fee payments from community schools to ODE. Continuing law limits the payments to no more than 3% of the total amount of payments for operating expenses that the school receives from the state.</p>	No provision.	No provision.
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD95 Community school assurances

No provision.

R.C. 3314.19

Requires each community school sponsor to provide a list of assurances specified in current law to ODE at least 10 business days prior to the opening of a school's first year of operation or, if the school is not an e-school and changes the building from which it operates, prior to the opening of the first year it operates from the new building. (Under current law, sponsors must provide this list of assurances annually to ODE not later than 10 business days prior to the opening of the school.)

Fiscal effect: Decreases administrative responsibilities for school districts and educational service centers that sponsor community schools and ODE's Office of School Sponsorship.

No provision.

R.C. 3314.19

Same as the House.

Fiscal effect: Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD99 Annual e-school reports

No provision.	<p>R.C. 3314.21 Requires each internet- or computer-based community school (e-school) to prepare and submit to ODE, in a time and manner prescribed by ODE, a report that contains information about all of the following: (1) classroom size, (2) student-teacher ratio per classroom, (3) the number of student-teacher meetings conducted in-person or by video conference, and (4) any other information determined necessary by ODE.</p>	<p>R.C. 3314.21 Same as the House.</p>	<p>R.C. 3314.21 Same as the House.</p>
No provision.	<p>Requires ODE to annually prepare and submit to the State Board of Education a report that contains the e-school reporting information received by ODE.</p> <p>Fiscal effect: Increases the administrative workload for e-schools and ODE.</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>

EDUCD69 Community school closure criteria

No provision.	<p>R.C. 3314.35, Conforming changes in 3302.03, 3313.413, 3314.016, 3314.017, 3314.03 Revises the community school closure criteria for schools that are not dropout prevention and recovery schools as follows:</p>	<p>R.C. 3314.35 Same as the House, but makes the following changes:</p>	<p>R.C. 3314.35, Section 812.20 Same as the Senate, but makes the following changes:</p>
No provision.	<p>Modifies the conditions under which a community school that offers up to third grade</p>	<p>Same as the House.</p>	<p>Same as the House.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

<p>No provision.</p>	<p>must be permanently closed by requiring the conditions in current law be met for the three most recent school years, rather than two of the three most recent school years.</p>	<p>Same as the House, but only makes the modification in (3).</p>	<p>Same as the Senate.</p>
<p>No provision.</p>	<p>Modifies the conditions under which a community school that serves any of grades 4 to 8 but does not serve a grade level higher than 9 must be permanently closed as follows: (1) removes the condition of receiving an overall "F" and an "F" for the value-added progress dimension; (2) for the remaining two conditions, which are (a) receiving an "F" for the performance index score and (b) receiving an "F" for the value-added progress dimension, triggers closure if either of these two conditions are met, rather than if both of these conditions are met; (3) requires these conditions be met for the three most recent school years, rather than two of the three most recent school years.</p>	<p>Same as the House, but only makes the modification in (3).</p>	<p>Same as the Senate.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>recent school years, rather than two of the three most recent school years.</p> <p>Eliminates a provision of current law that requires ODE to calculate the value-added progress dimension for a community school using assessment scores for only those students to whom the school has administered the state achievement assessments for at least the two most recent school years but using value-added data from only the most recent school year.</p>	No provision.	No provision.
No provision.	<p>No provision.</p> <p>Fiscal effect: May reduce the number of community schools subject to permanent closure.</p>	<p>No provision.</p> <p>Fiscal effect: Same as the House.</p>	<p>Specifies that these provisions are exempt from the referendum and therefore take effect immediately when the act becomes law.</p> <p>Fiscal effect: Same as the House.</p>
EDUCD113 Dropout prevention and recovery school closure			
No provision.	No provision.	<p>R.C. 3314.351</p> <p>Modifies the closure criteria for a dropout prevention and recovery community school to those receiving a designation of "does not meet standards" on the report card for the three most recent school years, rather than for two of the three most recent school years as under current law.</p> <p>Fiscal effect: May reduce the number of dropout prevention and recovery community schools subject to permanent closure.</p>	<p>R.C. 3314.351</p> <p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD86 ****PARTIALLY VETOED**** Lists of community school closures and "challenged" school districts where community schools may be located

	R.C. 3314.353	R.C. 3314.353	R.C. 3314.353
No provision.	Requires ODE, [***VETOED: by August 31 of***] each year, to publish separate lists of the following:	Same as the House, but requires the lists to be published by October 1 of each year.	Same as the House.
(1) No provision.	(1) Community schools that have become subject to permanent closure as required by law;	(1) Same as the House.	(1) Same as the House.
(2) No provision.	(2) Community schools that are at risk of becoming subject to permanent closure for academic underperformance;	(2) Same as the House.	(2) Same as the House.
(3) No provision.	(3) All "challenged" school districts in which new start-up community schools may be located.	(3) Same as the House.	(3) Same as the House.
	Fiscal effect: Increases ODE's administrative workload. Some of these lists are currently published by ODE, though the bill may require them to be published sooner than current practice.	Fiscal effect: Same as the House, but provides additional time for ODE to comply with the requirement.	Fiscal effect: Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD104 Community school operations cost study

R.C. 3317.61, conforming change in Section 265.215

No provision.

Requires ODE, in consultation with community school governing authorities and other appropriate stakeholders, to evaluate the cost of operating community schools on a per-pupil or other reasonable basis as a replacement for the discontinuance of a fixed per-pupil formula amount.

No provision.

No provision.

No provision.

Requires ODE to submit its findings by December 31, 2020.

No provision.

No provision.

No provision.

Requires the findings to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance subcommittees on primary and secondary education in both the House and the Senate.

No provision.

No provision.

Fiscal effect: Increases ODE's administrative responsibilities.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD117 Payments to STEM schools

<p>No provision.</p>	<p>No provision.</p>	<p>R.C. 3326.031, Conforming changes in R.C. 3326.33, 3326.34, 3326.36, 3326.37, and 3326.41</p> <p>Requires ODE to do the following for STEM schools that operate within a group: (1) pay all funds for a STEM school directly to the governing body of the group of STEM schools, which the governing body must then distribute to each STEM school within the group in the full amount determined by ODE for that school and (2) assign a separate internal retrieval number (IRN) to each STEM school within a group (under current law, funds are paid directly to each school in a group).</p> <p>Fiscal effect: Increases the administrative workload of a governing body of a group of STEM schools.</p>	<p>R.C. 3326.031, Conforming changes in R.C. 3326.33, 3326.34, 3326.36, 3326.37, and 3326.41</p> <p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>
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EDUCD22 Community school operation from residential facilities

<p>Section: 265.410 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.</p> <p>Fiscal effect: None.</p>	<p>Section: 265.410 Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Section: 265.410 Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Section: 265.410 Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD25 E-school funding study

Section: 265.470

Requires ODE to study and make recommendations on the feasibility of a new funding system for e-schools by December 31, 2019.

Requires ODE to consider models that are (1) based on competency and course completion and (2) used in other states, including Florida and New Hampshire.

Fiscal effect: Increases ODE's administrative responsibilities.

Section: 265.470

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 265.470

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 265.470

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Educator Provisions

EDUCD108 Teacher salaries

No provision.

R.C. 3317.13

Specifies that the minimum salary (base salary) for teachers with bachelor's degrees is \$30,000, rather than \$20,000 as under current law.

R.C. 3317.13

Same as the House.

R.C. 3317.13

Same as the House.

No provision.

Makes changes to the other steps specified in the statutory stepped teacher salary schedule based on the change to the minimum salary, using the same percentages for each step as under current law (the stepped teacher salary schedule is based on the teacher's years of service and level of education or training).

Same as the House.

Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: Potential increase in teacher compensation costs for some school districts and ESCs, depending on the extent to which current teacher salaries are below those specified in the bill. Teacher salaries vary by region and other district demographic factors. In FY 2018, salaries for teachers employed by traditional districts averaged \$58,266 statewide.

Fiscal effect: Same as the House.

Fiscal effect: Same as the House.

EDUCD100 Bright New Leaders for Ohio Schools Program

R.C. 3317.25, 3319.271 (repealed), and 3319.272

R.C. 3317.25, 3319.271 (repealed), and 3319.272

R.C. 3317.25, 3319.271 (repealed), and 3319.272

No provision.

Eliminates the provision of law that establishes the nonprofit corporation that initially created and implemented the Bright New Leaders for Ohio Schools Program.

Same as the House.

Same as the House.

No provision.

Establishes the Ohio State University Fisher College of Business and College of Education and Human Ecology as the administrators for the Program.

Same as the House.

Same as the House.

No provision.

Requires the State Board of Education to issue a professional administrator license for grades pre-kindergarten through 12 to individuals who successfully complete the Program, instead of an alternative principal or administrator license as under current law.

Same as the House.

Same as the House.

Fiscal effect: Minimal, if any. The program receives \$1.5 million in each of FY 2020 and FY 2021 under the House budget (see EDUCD7).

Fiscal effect: Same as the House, but reduces the program's funding to \$1.0 million in each fiscal year (see EDUCD7).

Fiscal effect: Same as the Senate.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD42 ****PARTIALLY VETOED**** Properly certified or licensed teachers

R.C. 3314.03

R.C. 3314.03

R.C. 3319.074 (repealed), 3302.01, 3302.03, 3311.78, 3311.79, 3314.03, 3317.141, 3319.226, 3319.283, and 3326.13; Section 812.20

R.C. 3319.074 (repealed), 3302.01, 3302.03, 3311.78, 3311.79, 3314.03, 3317.141, 3319.226, 3319.283, and 3326.13; Section 812.20

Eliminates the requirement that community school teachers providing instruction in core subject areas be “properly certified or licensed” to teach in the subject areas and grade levels in which they provide instruction.

Same as the Executive.

Same as the Executive, but [***VETOED: also eliminates the "properly certified or licensed" requirement for traditional school district and STEM school teachers.***]

Same as the Senate.

Eliminates the requirement that community school paraprofessionals employed by a program supported with federal Title I funds be “properly certified” in order to provide academic support in core subject areas.

Same as the Executive.

Same as the Executive, but [***VETOED: also eliminates the "properly certified" requirement for traditional school district and STEM school paraprofessionals.***]

Same as the Senate.

No provision.

No provision.

[***VETOED: Specifies that these provisions are exempt from the referendum and therefore take effect immediately when the act becomes law.***]

Same as the Senate.

Fiscal effect: Provides community schools with additional flexibility in responding to certain staffing needs. Under continuing law, community school teachers and paraprofessionals must have a license, permit, or certification to provide instruction, but under the bill they would not be required to be “properly certified” in any specific subject areas or grade levels.

Fiscal effect: Same as the Executive.

Fiscal effect: Same as the Executive, but extends the effect to traditional school districts and STEM schools.

Fiscal effect: Same as the Senate.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD94 Licenses for substitute teaching

No provision.	<p>R.C. 3319.074, 3319.226</p> <p>Permits an individual who does not hold a degree in education or other subject area directly related to the class being taught to provide substitute instruction in a core subject area for an unlimited number of days, provided the individual: (1) holds a long-term substitute license issued prior to November 2, 2018; or (2) holds a substitute license issued on or after November 2, 2018, and satisfies the long-term substitute licensure criteria as it existed prior to November 2, 2018. (Prior to enactment of S.B. 216 of the 132nd General Assembly, long-term substitute licensure requirements were established by rule and included a bachelor's degree and either 12 semester hours of early childhood education or 20 semester hours in the subject area to be taught.)</p>	No provision.	No provision.
No provision.	<p>Specifies that an individual who holds a license described in (1) or (2) above is a "properly certified or licensed teacher" who may provide instruction in a certain core subject area.</p>	No provision. (R.C. 3319.074 is repealed. See EDUCD42.)	No provision. (R.C. 3319.074 is repealed. See EDUCD42.)
No provision.	<p>Permits the provisional employment, for the purpose of providing substitute instruction in a core subject area, of an unlicensed individual for a period of up to 60 days, provided that the individual satisfies the former long-term substitute licensure criteria and an application for licensure has been submitted on or before</p>	No provision.	No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

the individual's first day of employment.

Fiscal effect: May provide public schools with additional flexibility in responding to certain staffing needs for substitute teachers.

EDUCD80 Alternative resident educator licenses

No provision.

R.C. 3319.26

Replaces the current option for an alternative resident educator license applicant to meet pedagogical training requirements through a teacher preparation program summer training institute offered by a nonprofit organization and approved by the Chancellor of Higher Education with the option to complete the preservice training provided to participants of a teacher preparation program approved by the Chancellor. Applies the same criteria required of the summer institute program under current law to the preservice training program.

Fiscal effect: Allows a nontraditional teacher candidate to complete a program operated by a for-profit organization to meet the pedagogical training requirement, increasing the options available to such candidates. May increase DHE's administrative workload to review and approve additional programs.

R.C. 3319.26

Same as the House, but also modifies the criteria required of the program by allowing participants to have either (1) a cumulative undergraduate grade point average (GPA) of 2.5 out of 4.0, or its equivalent, or (2) a cumulative graduate school GPA of 3.0 out of 4.0, instead of requiring participants to have (1).

Fiscal effect: Same as the House.

R.C. 3319.26

Same as the Senate, but permits (rather than requires, as under current law) the Chancellor to approve a preservice training teacher preparation program that meets the criteria required of a program.

Fiscal effect: Same as the House, but provides the Chancellor with discretion when approving a preservice training teacher preparation program.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD116 Teachers of computer science

No provision.	No provision.	<p>Section: 733.61</p> <p>Permits school districts, community schools, and STEM schools, for the 2019-2020 and 2020-2021 school years, to allow an individual who holds a valid educator license in any of grades 7 through 12 to teach a computer science course if, prior to teaching the course, the individual completes a professional development program approved by the district superintendent or school principal that provides content knowledge specific to the course the individual will teach.</p>	<p>Section: 733.61</p> <p>Same as the Senate.</p>
No provision.	No provision.	<p>Requires a district superintendent or school principal to approve any professional development program endorsed by the organization that creates and administers the national Advanced Placement examinations (The College Board) as appropriate for the course the individual will teach.</p>	Same as the Senate.
No provision.	No provision.	<p>Specifies that the individual is not permitted to teach a computer science course in a school district or school other than the school district or school that employed the individual at the time the individual completed the professional development program.</p>	Same as the Senate.
No provision.	No provision.	<p>Specifies that, beginning July 1, 2021, a school district or school must permit an individual to teach a computer science course only in accordance with current law.</p>	Same as the Senate.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: May provide school districts and community and STEM schools with a greater pool of individuals to teach computer science courses over the next two school years.

Fiscal effect: Same as the Senate.

Early Childhood

EDUCD106 Preschool education study

R.C. 3317.60, conforming change in Section 265.215

R.C. 3317.60, conforming change in Section 265.215

No provision.

Requires ODE, in consultation with the Joint Education Oversight Committee (JEOC), the Department of Job and Family Services (ODJFS), and the Auditor of State (AOS), to conduct a study of the following topics on preschool education: (1) the cost effectiveness of continuing the existing multiple provider system, (2) ways in which the existing system may be better coordinated and cost efficient, and (3) alternative ways in which the state can supply high quality preschool, especially for economically disadvantaged students.

No provision.

Replaces the House provision with a provision that requires ODE, in consultation with ODJFS and stakeholder groups determined appropriate by ODE, to prepare a report that includes: (1) a review of early child initiatives in Ohio, including preschool, Head Start, and other early learning opportunities, and (2) information regarding how other states support early learning opportunities.

No provision.

Requires ODE to submit a report of its findings by December 31, 2020.

No provision.

Same as the House.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation enacted by the General Assembly in order to take effect for FY 2022.

No provision.

No provision.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>Requires the report to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance subcommittees on primary and secondary education in both the House and the Senate.</p> <p>Fiscal effect: Increases the administrative responsibilities for ODE, JEOC, ODJFS, and AOS.</p>	No provision.	<p>Replaces the House provision with a provision that requires the report to be submitted to the President and Minority Leader of the Senate, the Speaker and Minority Leader of the House, and the members of the primary and secondary education committees in both the House and the Senate.</p> <p>Fiscal effect: Same as the House, but only for ODE and ODJFS.</p>

EDUCD4 Early Childhood Education

Section: 265.20	Section: 265.20	Section: 265.20	Section: 265.20
<p>Continues the GRF-funded early childhood education program at school districts, JVSDs, 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.</p>	Same as the Executive.	<p>Same as the Executive, but prohibits each community school that operates a program that uses the Montessori method as its primary method of instruction from using early childhood education funding for students under four years of age (see EDUCD114).</p>	Same as the Senate.
<p>Earmarks up to 2% of GRF appropriation item 200408, Early Childhood Education, to be used by ODE for program support and technical</p>	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

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 quality and innovation.

Same as the Executive.

Same as the Executive.

Same as the Executive.

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.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

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 implementation of a corrective action plan, when needed, (4) requires certain qualifications for teachers, (5) requires alignment of curriculum to the early learning content standards, (6) requires documentation and reporting of child progress, (7) requires adherence to early learning program standards, (8) requires certain child or program assessments, (9) requires charging a fee, based on a sliding scale, to families who earn more than the 200% of the federal poverty guidelines, (10) requires participation in the Step Up to Quality program, (11) requires providers who are highly rated to comply with the requirements under the Step Up to Quality system, and (12) requires providers who are not highly rated to meet certain qualifications.

Same as the Executive.

Same as the Executive.

Same as the Executive.

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, funding, attendance policies, and attendance tracking for

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>early childhood programs in both agencies. Requires ODE to provide an annual report regarding early childhood education programs and the early learning program standards.</p> <p>Fiscal effect: The bill appropriates \$68.1 million in both FY 2020 and 2021 to GRF appropriation item 200408 for early childhood education programs, including an earmark of 2% for ODE's administrative costs.</p>	<p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>

Other Education Provisions

EDUCD35 English learners			
R.C. 3301.0711, and various other sections	R.C. 3301.0711, and various other sections	R.C. 3301.0711, and various other sections	R.C. 3301.0711, and various other sections
<p>Changes references of "limited English proficient student" to "English learner" to align with federal law.</p> <p>Fiscal effect: None apparent.</p>	<p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>	<p>Same as the Executive.</p> <p>Fiscal effect: Same as the Executive.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD65 Chartered nonpublic school alternative assessments

	R.C. 3301.0711	R.C. 3301.0711	R.C. 3301.0711
No provision.	Permits a chartered nonpublic school for which at least 65% of its total enrollment is comprised of students participating in state scholarship programs to administer an alternative assessment instead of the state achievement assessments for grades 3-8, as determined by ODE.	Same as the House, but also permits any chartered nonpublic school that enrolls students who are participating in state scholarship programs to administer an alternative standardized assessment, as determined by ODE, instead of the state achievement assessments for grades 3-8.	Same as the Senate.
No provision.	Requires chartered nonpublic schools that must administer the state tests or that choose an alternative assessment under the bill to report the results of each assessment administered to students in grades 3 to 8 to ODE. Fiscal effect: May increase ODE's administrative responsibilities.	Same as the House. Fiscal effect: Same as the House but may further increase ODE's administrative responsibilities.	Same as the House. Fiscal effect: Same as the Senate.

EDUCD81 Assessments for students with disabilities

	R.C. 3301.0711	R.C. 3301.0711	R.C. 3301.0711
No provision.	Permits a chartered nonpublic school to develop a written plan to excuse a student with a disability from taking state assessments if the following apply:	Same as the House.	Same as the House.
No provision.	(1) The school, in consultation with the student's parents, determines that an assessment or alternative assessment with accommodations	(1) Same as the House.	(1) Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	does not accurately assess the student's academic performance;	(2) Same as the House.	(2) Same as the House.
No provision.	(2) The plan includes an academic profile of the student's academic performance;	(2) Same as the House.	(2) Same as the House.
	(3) The plan is reviewed annually to determine if the student's needs continue to require excusal from taking the assessments.	(3) Same as the House.	(3) Same as the House.
	Fiscal effect: None.	Fiscal effect: Same as the House.	Fiscal effect: Same as the House.

EDUCD137 End-of-course examinations

No provision.	No provision.	<p>R.C. 3301.0712, 3301.0711</p> <p>Requires ODE to seek a federal waiver to eliminate the geometry end-of-course exam. If the waiver is received, eliminates the exam for students entering ninth grade after July 1, 2019 (the Class of 2023). Also, eliminates the English language arts I end-of-course exam for these students.</p>	<p>R.C. 3301.0712, 3301.0711</p> <p>Same as the Senate, but clarifies that ODE must seek a waiver from the U.S. Secretary of Education in order to make the algebra I end-of-course exam the primary high school math assessment instead of a federal waiver to eliminate the geometry end-of-course exam.</p>
No provision.	No provision.	Prohibits the State Board of Education from setting a new minimum cumulative performance score on the end-of-course exams for the purposes of qualifying for a high school diploma.	Same as the Senate.
No provision.	No provision.	Requires the State Board to consult with House and Senate standing committees that consider primary and secondary education legislation in determining and designating the five ranges of scores for the end-of-course exams.	Replaces the Senate provision with a provision that requires the Superintendent of Public Instruction, or designee, to conduct a public presentation before the House and Senate education committees that consider primary and secondary education legislation regarding the range of scores on the end-of-course exams

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>No provision.</p>	<p>No provision.</p>	<p>Prohibits a student from being required to retake the algebra I end-of-course exam or the English language arts II end-of-course exam in high school if the student achieved at least a proficient score or a "competency score" on the exam prior to high school.</p> <p>Fiscal effect: Decreases GRF expenditures by \$1.6 million annually by eliminating the English language arts I exam and by an additional \$1.1 million annually if the geometry exam ultimately is eliminated. Decreases may be less in FY 2020 depending on each district's course of study. Increases ODE's administrative responsibilities to request the federal waiver.</p>	<p>designated by the State Board of Education.</p> <p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>
<p>EDUCD136 Consolidated school mandate report</p>			
<p>No provision.</p>	<p>No provision.</p>	<p>R.C. 3301.68</p> <p>Removes both of the following from the list of items that must be included in the consolidated school mandate report that each district annually must file with ODE: (1) training on crisis prevention intervention; and (2) the establishment of a wellness committee.</p> <p>Fiscal effect: May increase or decrease administrative responsibilities for districts depending on whether ODE will require a separate report for these items.</p>	<p>R.C. 3301.68</p> <p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD71 **VETOED Accredited nonpublic schools**

R.C. 3301.165, conforming changes throughout Title 33 and other R.C. sections, Sections 130.12 and 130.13

R.C. 3301.165, conforming changes throughout Title 33 and other R.C. sections, Sections 130.12 and 130.13

No provision.

[***VETOED: Establishes a category of nonpublic schools called "accredited nonpublic schools" for nonpublic schools that are accredited by the Independent Schools Association of the Central States (ISACS). Requires the schools to comply with minimum education standards adopted by the State Board of Education, but prohibits the State Board from prescribing additional operating standards.***]

No provision.

Same as the House.

No provision.

[***VETOED: Specifically exempts such schools from the state minimum high school curriculum and chartering requirements.***]

No provision.

Same as the House.

No provision.

[***VETOED: Maintains current law exemptions from state achievement testing for non-scholarship high school students attending accredited nonpublic schools, including an exemption for scholarship students attending such schools from the testing requirements.***]

No provision.

Same as the House.

No provision.

[***VETOED: Exempts such a school from the College Credit Plus (CCP) Program as long as students and parents are notified at enrollment that the school does not participate, but if a student enrolls in the school under an EdChoice Scholarship or Cleveland Scholarship, prohibits

No provision.

Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	that student from being denied participation in the CCP Program solely due to the school's nonparticipation.***]	No provision.	Same as the House.
No provision.	[***VETOED: Permits ODE to exercise limited oversight over the ISACS accreditation process of nonpublic schools, and permits ODE to revoke a school's designation if it fails to cooperate with ODE in its oversight.***]	No provision.	Same as the House.
No provision.	[***VETOED: Requires a joint committee of the General Assembly to study the effects of the creation of accredited nonpublic schools and recommend expansion of the designation.***]	No provision.	Same as the House.
	<p>Fiscal effect: Potential decrease in ODE's administrative workload if fewer nonpublic schools seek and obtain a state charter. ODE's website currently lists 37 ISACS-accredited chartered nonpublic schools in Ohio. Potential minimal administrative costs associated with the activities of the joint committee.</p>		<p>Fiscal effect: Same as the House.</p>
EDUCD91 Report cards - use of value-added progress and performance index score grades			
No provision.	<p>R.C. 3302.021, 3302.03, 3302.038, conforming changes in 3301.52, 3302.042, 3302.12, 3314.02, 3314.034, 3314.35</p> <p>Specifies that the calculation of the value-added progress dimension must use not more than one academic year's worth of growth data.</p>	No provision.	No provision.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>Specifies that the higher of the performance index score or the value-added progress score (instead of both measures) be used for the overall grade on the state report card (but retains the use of all other components for determining the overall grade) and for any sanction or penalty based on the measures. Prohibits the use of both measures for those purposes, except that these changes do not apply to provisions prescribing new buildings where students are eligible for the Educational Choice (EdChoice) scholarship or defining "challenged school districts" in which new start-up community schools may be located.</p>	No provision.	No provision.
No provision.	<p>Makes conforming changes to sanctions, penalties, and other qualifications in certain provisions of law affected by the performance index score and the value-added progress dimension measures, including the Columbus parent trigger pilot project, eligibility for community schools to change sponsors, and community school closure.</p> <p>Fiscal effect: May reduce the number of districts and public school buildings subject to sanctions and penalties, which in turn may affect district and community school revenues and expenditures.</p>	No provision.	No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD89 Issuance of preliminary data for report cards and community schools at risk of closure

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>R.C. 3302.03, 3314.017, 3314.354 Requires ODE, by July 31 of each year, to submit both of the following:</p>	No provision.	<p>R.C. 3302.03, 3314.017, 3314.354 Same as the House.</p>
(1) No provision.	(1) Preliminary report card data for overall academic performance and for each separate performance measure for each school district, school building, and community school;	(1) No provision.	(1) Same as the House.
(2) No provision.	(2) Preliminary data on community schools at risk of becoming subject to permanent closure.	(2) No provision.	(2) Same as the House.
	Fiscal effect: Increases ODE's administrative workload.		Fiscal effect: Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD90 Report card grades and community school sponsor ratings - ODE failure to assign ratings by statutory deadline

No provision.	<p>R.C. 3302.03, 3302.039, 3314.016</p> <p>Specifies that, if ODE fails to assign letter grades each year on the state report card for a school district or building by the deadline specified in current law (September 15th, or the preceding Friday if that day falls on a Saturday or Sunday), ODE must assign the school district or building the same grade for each measure that it was assigned for the previous school year or a "B" for each measure, whichever is the higher per measure, except that the actual calculated grade must be used to prescribe new buildings where students are eligible for the Educational Choice scholarship or to define "challenged school districts" in which new start-up community schools may be located.</p>	No provision.	No provision.
No provision.	<p>Requires that, if ODE fails to assign a rating for a community school sponsor by November 15th each year in accordance with current law, ODE must assign the sponsor the same rating for each component that it was assigned for the previous school year or an "effective" rating for all components, whichever is the higher per component rating.</p>	No provision.	No provision.
No provision.	<p>Specifies that, if ODE fails to assign report card ratings or sponsor ratings by the deadlines specified in current law, those ratings, as well as any from previous years, will not be considered in determining whether a school district,</p>	No provision.	No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

building, or sponsor is subject to sanctions or penalties, thereby creating a new starting point for determinations that are based on ratings over multiple years, except that these changes do not apply to ratings used to determine new buildings where students are eligible for the Educational Choice (EdChoice) scholarships or to define "challenged school districts."

EDUCD133 Report cards - value-added progress grade scale

No provision.	No provision.	<p>R.C. 3302.03</p> <p>[Note: The changes described in EDUCD133 were adopted in the Senate Finance Committee but were not reflected in the Senate Passed version of H.B. 166 due to an LSC engrossing error.] Modifies the grading scale used to determine letter grades assigned for the report card's value-added progress dimension, which computes "gain index" values based on the number of standard errors above or below the mean on a statistical measure of academic growth, as follows:</p>	<p>R.C. 3302.03</p> <p>Same as the Senate, but inserts the omitted language and makes the following changes:</p>
(1) No provision.	(1) No provision.	(1) A score of one or greater (instead of a score of two or greater under current law) is designated as an "A;"	(1) Same as the Senate.
(2) No provision.	(2) No provision.	(2) A score that is less than one but not greater than negative one (instead of a score that is at least one but less than two) is designated as a "B;"	(2) Same as the Senate, but corrects the intended range for a "B" to a score that is less than one but greater than negative one.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
(3) No provision.	(3) No provision.	(3) A score that is less than or equal to negative one but greater than negative two (instead of a score that is less than one but greater than or equal to negative one) is designated as a "C;"	(3) Same as the Senate.
(4) No provision.	(4) No provision.	(4) A score that is less than or equal to negative two but greater than negative three (instead of a score that is not greater than negative one but greater than or equal to negative two) is designated as a "D;"	(4) Same as the Senate.
(5) No provision.	(5) No provision.	(5) A score that is less than or equal to negative three (instead of a score that is not greater than negative two) is designated as an "F."	(5) Same as the Senate.
No provision.	No provision.	Specifies that, in assigning letter grades for the overall score on the value-added progress dimension of the report card, the State Board of Education must prohibit assigning an "A" on this measure unless a district or building's assigned grade for the subgroups of the value-added progress dimension is a "C" or higher (instead of a "B" or higher under current law).	Same as the Senate.
		Fiscal effect: May result in higher value-added progress grades for some districts.	Fiscal effect: Same as the Senate.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD88 Statutory changes to report cards - effect on penalties or sanctions

No provision.

R.C. 3302.037

Specifies that, if any statutory change is made to the calculation or determination of grades or to the graded measures on the state report card, the report card ratings issued for the school year in which the change takes effect and any previous report card ratings are not considered when determining whether a school district or school is subject to the following penalties or sanctions: school restructuring, the Columbus parent trigger pilot project, and community school closure. (Essentially, any change creates a new starting point for any determinations made based on report card ratings over multiple years.)

Fiscal effect: May reduce the number of districts or schools subject to penalties or sanctions in a given year if changes are made to the report card, which may, in turn, affect school district revenues and expenditures.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD60 Interventions for low-performing school districts

R.C. 3302.11, 3301.28, 3302.111 (conforming changes in 3302.042, 3302.12, and 3302.17)

Creates a tiered system of additional support for low-performing school districts as follows:

(1) Places a district that receives an overall grade of "F" in "substantial and intensive support" status. Requires the following for districts with this designation: (a) an ODE-conducted academic performance review and resource utilization analysis of the district; (b) an annual expectation and support agreement between the district and ODE for as long as the district maintains the designation, which specifies the actions each party will take and the areas of support to be provided for the district by each party; (c) establishment of several advisory groups for the district, the members of which will be appointed by the state Superintendent.

(2) Requires the state Superintendent to select one of the following improvement interventions based on the needs and situation of the district if a district (a) receives overall grades of "F" on the report card for at least two consecutive years and has not complied with the expectation

R.C. 3302.10 (reenacted), 3302.12 (repealed), 3302.16, and 3302.17

Replaces the Executive provisions with provisions that establish progressive interventions for poor performing schools operated by school districts as follows:

(1) Replaces the Executive provisions with provisions that (a) designate a school building that receives an overall grade of "F" on the state report card for the prior school year as "in need of improvement," (b) require the formation of an improvement team consisting of teachers and administrators that (i) must conduct a performance audit and develop a multi-tiered, evidence-based improvement plan for the school to be submitted and approved by the district board of education, (ii) may request technical support from ODE during development of the plan, and (iii) may recommend that that the district board voluntarily initiate a community learning center process for the building.

(2) Replaces the Executive provisions with provisions that specify the progressive interventions as follows: (a) if, for a second consecutive year the building remains in "in need of improvement" status, (i) requires the improvement team to begin implementing the

No provision.

No provision.

No provision.

No provision.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

and support agreement or has not made sufficient academic improvement or (b) is subject to academic distress commission on the bill's effective date: (i) an assistive option, including the appointment of certain ODE employees to serve as district facilitators, district monitors, or school-level coaches, (ii) an improvement supervisor, (iii) a local superintendent supervisor, (iv) a new seven-member board appointed by the major of the municipality in which a majority of the district's territory is located, (v) school directors, (vi) contracted school management, (vii) an academic distress commission (see EDUCD62), or (viii) a chief executive officer appointed by the state Superintendent.

improvement plan and monitoring its progress and (ii) permits the team to hire an academic coordinator and request technical assistance from ODE; (b) if the building remains designated for a third consecutive year, (i) requires the improvement team to continue implementing the improvement plan with oversight from the district board of education and (ii) permits ODE to perform reviews of progress and provide feedback; (c) if the building remains designated for a fourth consecutive year, (i) requires the improvement team to continue implementing the improvement plan with oversight from the district board of education and (ii) requires the state Superintendent to review the progress made under the plan and determine if the building may move out of the status (these provisions go into effect July 1, 2019 for each school building within a district previously subject to an ADC and designated as "in need of improvement" and in July 2020 for each school building in districts not previously subject to an ADC that receive the designation).

Removes a district from "substantial and intensive support" status if the district receives an overall grade of "C" or above on the report card or upon the state Superintendent's determination based on the academic performance of the district and individual school buildings operated by the district and evidence of a district's capacity for sustainable improvement.

Replaces the Executive provision with provisions that require the state Superintendent to determine when a school may move out of "in need of improvement" status and require the State Board of Education to adopt rules to establish criteria for the state Superintendent to consider when moving a district out of "in need of improvement" status.

No provision.

No provision.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>Requires the Department to publish a list of approved, high-quality organizations that specialize in supporting academic achievement and performance improvement for use in school district improvement interventions.</p>	<p>Replaces the Executive provision with a provision that requires the state Superintendent, by January 1, 2020, to submit a report on the best methods to support schools that fail to meet improvement benchmarks.</p>	<p>No provision.</p>	<p>No provision.</p>
<p>No provision.</p>	<p>Repeals current law that requires a school district to restructure any school building that is ranked in the lowest 5% of all public schools by performance index score for three consecutive years, and where any combination of the following apply for three consecutive school years: (1) the school is in academic watch or academic emergency, (2) the school has received a grade of "F" for the value-added progress dimension of the report cards, or (3) the school received an overall grade of "F" on the report cards.</p>	<p>No provision.</p>	<p>No provision.</p>
<p>Fiscal effect: May increase costs or workload for ODE to provide additional services, support, and intervention for low-performing school districts, as many of the improvement interventions would be administered by ODE employees. ODE currently manages what appears to be a somewhat similar differentiated accountability system pursuant to its plan under the federal Every Student Succeeds Act (ESSA). Ultimately, any fiscal effect will depend on the improvement interventions chosen by the state Superintendent.</p>	<p>Fiscal effect: May increase operational and administrative costs for schools designated as "in need of improvement," depending on the improvement actions implemented. May increase ODE's administrative costs to provide certain supports and assistance to districts under "in need of improvement" status.</p>		

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD66 School district territory transfer

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>R.C. 3311.242</p> <p>Permits electors residing in school district territory located within a township that is split between two or more school districts to petition for the transfer of territory to another adjacent school district.</p>	No provision.	<p>R.C. 3311.242</p> <p>Same as the House.</p>
No provision.	<p>Requires the proposal to be placed on the ballot at the next general, primary, or special election not less than 90 days after the proposal's certification if the board of elections certifies that the petition is signed by at least 10% of electors within the territory proposed to be transferred and voting in the last general election.</p>	No provision.	Same as the House.
No provision.	<p>Requires, if the proposal is approved by at least a majority of voting electors residing within the territory proposed to be transferred, (1) the board of education of the district from which the territory is being transferred to notify the State Board of the results of the vote and (2) the board of trustees of the township to negotiate a formal agreement with the board of education of the district to which the territory is being transferred regarding the terms of proposal. Specifies that the district board is not required to enter into a formal agreement.</p>	No provision.	Same as the House.
No provision.	<p>Stipulates that, after the map is filed with the county auditor, the transfer is complete and the legal title of the school property in the territory</p>	No provision.	Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

No provision.	must be vested in the board of education of the district to which the territory is transferred.	No provision.	Same as the House.
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No provision.	Requires the State Board to approve any formal agreement between the eligible township's board of trustees and the board of education gaining territory and provide written notification of the approval to both boards of education affected by the territory transfer.	No provision.	Same as the House.
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No provision.	Stipulates that, upon receiving written notification from the State Board, the board of education of the district to which the territory is being transferred must file a map showing the boundaries of the territory transferred with the county auditor and requires the two district boards and township board of trustees to equitably divide funds and indebtedness between the districts.	No provision.	Same as the House.
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<p>Fiscal effect: Some districts may gain territory and some may lose territory. May shift local tax revenues and indebtedness depending on whether a formal agreement is entered into and the terms of the agreement. May increase the costs incurred by some county boards of elections, particularly if a special election is needed. May increase the administrative costs of the affected district boards of education.</p>		<p>Fiscal effect: Same as the House.</p>
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD68 ESC eligibility to apply for grants on behalf of client districts and schools

No provision.	<p>R.C. 3312.01 Permits, as part of a service agreement between an educational service center (ESC) and a school district or community school, an ESC to apply for state or federal grants on behalf of the client district or school and specifies that an ESC is considered a school district for the purposes of eligibility in applying for any state or federal grant.</p>	<p>R.C. 3312.01 Same as the House.</p>	<p>R.C. 3312.01 Same as the House.</p>
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EDUCD85 Sale or lease of unused school facilities

No provision.	<p>R.C. 3313.411 Requires a school district to offer to sell or lease school facilities to community schools, STEM schools, and college-preparatory boarding schools in the district if the facilities were once used for school operations, but have not been used for those purposes for one year, rather than two years as under current law.</p> <p>Fiscal effect: May give community and STEM schools more opportunity to obtain space for operation. May reduce school district operating costs to maintain unused buildings.</p>	<p>R.C. 3313.411 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>	<p>R.C. 3313.411 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD3 Computer coding as a foreign language

R.C. 3313.603

Requires a school district or chartered nonpublic school that requires a foreign language as an additional requirement for high school graduation (beyond the minimum curriculum requirements) to accept one unit of computer coding instruction toward meeting that requirement. Specifies that additional coding courses applied toward the requirement must be sequential and progressively more difficult.

Fiscal effect: Minimal.

R.C. 3313.603

Same as the Executive.

Fiscal effect: Same as the Executive.

No provision.

R.C. 3313.603

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD67 Option to use show choir to fulfill physical education requirements

No provision.

R.C. 3313.603

Permits school districts and chartered nonpublic schools to allow a student to use two full seasons of show choir to fulfill high school physical education requirements.

Fiscal effect: None.

No provision.

R.C. 3313.603

Same as the House.

Fiscal effect: Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD134 Graduation requirements

Executive	As Passed by the House	As Passed by the Senate	As Enacted
		R.C. 3313.618, 3313.617, 3313.6114, Section 733.51 (conforming changes in R.C. 3301.0712, 3301.0714, 3313.6110, 3314.03, 3326.11, 3328.34)	R.C. 3313.618, 3313.617, 3313.6114, Section 733.51 (conforming changes in R.C. 3301.0712, 3301.0714, 3313.6110, 3314.03, 3326.11, 3328.34)
No provision.	No provision.	Establishes new high school graduation requirements for students attending public and chartered nonpublic schools, beginning with the Class of 2023 (that is, students entering ninth grade on or after July 1, 2019). Makes the new requirements optional for students in the classes of 2018, 2019, 2020, 2021, and 2022.	Same as the Senate.
No provision.	No provision.	Stipulates that, in order to qualify for a high school diploma, a student must meet curriculum requirements, as under continuing law, and do both of the following: (1) attain a "competency score" on both the algebra I and English language arts II end-of-course exams (or use an alternative demonstration of competency) and (2) attain at least two state diploma seals, at least one of which must be the existing biliteracy seal, the existing OhioMeansJobs-readiness seal, or one of the new seals for which the State Board of Education establishes requirements (see below).	Same as the Senate.
No provision.	No provision.	Requires the Governor's Executive Workforce Board, in consultation with the Superintendent of Public Instruction and the Chancellor of Higher Education, to determine a "competency	Same as the Senate, but requires the competency scores to be determined by ODE, in consultation with the Chancellor and the Governor's Office of Workforce Transformation.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	<p>score" for the algebra I and English language arts II end-of-course exams.</p> <p>Requires school districts to offer remedial support to students who fail one or both of the required competency exams, and requires such students to retake the respective exam at least once.</p>	Same as the Senate.
No provision.	No provision.	<p>Permits students who fail the retakes to demonstrate competency by (1) completing course credit through the College Credit Plus program, (2) providing evidence the student has enlisted in a branch of the U.S. Armed Forces, (3) completing at least one "foundational" option (including earning proficient scores on four state technical assessments in a single pathway, obtaining an industry-recognized credential, completing a pre-apprenticeship or apprenticeship, or providing evidence of acceptance into an apprenticeship program after high school) and either another "foundational" option or a "supporting" option (including completing 250 hours of work-based learning experience, obtaining an OhioMeansJobs-readiness seal, or attaining a score on the WorkKeys assessment).</p>	Same as the Senate, but specifies that a student scoring proficient or higher on three or more (rather than on four) state technical assessments in a single career pathway, is a foundational option for purposes of (3).
No provision.	No provision.	Requires an individualized education program (IEP) for a special education student to specify the manner in which the student will participate in assessments related to the new graduation requirements.	Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	Requires the State Board of Education to establish a series of state diploma seals that students may use to meet the new graduation requirements. Specifies that the state diploma seals consist of all of the following: (1) the biliteracy seal established under continuing law, (2) the OhioMeansJobs-readiness seal established under continuing law, (3) a industry recognized credential seal, (4) a college-ready seal, (5) a military enlistment seal, (6) a citizenship seal, (7) a science seal, (8) an honors diploma seal, (9) a technology seal, (10) a community service seal, (11) a fine and performing arts seal, and (12) a student engagement seal. Specifies the requirements in statute for the new seals listed in items (3) to (9) above. Specifies that the requirements for the new seals listed in items (10) to (12) above are to be set by the district or school. Requires a district or school to develop guidelines for at least one of the seals listed in items (10) to (12) above.	Same as the Senate.
No provision.	No provision.	Requires each district or school, not later than June 30, 2020, to adopt a policy regarding students who are at risk of not qualifying for a high school diploma. Requires the adopted policy to include (1) criteria for identifying at-risk students; (2) procedures for identifying at-risk students; (3) a process to notify an at-risk student's parent, guardian, or custodian that the student is at risk; (4) additional instructional or support services for at-risk students; and (5) the development of a graduation plan, which must	Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	<p>be updated in each year of high school, for each student. Requires the graduation plans to supplement a school district's policy on career advising.</p> <p>Requires the Education Management Information System (EMIS) to include data on the number of students (1) earning each state diploma seal, (2) demonstrating competency for graduation using (a) course credit through the College Credit Plus program, (b) enlisting in a branch of the U.S. Armed Forces, and (c) completing foundational and supporting options, and (3) completing each foundational and supporting option.</p>	Same as the Senate.
No provision.	No provision.	<p>Requires the State Superintendent, in collaboration with the Chancellor and the Governor's Office of Workforce Transformation, to establish a committee consisting of representatives of career-technical educators, community colleges, guidance counselors, Ohio Technical Centers, principals, superintendents, and teachers to develop policy recommendations regarding students who completed 12th grade, but did not qualify for a high school diploma. Requires the committee issue a report of its recommendations by October 1, 2020.</p>	Same as the Senate.
No provision.	No provision.	<p>Requires the recommendations to identify additional assistance and support for these students, the amount of state funding necessary to ensure the adequate operation of the identified assistance and supports, and ways to</p>	Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
		<p>reduce the stigma from not graduating on time. Permits the recommendations to include any necessary changes to the Revised Code or Administrative Code.</p> <p>Fiscal effect: Likely increases administrative costs for public schools, particularly to develop formal graduation plans for at-risk students and to offer the required remedial support services to the extent such plans and services are not already offered, as well as to develop guidelines for the applicable state diploma seals. May increase the number of students who graduate on time. May increase data collection and reporting costs for public schools and ODE. Increases the administrative responsibilities of ODE to assist in the implementation of the new state diploma seals. Increases the administrative responsibilities of ODE, the Department of Higher Education, and the Governor's Office of Workforce Transformation to develop the required recommendations.</p>	<p>Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD135 Student immunization requirements in chartered nonpublic schools

No provision.

No provision.

R.C. 3313.671

Permits a chartered nonpublic school to deny admission to or refuse to enroll a student whose parent or guardian declines to have the student immunized for reasons of conscience, including religious convictions. (Current law does not explicitly prohibit a chartered nonpublic school from denying admission to or refusing to enroll a student for these reasons. However, it does prohibit a student who has not been immunized against certain diseases from remaining in a public or chartered nonpublic school for more than 14 days from the time of initial entry or the beginning of the school year without (1) written proof of receiving the required immunizations, (2) a written statement of the student's parent or guardian in which the parent or guardian declines to have the student immunized for reasons of conscience, including religious convictions, or (3) a written statement from the student's physician stating that one or more of the immunizations is medically contraindicated.)

No provision.

Fiscal effect: None.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD83 School breakfast programs

R.C. 3313.818, 3314.03, 3314.18, 3326.11, 3313.813

R.C. 3313.818, 3314.03, 3314.18, 3326.11, 3313.813

R.C. 3313.818, 3314.03, 3314.18, 3326.11, 3313.813

No provision.

Requires ODE to establish a program, under which higher-poverty public schools must offer breakfast to all enrolled students during the school day to be phased in over a three-year period, as described below. (This applies to schools operated by school districts, community schools (except e-schools), and STEM schools.)

Same as the House, but specifies that qualifying schools must offer breakfast either before or during the school day.

Same as the Senate.

No provision.

Requires, in the first school year after the bill's effective date, any public school in which at least 70% of students were eligible for free or reduced-price meals in the prior school year to participate in the program. Reduces the participation threshold to 60% in the second school year and to 50% in the third school year and each school year thereafter.

Same as the House.

Same as the House.

No provision.

Requires schools that meet the free and reduced-price meal thresholds described above to make efforts to increase student participation in that school's breakfast program to at least 70% of the school's free or reduced-price lunch participation rate.

No provision.

No provision.

No provision.

Requires ODE to publish a list of qualifying public schools, to monitor participating schools, and to offer assistance in implementing and administering the program.

Same as the House.

Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	Requires ODE, if it determines that a school participating in the program either has not increased participation by all students in the program by at least 10% or less than 70% of the school's students eligible for free or reduced-price lunch are not participating in the program, to provide written notice of its findings to the school by May 31 of that school year. Requires a school that receives a notice from ODE to submit to the department, within 30 days after the start of the next school year, a plan for increasing participation in the program.	No provision.	No provision.
No provision.	No provision.	Permits a school district to choose not to establish a school breakfast program in a school for financial reasons or if it already has a successful breakfast program or partnership in place.	Same as the Senate.
No provision.	Requires ODE to submit an annual report on the breakfast program to the General Assembly and the Governor and to publish on its website annual statistical reports specifying the number and percentage of students participating in breakfast programs disaggregated by district and individual schools.	Same as the House.	Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: As many as 1,500 schools may be required to serve breakfast under this program after it is fully phased in. Nearly all of these schools currently operate a school breakfast program (SBP) of one sort or another. If the bill leads to greater participation in SBPs, a public school's federal reimbursements as well as its school food service costs will increase. These increases may be in the millions of dollars or more annually on a statewide basis depending on the level to which participation increases. Federal reimbursements for the SBP are passed through to public districts and schools from ODE. ODE will incur additional personnel costs to administer the program, provide technical support for schools and districts, and complete annual reports.

Fiscal effect: Same as the House, but may reduce the number of schools participating in the program and the associated fiscal effects and reduces the responsibilities of ODE and public schools in administering the program.

Fiscal effect: Same as the Senate.

EDUCD112 Educational service centers - competitive bidding requirements

	R.C. 3313.843	R.C. 3313.843	R.C. 3313.843
No provision.	Permits an educational service center (ESC) to enter into a contract to purchase supplies, materials, equipment, and services on behalf of a school district or political subdivision that has entered into a service agreement with the ESC.	Same as the House.	Same as the House.
No provision.	Exempts a school district or political subdivision that has entered into an agreement with an ESC from competitive bidding requirements for the purchase of supplies, materials, equipment, or services.	Same as the House.	Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	Prohibits a political subdivision from making purchases under this provision when the political subdivision has received bids for a purchase, unless the same terms, conditions, and prices can be made for the purchase.	Same as the House.	Same as the House.
No provision.	Conditions the authority to purchase for districts and subdivisions on the ESC being in compliance with service posting requirements, designation as "high performing" under State Board rule, and substantial compliance with audit rules and guidelines.	Same as the House.	Same as the House.
Fiscal effect: Permissive.		Fiscal effect: Same as the House.	Fiscal effect: Same as the House.

EDUCD74 Industry-recognized credential points modified by CTPD

No provision.	<p>R.C. 3313.912, 3313.618, 3317.023</p> <p>Requires the business advisory committee of each career-technical planning district (CTPD) to determine and submit to the board of the lead district an appropriate point value for each industry-recognized credential that is (1) approved by the committee established by the Superintendent of Public Instruction and (2) offered by the CTPD.</p>	No provision.	No provision.
No provision.	Permits a lead district board to approve the credential point value, and requires the board to submit a notice of the approved point value and a copy of the board meeting minutes to ODE. Specifies that the approval takes effect 30 calendar days after notice is provided.	No provision.	No provision.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	Permits the State Board of Education, by a two-thirds vote, to override a lead district board's approved credential point value. Specifies that the override takes effect immediately, unless the vote occurs after the effective date of the approval; in which case, the override takes effect the following school year.	No provision.	No provision.
No provision.	Specifies that an approved credential point value is only valid in the CTPD of the lead district board that approved it and that a lead district board may revoke any approved credential point value.	No provision.	No provision.
No provision.	<p>Permits a CTPD student to attain the industry-recognized credential points required to qualify for a high school diploma under continuing law using credential point values approved by the district board.</p> <p>Fiscal effect: May increase ODE's administrative costs to track locally-determined industry-recognized credential point values. Under current practice, ODE, in collaboration with the Governor's Office of Workforce Transformation, and a committee of industry professionals approves the list of industry-recognized credentials and point values that may be used to meet the state's industry credential and workforce readiness graduation pathway.</p>	No provision.	No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD75 International students in interscholastic athletics

No provision.	<p>R.C. 3313.5315 Permits any international student attending an elementary or secondary school in Ohio that holds an F-1 U.S. visa to participate in interscholastic athletics, regardless of whether the student's school began operating a dormitory prior to 2014 as specified for participation under current law.</p> <p>Fiscal effect: None.</p>	<p>R.C. 3313.5315 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>	<p>R.C. 3313.5315 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>
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EDUCD125 High school athletics transfer rules

No provision.	No provision.	<p>R.C. 3313.5316 Requires a school district, interscholastic conference, or organization that regulates interscholastic athletics to have the same transfer rules for public and nonpublic schools and prohibits the creation of rules, bylaws, or other regulations to the contrary.</p> <p>Fiscal effect: None.</p>	<p>R.C. 3313.5316 Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD41 Behavioral prevention initiatives

R.C. 3313.6024, 3314.03, 3326.11, 3328.24

Requires, beginning in the 2019-2020 school year, each school district, community school, STEM school, and college-preparatory boarding school to annually report to ODE the types of behavioral prevention programs, services, and supports being used to promote healthy behavior and decision-making by students, including: (1) curriculum and instruction provided during the school day, (2) programs and supports provided outside of the classroom or outside of the school day, (3) professional development for teachers, administrators, and other staff, (4) partnerships with community coalitions and organizations to provide prevention services and resources, (5) school efforts to engage parents and the community, and (6) activities designed to communicate with and learn from other schools or professionals with expertise in prevention education.

Permits ODE to use these reports as a factor in distribution of funding for prevention-focused behavioral initiatives.

Fiscal effect: Potential increase in administrative costs for public districts and schools to report the information to ODE.

R.C. 3313.6024, 3314.03, 3326.11, 3328.24

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

R.C. 3313.6024, 3314.03, 3326.11, 3328.24

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

R.C. 3313.6024, 3314.03, 3326.11, 3328.24

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD109 Special education study

R.C. 3317.60, conforming change in Section 265.215

No provision.

Requires ODE, in consultation with Joint Education Oversight Committee (JEOC), to evaluate special education best practices, treatment protocols, disability categories, technology, costs, and current funding amounts. Requires ODE to submit a report of its findings by December 31, 2020.

No provision.

No provision.

No provision.

Requires ODE to submit a report of its findings by December 31, 2020.

No provision.

No provision.

No provision.

Requires the report to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance subcommittees on primary and secondary education in both the House and the Senate.

No provision.

No provision.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation enacted by the General Assembly in order to take effect for FY 2022.

No provision.

No provision.

Fiscal effect: Increases the administrative responsibilities of ODE and JEOC.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD103 Economically disadvantaged student study

R.C. 3317.60, conforming change in Section 265.215

R.C. 3317.60, conforming change in Section 265.215

No provision.

Requires ODE, in consultation with the Joint Education Oversight Committee, to conduct a study that (1) evaluates and determines the essential types and amounts of resources needed to provide economically disadvantaged students the emotional, social, and academic services necessary to ensure adequate opportunities for success, and (2) evaluates and revises the current definition of an economically disadvantaged student.

No provision.

Replaces the House provision with a provision that requires ODE to conduct a study that (1) reviews and determines the effectiveness of the criteria used in the current school funding formula to define economically disadvantaged students and (2) researches how other states define economically disadvantaged students and address them in their school funding formulas.

No provision.

Requires ODE to submit a report of its findings by December 31, 2020.

No provision.

Same as the House.

No provision.

Requires the report to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance subcommittees on primary and secondary education in both the House and the Senate.

No provision.

Replaces the House provision with a provision that requires the report to be submitted to the President and Minority Leader of the Senate, the Speaker and Minority Leader of the House, and the members of the primary and secondary education committees in both the House and the Senate.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation enacted by the General Assembly in order to take effect for FY 2022.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: Increases the administrative responsibilities of ODE and JEOC. Social-emotional learning is one of the four learning domains emphasized in ODE's current five-year strategic plan, so it is possible that existing efforts and resources could contribute to this study.

Fiscal effect: Increases ODE's administrative workload.

EDUCD110 English language learners study

R.C. 3317.60, conforming change in Section 265.215

No provision.

Requires ODE, in consultation with the Joint Education Oversight Committee (JEOC), to evaluate the current funding amounts and required services for all categories of English language learners.

No provision.

No provision.

No provision.

Requires ODE to submit a report of its findings by December 31, 2020.

No provision.

No provision.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation enacted by the General Assembly in order to take effect for FY 2023.

No provision.

No provision.

No provision.

Requires the report to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

subcommittees on primary and secondary education in both the House and the Senate.

Fiscal effect: Increases the administrative responsibilities of ODE and JEOC.

EDUCD107 Study of transportation of community school and nonpublic school students

No provision.

R.C. 3317.62, conforming change in Section 265.215

Establishes a joint legislative task force consisting of six members, three each appointed by the Speaker of the House of Representatives and the Senate President, to study, in consultation with the Superintendent of Public Instruction, the Auditor of State, and other stakeholders, the transportation of community school and nonpublic school students and to determine methods to create greater efficiency and minimize costs in transporting such students. Requires the task force to report its findings to the Speaker of the House and the President of the Senate by December 31, 2020.

Fiscal effect: There may be some additional administrative costs for ODE and the Auditor of State to consult on or support the work of the task force.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD139 Notice of excessive absences

No provision.

No provision.

R.C. 3321.191
 Specifies that only a student's non-medical excused absences and unexcused absences are considered in determining whether the student is excessively absent triggering a required notice. (Currently, the notice requirement is triggered when all of a student's excused absences (medical and non-medical) together with student's unexcused absences total at least 38 hours in one month or 65 or more hours in a year.)
Fiscal effect: May reduce the number of students deemed excessively absent, which may reduce public school costs associated with various truancy or absence intervention strategies.

R.C. 3321.191
 Same as the Senate.

Fiscal effect: Same as the Senate.

EDUCD105 Transportation of students attending nonpublic or community schools

No provision.

R.C. 3327.01
 Specifies that, for students attending a nonpublic or community school, a district's bus drop-off time may be up to 30 minutes prior to the start of the school day for that school and the pick-up time may be up to 30 minutes after the end of the school day for that school.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: Provides some flexibility and potential cost savings for districts in providing transportation services if the current practice is to drop off and pick up nonpublic and community school students closer to bell times. Potential increase in community school costs if a school must provide supervision to students earlier or later than current practice.

EDUCD82 Prohibition on busing reductions

No provision.

R.C. 3327.015

Prohibits a school district from reducing transportation it has opted to provide to students the district is not required to transport after the first day of the school year.

Fiscal effect: Eliminates the option for districts to reduce transportation costs during a school year.

R.C. 3327.015

Same as the House.

Fiscal effect: Same as the House.

R.C. 3327.015

Same as the House.

Fiscal effect: Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD64 School bus driver medical examinations

No provision.	<p>R.C. 3327.10 Permits the following to perform the annual medical examination for bus drivers as required by State Board of Education rules: (1) licensed chiropractors; (2) medical professionals listed on the National Registry of Certified Medical Examiners; and (3) medical professionals currently authorized to perform the exams under State Board of Education rules.</p> <p>Fiscal effect: None. Provides additional options to drivers whose examinations are subject to the rules of the State Board. School districts and ESCs pay the cost of the physical examinations. While a school district or ESC will need to verify that a medical professional is listed on the National Registry in cases where the professional is qualified under that new option, there appears to be no cost associated with this new duty.</p>	<p>R.C. 3327.10 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>	<p>R.C. 3327.10 Same as the House.</p> <p>Fiscal effect: Same as the House.</p>
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EDUCD36 Medicaid School Program Administrative Fund

<p>R.C. 5162.64 (repealed) Abolishes the Medicaid School Program Administrative Fund in the state treasury.</p>	<p>R.C. 5162.64 (repealed) Same as the Executive.</p>	<p>R.C. 5162.64 (repealed) Same as the Executive.</p>	<p>R.C. 5162.64 (repealed) Same as the Executive.</p>
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Executive	As Passed by the House	As Passed by the Senate	As Enacted
Fiscal effect: None. According to OBM, this fund was never created in the state accounting system.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.	Fiscal effect: Same as the Executive.

EDUCD59 School district participation in National Assessment of Education Progress

Section: 265.380	Section: 265.380	Section: 265.380	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.	Same as the Executive.	Same as the Executive.	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.

EDUCD57 Use of volunteers

Section: 265.420	Section: 265.420	Section: 265.420	Section: 265.420
Authorizes ODE to use the services of volunteers to accomplish any of the purposes of ODE.	Same as the Executive.	Same as the Executive.	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 performance of their duties.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
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<p>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.</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>
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EDUCD31 Private treatment facility project

Section: 265.450	Section: 265.450	Section: 265.450	Section: 265.450
<p>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.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>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.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>Requires that the school district responsible for tuition for a residential child pay the tuition to the provider of the educational programs. Prohibits a district from including the youth in the district's average daily membership (ADM). Requires that ODE track the utilization of funds and monitor the program for educational accountability.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>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 EDUCD12).</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>

EDUCD32 Partnerships with business community

Section: 265.460	Section: 265.460	Section: 265.460	Section: 265.460
<p>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. If the Superintendent forms such a partnership, requires that the initiatives do all of the following:</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>(1) Support the career connection learning strategies included in model curriculum developed by the State Board and workforce development entities.</p>	<p>(1) Same as the Executive.</p>	<p>(1) Same as the Executive.</p>	<p>(1) Same as the Executive.</p>
<p>(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.</p>	<p>(2) Same as the Executive.</p>	<p>(2) Same as the Executive.</p>	<p>(2) Same as the Executive.</p>
<p>(3) Inform the development of student success plans for students who are at-risk of dropping out of school.</p>	<p>(3) Same as the Executive.</p>	<p>(3) Same as the Executive.</p>	<p>(3) Same as the Executive.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<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>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>
<p>EDUCD111 Report on partnerships with ESCs</p>			
<p>No provision.</p>	<p>Section: 265.505 Requires ODE to submit an annual report not later than December 31, 2020, and December 31, 2021, to the General Assembly describing the manner in which ODE partnered with educational service centers (ESCs) in the delivery of certain specified services for which state funding was provided to ESCs during the previous fiscal year. Fiscal effect: Increases ODE's administrative responsibilities.</p>	<p>Section: 265.505 Same as the House. Fiscal effect: Same as the House.</p>	<p>Section: 265.505 Same as the House. Fiscal effect: Same as the House.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD140 Report card study committee

No provision.

No provision.

Section: 265.510

Establishes a study committee, which must convene and elect a chairperson not later than 30 days after the bill's immediate effective date, to study the calculation and weighting of performance measures, components, and the overall letter grade on the report card. Also requires the committee to consider the report card's design principles, primary audience, and the manner in which it addresses student academic achievement.

Section: 265.510

Same as the Senate.

No provision.

No provision.

Specifies the committee is to consist of the following members: (1) the Superintendent of Public Instruction or designee; (2) the chairpersons of the House and Senate standing committees that consider primary and secondary education; (3) two members of the House of Representatives appointed by the Speaker; (4) two members of the Senate appointed by the President; and (5) three superintendents (representing rural, urban, and suburban districts) appointed by the Buckeye Association of School Administrators.

Same as the Senate.

No provision.

No provision.

Requires the committee to investigate the following: (1) how many years of data should be included in, and how grades are assigned to, the Progress component; (2) how to structure the Prepared for Success component; (3) how the Gap Closing requirement meets federal

Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	<p>requirements and applies to all schools; (4) how the Graduation component includes mobile students and students with disabilities; and (5) whether overall grades should be letter grades or another rating system.</p> <p>Requires the committee to submit a report to the General Assembly by December 15, 2019, that includes recommendations on at least certain topics concerning the calculation of report cards.</p>	Same as the Senate.
No provision.	No provision.	<p>Requires the committee to consult with experts and convene a group of stakeholders that includes educators, advocates, parents, and the business community.</p> <p>Fiscal effect: May lead to some additional workload or administrative costs on behalf of the committee.</p>	<p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD62 Academic distress commissions

R.C. 3302.10

R.C. 3302.10 (repealed); Also repealed: R.C. 3302.101, 3302.102, and 3302.11 and Sections 4, 5, and 6 of H.B. 70 of the 131st General Assembly (Section 610.10); conforming changes in R.C. 133.06, 3302.036, 3302.042, 3310.03, 3311.29, and 3314.102

Section: 265.520

No provision.

Dissolves existing academic distress commissions (ADCs) and repeals current law providing for the establishment of ADCs, effectively prohibiting the creation of new ADCs, and makes various conforming changes.

No provision.

Replaces the House provisions with provisions that temporarily prohibit the Superintendent of Public Instruction from establishing any new ADCs for the 2019-2020 school year and require the Superintendent to resume establishing ADCs that meet the criteria specified under continuing law beginning October 1, 2020 (the provision does not affect ADCs established prior to the bill's effective date) and makes a technical correction.

Eliminates the requirement that the Superintendent of Public Instruction (the "state Superintendent") establish an academic distress commission (ADC) for a district with an overall grade of "F" on the report card for three consecutive years and, instead, authorizes it as an option for a school district improvement intervention (see EDUCD60).

No provision.

No provision.

No provision.

Permits the state Superintendent to select a different improvement intervention for a school district currently subject to an ADC or to choose

No provision.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

to continue with the ADC already in place.

Removes the qualifications that allow a district to begin its transition out of being subject to an ADC and, instead, permits the state Superintendent to determine when a district may transition out of an ADC in accordance with the bill's provisions on ending interventions (see EDUCD60).

No provision.

No provision.

No provision.

Changes the composition of an academic distress commission to the state Superintendent or the state Superintendent's designee and four members appointed by the state Superintendent, consisting of the following personnel from other school districts: a school district superintendent, a school board member, a treasurer, and a building principal (current law requires an ADC to be composed of (1) three members appointed by the state Superintendent, one of whom is a resident in the county in which a majority of the district's territory is located, (2) one teacher appointed by the president of the district board, and (3) one member appointed by the mayor).

No provision.

No provision.

No provision.

Requires the district board of education to submit a candidate for chief executive officer (CEO) to the ADC for its approval instead of the ADC selecting and appointing the CEO without the input of the district board, as under current law.

No provision.

No provision.

No provision.

Changes or eliminates certain powers of the CEO, including the following: (1) requires personnel changes made by the CEO to be

No provision.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

approved by the ADC, (2) removes the progressive addition of new powers for the CEO if a district continues to be subject to an ADC, (3) removes the ability of the CEO to implement innovative education programs, and (4) removes the ability of the CEO to reconstitute any school operated by the districts.

Requires the CEO, when developing a district's academic improvement plan, to receive input from community stakeholders and the several advisory groups appointed by the state Superintendent (see EDUCD60). Requires the CEO to submit the academic improvement plan to the district board 150 days after appointment and requires the district board to suggest modifications and approve the plan (under current law, the CEO must submit the plan to the ADC within 90 days of appointment).

Permits an ADC to suspend or override any decision of the district board or district administration that the ADC determines is inconsistent with the district's improvement plan.

No provision.

No provision.

No provision.

Clarifies, for purposes of eligibility for the Educational Choice (EdChoice) Scholarship Program, that a student who qualified for a scholarship because the student resides in a district for which an ADC was established under current law maintains eligibility for the scholarship (however, under continuing law, ODE must cease awarding first-time EdChoice scholarships under the ADC eligibility provision

No provision.

No provision.

No provision.

No provision.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: Generally provides district school boards with more authority in a district's improvement process. Ultimately, any fiscal effect will depend on the extent to which the state Superintendent retains current ADCs and establishes future ADCs (see EDUCD60). Currently, three districts have an established ADC: Youngstown City School District, Lorain City School District, and East Cleveland City School District. Under current law, ODE anticipates up to four additional districts becoming subject to an ADC over the next two years.

when the commission ceases to exist).
 Fiscal effect: Will lower state expenditures by an estimated \$1.17 million in FY 2020 and \$1.76 million in FY 2021, as the state will no longer need to pay the salary of the chief executive officer of the ADC (see EDUCD12). School districts that are or would have become subject to an ADC under current law may have higher revenues and expenditures under the bill, as fewer students in the districts may qualify for scholarships under the traditional EdChoice Scholarship Program. If a student receives a scholarship, the district does not incur the expense of educating the student and funding is deducted from the district's state aid.

Fiscal effect: Decreases state expenditures for ADC CEO salaries in FY 2020 due to the one-year moratorium on new ADCs. As a point of reference, total compensation for each of the three existing ADC CEOs is estimated at \$305,000 for FY 2019 and is expected to increase to approximately \$352,000 in future years.

EDUCD142 Amendment to data for report card calculations

No provision.

No provision.

No provision.

Section: 265.530

Requires ODE to accept an amendment to data submitted by a school district for the calculation of the 2018-2019 report card if there are extenuating circumstances, including the death of the district's EMIS coordinator, and if the district provides adequate information to explain and support the amendment of the data to ODE not later than August 10, 2019.

Fiscal effect: None.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD84 FAFSA Completion Program

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>Section: 733.20</p> <p>Requires ODE to establish a program for FY 2020 and FY 2021 that awards grants to traditional and joint vocational school districts and educational service centers to support activities that encourage and assist high school seniors with completing the Free Application for Federal Student Aid (FAFSA).</p>	No provision.	<p>Section: 733.23</p> <p>Same as the House.</p>
No provision.	<p>Specifies that if funds appropriated for the program are insufficient, ODE must prioritize awarding grants to lower wealth districts.</p>	No provision.	Same as the House.
No provision.	<p>Stipulates that ODE must adopt guidelines and procedures for the program, including requirements that districts work with a public or private community partner and that a proposal include at least one activity such as a training session or a fair that actively engages students.</p> <p>Fiscal effect: The bill earmarks \$75,000 in each fiscal year from GRF appropriation item 200321, Operating Expenses, to support the program (see EDUCD55).</p>	No provision.	<p>Same as the House.</p> <p>Fiscal effect: Same as the House.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Appropriation Language

EDUCD55 Operating Expenses

Section: 265.20

No provision.

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.

Section: 265.20

Earmarks up to \$75,000 in each fiscal year from GRF appropriation item 200321, Operating Expenses, for grants to traditional and joint vocational school districts and educational service centers under the Free Application for Federal Student Aid (FAFSA) Completion Program (see EDUCD84).

Same as the Executive.

Section: 265.20

No provision.

Same as the Executive.

Section: 265.20

Same as the House.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD56 Information Technology Development and Support

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. Permits this appropriation to also be used to support data-driven decision-making and differentiated instruction and to communicate academic content standards and curriculum models through the Internet.

Section: 265.30

Same as the Executive.

Section: 265.30

Same as the Executive.

Section: 265.30

Same as the Executive.

EDUCD13 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.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD50 Policy Analysis

Section: 265.60

Specifies the following regarding GRF appropriation item 200424, Policy Analysis:

Requires it to be used to support a system of administrative, statistical, and legislative education information to be used for policy analysis.

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.

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.

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.

Section: 265.60

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.60

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.60

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD5 Ohio Educational Computer Network

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:

(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.

(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.

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 student records and transcripts between entities.

Section: 265.70

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

Same as the Executive.

Section: 265.70

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

Same as the Executive.

Section: 265.70

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD51 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.

Requires ODE to utilize educational service centers in the development and delivery of professional development programs on content standards and model curriculum.

Section: 265.80

Same as the Executive.

Same as the Executive, but specifies that ODE must use a portion of the funds appropriated in GRF appropriation item 200427, Academic Standards, in partnership with educational service centers (ESCs) to develop and deliver professional development programs.

Section: 265.80

Same as the Executive.

Same as the House.

Section: 265.80

Same as the Executive.

Same as the House.

EDUCD52 Student Assessment

Section: 265.90

Earmarks up to \$2,760,000 in each fiscal year of GRF appropriation item 200437, Student Assessment, for costs associated with the state's early learning assessment work and diagnostic assessments.

No provision.

Section: 265.90

Same as the Executive.

Earmarks up to \$543,168 in each fiscal year of GRF appropriation item 200437, Student Assessment, to reimburse a portion of the costs of Advanced Placement Tests for low-income

Section: 265.90

Same as the Executive.

Same as the House.

Section: 265.90

Same as the Executive.

Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>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.</p>	<p>students. Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>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.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>

EDUCD53 Accountability/Report Cards

Section: 265.100	Section: 265.100	Section: 265.100	Section: 265.100
<p>Permits 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.</p>	<p>Same as the Executive, but requires a portion of GRF appropriation item 200439, Accountability/Report Cards, to be used for this purpose.</p>	<p>Same as the House.</p>	<p>Same as the House.</p>
<p>Specifies that the remainder of the appropriation be used to incorporate a statewide value-added progress dimension into</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

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.

EDUCD6 Child Care Licensing

Section: 265.100

Specifies that GRF appropriation item 200442, Child Care Licensing, be used by ODE to license and to 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.

EDUCD54 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 opportunities to district and school personnel related to EMIS.

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 the House	As Passed by the Senate	As Enacted
(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.

EDUCD7 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.
(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.
(3) \$2,000,000 in each fiscal year for Teach for America to (a) increase recruitment of potential corps members at select Ohio universities, (b) train and develop first-year and second-year	(3) Same as the Executive.	(3) Same as the Executive, but removes reference to "at select Ohio universities" in (a), eliminates the purpose specified in (c), and specifies that the earmark be used to support	(3) Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>teachers in the Teach for America program in Ohio, and (c) expand the number of teaching corps members to not fewer than 350 teaching corps members per year and the number of school districts served in Ohio by not fewer than five additional school districts by FY 2021.</p>		<p>the ongoing development and impact of Teach for America alumni working in Ohio.</p>	
<p>(4) \$2,500,000 in each fiscal year for the Bright New Leaders for Ohio Schools Program.</p>	<p>(4) Same as the Executive, but decreases the earmark to \$1,500,000 in each fiscal year and specifies that the Ohio State University Fisher College of Business and College of Education and Human Ecology administers the program (instead of a nonprofit corporation, as in the As Introduced bill (see EDUCD100)).</p>	<p>(4) Same as the House, but decreases the earmark to \$1,000,000 in each fiscal year.</p>	<p>(4) Same as the Senate.</p>
<p>(5) \$200,000 in each fiscal year to support FASTER Saves Lives training for selected school staff.</p>	<p>(5) Same as the Executive.</p>	<p>(5) Same as the Executive.</p>	<p>(5) Same as the Executive.</p>
<p>(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.</p>	<p>(6) Same as the Executive.</p>	<p>(6) Same as the Executive.</p>	<p>(6) Same as the Executive.</p>
<p>(7) Up to \$1,500,000 in FY 2020 for grants to support coursework and content testing fees for teachers to receive credentials to teach computer science.</p>	<p>(7) Same as the Executive.</p>	<p>(7) Same as the Executive.</p>	<p>(7) Same as the Executive.</p>
<p>(8) Up to \$3,000,000 in FY 2020 for grants to support graduate coursework for high school teachers to receive credentialing to teach College Credit Plus courses in a high school setting.</p>	<p>(8) Same as the Executive.</p>	<p>(8) Same as the Executive.</p>	<p>(8) Same as the Executive.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
(9) No provision.	(9) Up to \$250,000 in each fiscal year to support the SmartOhio Financial Literacy Program at the University of Cincinnati.	(9) Same as the House, but increases the earmark to up to \$500,000 in each fiscal year.	(9) Same as the Senate.
(10) No provision.	(10) No provision.	(10) \$300,000 in each fiscal year for the Cincinnati Zoo and Botanical Garden to support educational programming and scholarships for economically disadvantaged students.	(10) Same as the Senate.
(11) No provision.	(11) No provision.	(11) \$125,000 in each fiscal year to the PAST Foundation for the STEM Educator Professional Development Collaborative to provide professional development and strategic training for teachers in STEM fields that is tailored to each region of the state.	(11) Same as the Senate.
(12) No provision.	(12) No provision.	(12) \$100,000 in each fiscal year to support various activities of The Childhood League Center.	(12) Same as the Senate.
(13) 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.	(13) Same as the Executive, but requires a portion of these funds to be provided to educational service centers (ESCs) to develop and deliver professional development programs.	(13) Same as the House.	(13) Same as the House.
Requires the recipients of grants awarded from this line item to use the awards within two years of receiving the funds.	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD8 Community Schools and Choice Programs

Section: 265.130

Permits GRF appropriation item 200455, Community Schools and Choice Programs, to be used to operate school choice programs.

Permits a portion of the appropriation in each fiscal year to be used by ODE for developing and conducting training sessions for sponsors and prospective sponsors of community schools and other schools participating in school choice programs.

Section: 265.130

Same as the Executive.

Same as the Executive.

Section: 265.130

Same as the Executive.

Same as the Executive.

Section: 265.130

Same as the Executive.

Same as the Executive.

EDUCD9 Education Technology Resources

Section: 265.140

Makes the following earmarks to GRF appropriation item 200465, Education Technology Resources:

(1) Up to \$2,500,000 in each fiscal year for the Union Catalog and InfOhio Network.

(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

Section: 265.140

Same as the Executive, but makes the following changes:

(1) Same as the Executive.

(2) Same as the Executive.

Section: 265.140

Same as the House.

(1) Same as the Executive.

(2) Same as the Executive.

Section: 265.140

Same as the House.

(1) Same as the Executive.

(2) Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

based upon the advice and approval of ODE, based on a formula developed in consultation with educational television stations and educational technology centers.

(3) No provision.

(3) Earmarks \$200,000 in each fiscal year for the Ohio School Digital Literacy Program to support digital learning tools, digital resources, technical support, and professional development. Specifies the requirements of the Program.

(3) Same as the House.

(3) Same as the House.

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.

EDUCD26 Industry-Recognized Credentials High School Students

Section: 265.145

Makes the following earmarks to GRF appropriation item 200478, Industry-Recognized Credentials High School Students:

(1) Up to \$8,000,000 in each fiscal year to support payments to public schools whose students earn an industry-recognized credential or receive a journeyman certification. Requires the educating entity to inform students in

Section: 265.145

Same as the Executive.

(1) Same as the Executive.

Section: 265.145

Same as the Executive.

(1) Same as the Executive.

Section: 265.145

Same as the Executive.

(1) Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

career-technical education courses that lead to an industry-recognized credential about the opportunity to earn the credentials. Requires ODE, the Department of Higher Education, and the Governor's Office of Workforce Transformation (OWT) to develop a reimbursement schedule. Requires the educating entity to pay for the cost of the credential. Specifies that the educating entity may claim reimbursement up to six months after the student has graduated from high school. Requires ODE to prorate the payments if the amount appropriated is insufficient.

(2) Up to \$12,500,000 in each fiscal year to establish and operate the Innovative Workforce Incentive Program (IWIP), which will pay public schools \$1,250 for each qualifying credential earned by a student 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.

(3) Up to \$4,500,000 in each fiscal year for public schools to establish credentialing programs that qualify for IWIP. Requires ODE to prioritize senior-only credentialing programs in schools that currently do not operate such programs.

(2) Same as the Executive.

(3) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD2 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) Up to \$60,469,220 in each fiscal year for special education transportation reimbursements to school districts and county DD boards (see EDUCD43).

Specifies that the remainder of the appropriation be used for pupil transportation formula payments (see EDUCD43).

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.

Section: 265.150

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.150

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.150

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD27 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.

Permits any remaining appropriation to be used to partially reimburse school buildings required to have a school breakfast program.

Section: 265.160

Same as the Executive.

Same as the Executive.

Section: 265.160

Same as the Executive.

Same as the Executive.

Section: 265.160

Same as the Executive.

Same as the Executive.

EDUCD10 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.

Specifies that the remainder of the appropriation be used for auxiliary services for chartered nonpublic schools.

Section: 265.170

Same as the Executive.

Same as the Executive.

Section: 265.170

Same as the Executive.

Same as the Executive.

Section: 265.170

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD11 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 \$405 per student, notwithstanding the statutory cap of \$360 per student.

Section: 265.180

Same as the Executive.

Same as the Executive.

Section: 265.180

Same as the Executive.

Same as the Executive, but increases the cap on the payments to \$450 per student for each school year.

Section: 265.180

Same as the Executive.

Same as the Executive, but increases the cap on the payments to \$446 per student for each school year.

EDUCD28 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.

(3) Up to \$3,000,000 in each fiscal year for school psychology interns.

Section: 265.190

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

Section: 265.190

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

Section: 265.190

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>(4) \$3,250,000 in FY 2020 and \$3,500,000 in FY 2021 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.</p>	<p>(4) Same as the Executive.</p>	<p>(4) Same as the Executive.</p>	<p>(4) Same as the Executive.</p>
<p>(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.</p>	<p>(5) Same as the Executive.</p>	<p>(5) Same as the Executive.</p>	<p>(5) Same as the Executive.</p>
<p>Specifies that the remainder of the appropriation be used to distribute preschool special education funding for school districts and state institutions (see EDUCD43). Requires funded entities to adhere to Ohio's early learning program standards, to participate in the Step Up to Quality program, to document child progress using research-based indicators, and to report results annually.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD29 Career-Technical Education Enhancements

Section: 265.200

Makes the following earmarks to GRF appropriation item 200545, Career-Technical Education Enhancements:

(1) 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.

(2) Up to \$2,686,474 in each fiscal year to fund competitive expansion grants to tech prep consortia.

(3) 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.

(4) Up to \$600,000 in each fiscal year to fund the Agriculture 5th Quarter Project.

(5) Up to \$550,000 in each fiscal year to support career planning and reporting through the OhioMeansJobs website.

(6) No provision.

Section: 265.200

Same as the Executive, but makes the following changes:

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the Executive.

(5) Same as the Executive.

(6) Earmarks \$100,000 in each fiscal year to support Jobs for Ohio's Graduates.

Section: 265.200

Same as the House, but makes the following changes:

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the Executive.

(5) Same as the Executive.

(6) Same as the House.

Section: 265.200

Same as the Senate.

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the Executive.

(5) Same as the Executive.

(6) Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
(7) No provision.	(7) Earmarks \$150,000 in each fiscal year for the Ohio ProStart school restaurant program.	(7) Same as the House.	(7) Same as the House.
(8) No provision.	(8) No provision.	(8) Earmarks \$100,000 in each fiscal year for a pre-apprenticeship program at Creative Builders Trades Academy.	(8) Same as the Senate.

EDUCD12 Foundation Funding

Section: 265.210

Makes the following earmarks to GRF appropriation item 200550, Foundation Funding:

(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 certain specified catastrophic cost thresholds (see EDUCD61).

(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.

(3) Up to \$40,000,000 in each fiscal year to fund the state reimbursement of ESCs (see EDUCD58).

(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.

Section: 265.210

Same as the Executive, but makes the following changes:

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the Executive, but specifies that the funds must be distributed to ESCs for these purposes consistent with R.C. 3312.01, which under continuing law establishes the educational regional delivery system and describes the services ESCs must or may provide.

Section: 265.210

Same as the House, but makes the following changes:

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the House.

Section: 265.210

Same as the Senate, but makes the following changes:

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
(5) Up to \$7,000,000 in each fiscal year for payments to guarantee that a school district that lost at least 50% of its public utility tangible personal property (TPP) value between tax year (TY) 2016 and TY 2017 due to nuclear power plant devaluation receives at least 97% of the district’s average total resources per pupil from FY 2015 to FY 2018.	(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.	(6) Same as the Executive.	(6) Same as the Executive.
(7) Up to \$17,600,000 in each fiscal year of the foundation program funds allocated to the Cleveland Municipal School District (MSD) for the Cleveland school choice program. Earmarks, of that amount, up to \$1,000,000 in each fiscal year for the district to provide tutorial assistance.	(7) Same as the Executive.	(7) Same as the Executive, but increases the amount allocated for the Cleveland school choice program to \$23,501,887 in each fiscal year.	(7) Same as the Senate.
(8) Up to \$1,500,000 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 \$2,000,000 in each fiscal year.	(8) Same as the House, but increases the earmark to up to \$3,500,000 in each fiscal year and reappropriates the unexpended, unencumbered balance of this earmark at the end of FY 2020 for the same purpose for FY 2021.	(8) Same as the Senate, but decreases the earmark to up to \$2,000,000 in each fiscal year.
(9) An amount to fund foundation aid payments for JVSs (see EDUCD44).	(9) Same as the Executive.	(9) Same as the Executive.	(9) Same as the Executive.
(10) Up to \$700,000 in each fiscal year for the private treatment facility project (see EDUCD31).	(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.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
(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 EDUCD45 and EDUCD46).	(12) Same as the Executive.	(12) Same as the Executive.	(12) Same as the Executive.
(13) Up to \$1,172,000 in FY 2020 and up to \$1,760,000 in FY 2021 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.	(13) No provision. (see EDUCD62)	(13) Same as the Executive.	(13) Same as the Executive.
(14) Up to \$250,000,000 in FY 2020 and up to \$300,000,000 in FY 2021 for student success and wellness funds to school districts, JVSs, and community and STEM schools (see EDUCD39).	(14) No provision. (Funding for this purpose is provided under DPF Fund 5VSO appropriation item 200604, Student Wellness and Success, and SLF Fund 7017 appropriation item 200625, Student Wellness and Success (see EDUCD101 and EDUCD102))	(14) No provision. (Funding for this purpose is provided under DPF Fund 5VSO appropriation item 200604, Student Wellness and Success (see EDUCD102))	(14) No provision. (Funding for this purpose is provided under DPF Fund 5VSO appropriation item 200604, Student Wellness and Success (see EDUCD102))
(15) Up to \$350,000 in FY 2020 for ODE to conduct return on investment studies on services funded with student wellness and success funds and to provide technical assistance to districts on implementing services.	(15) Same as the Executive.	(15) Same as the Executive.	(15) Same as the Executive.
(16) No provision.	(16) No provision.	(16) Up to \$100,000 in each fiscal year to make payments to eligible Montessori community schools that enroll students younger than four years old (see EDUCD114 and EDUCD4).	(16) Same as the Senate.
Specifies that the remainder be used to distribute to city, local, and exempted village school districts the amounts calculated for foundation aid (see EDUCD43).	Same as the Executive.	Same as the Executive.	Same as the Executive.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>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.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive, but also permits excess funds in GRF appropriation item 200903, Property Tax Reimbursement - Education, to be used, if necessary, to meet state formula aid obligations with the approval from the OBM Director.</p>	<p>Same as the Senate.</p>
<p>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.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>

EDUCD48 Literacy Improvement

Section: 265.240	Section: 265.240	Section: 265.240	Section: 265.240
<p>No provision.</p>	<p>No provision.</p>	<p>Earmarks up to \$100,000 in each fiscal year from GRF appropriation item 200566, Literacy Improvement, to support the Read, Baby, Read! Program.</p>	<p>Same as the Senate.</p>
<p>Specifies that GRF appropriation item 200566, Literacy Improvement, must be used by ODE to support early literacy activities to align state, local, and federal efforts to order to bolster all students' reading success. 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,</p>	<p>Same as the Executive, but specifies that the funds distributed to ESCs to establish and support the teams must be done so consistent with R.C. 3312.01, which under continuing law establishes the educational regional delivery system and describes the services ESCs must or may provide.</p>	<p>Same as the House, but specifies that the remainder of the appropriation be used for these purposes.</p>	<p>Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

technical assistance, support, research, and evaluation related to early literacy activities.

EDUCD49 Adult Education Programs

Section: 265.250

Specifies that GRF appropriation item 200572, Adult Education Programs, be used to make payments to institutions participating in the Adult Diploma Pilot Program; 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; 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.

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

Section: 265.250

Same as the Executive, but specifically earmarks up to \$6,400,000 in each fiscal year for the 22+ Adult High School Program and specifies that a portion of the appropriation be used to make payments for the other programs supported by the line item.

Same as the Executive.

Section: 265.250

Same as the House, but increases the earmark for the 22+ Adult High School Program to \$6,900,000 in each fiscal year.

Same as the Executive.

Section: 265.250

Same as the Senate.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

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.

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.

Permits a portion of the appropriation to be used for program administration, technical assistance, support, research, and evaluation of adult education programs including high school equivalency examinations approved by ODE.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD14 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 200% 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.

Section: 265.260

Same as the Executive.

Section: 265.260

Same as the Executive.

EDUCD1 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 school districts who receive 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 the House

As Passed by the Senate

As Enacted

EDUCD37 Innovative Shared Services at Schools

Section: 265.260

Specifies that GRF appropriation item 200598, Innovative Shared Services at Schools, be used to make competitive grants to city, local, and exempted village school districts, JVSDs, community schools, STEM schools, and educational consortia in accordance with the Innovative Shared Services at Schools Program (see EDUCD38).

Section: 265.260

Same as the Executive.

No provision.

No provision.

EDUCD78 Adaptive Sports Program

No provision.

Section: 265.260

Specifies that funds from GRF appropriation item 200576, Adaptive Sports Program, be used 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.

EDUCD124 Program and Project Support

No provision.

No provision.

Section: 265.260

Makes the following earmarks from GRF appropriation item 200597, Program and Project Support:

Section: 265.260

Same as the Senate.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	(1) \$500,000 in FY 2020 to Tri-State Early College STEM School to provide additional support for facility renovations and operations.	Same as the Senate.
No provision.	No provision.	(2) \$500,000 in each fiscal year for Ohio Adolescent Health Centers to support risk avoidance education.	Same as the Senate.
No provision.	No provision.	(3) \$125,000 in each fiscal year to support Ruling Our eXperiences (ROX) programming in schools.	Same as the Senate.

EDUCD38 Innovative Shared Services at Schools Program

Section: 265.270

Creates the Innovative Shared Services at Schools Program to make competitive grants to city, local, and exempted village school districts, JVSDs, community schools, STEM schools, and educational consortia for projects that demonstrate increased efficiency and effectiveness, sustainability, and scalability through a shared services delivery model.

Establishes a five-member governing board to award the grants. Requires ODE to provide administrative support to the board and that no member be compensated for their service. Requires the board to select advisors with fiscal and education expertise to evaluate grant proposals. Requires the board to issue an annual report concerning the program.

Section: 265.270

Same as the Executive.

Same as the Executive.

No provision.

No provision.

No provision.

No provision.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
Specifies the required components for each grant application and agreement as well as procedures and certain criteria to be used by the board in awarding the grants.	Same as the Executive.	No provision.	No provision.
Generally limits grants to no more than \$100,000 in each fiscal year. Permits grant recipients to use these funds for grant-related expenses for no more than two years from the date of the award.	Same as the Executive.	No provision.	No provision.
Permits ODE, at the discretion of the board, to use a portion of the appropriation to administer the grant program.	Same as the Executive.	No provision.	No provision.
Fiscal effect: The bill appropriates \$1.0 million in each fiscal year from GRF appropriation item 200598, Innovative Shared Services at Schools, for the grants.	Fiscal effect: Same as the Executive.		
EDUCD30 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 the House

As Passed by the Senate

As Enacted

EDUCD16 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. Permits a portion to be used for implementation of teacher and principal evaluation systems.

Section: 265.300

Same as the Executive.

Section: 265.300

Same as the Executive.

Section: 265.300

Same as the Executive.

EDUCD18 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 the House	As Passed by the Senate	As Enacted
<p>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.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>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.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>EDUCD102 Student Wellness and Success</p>			
<p>No provision.</p>	<p>Section: 265.323 Specifies that DPF Fund 5VS0 appropriation item 200604, Student Wellness and Success, be used to provide student wellness and success funds to school districts, JVSDs, and community and STEM schools (see EDUCD39).</p>	<p>Section: 265.323 Same as the House.</p>	<p>Section: 265.323 Same as the House.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD132 School Bus Purchase

No provision.	No provision. (Funding for a similar purpose was provided in DPF Fund 5VU0 appropriation item 230646, School Bus Purchase, in the Ohio Facilities Construction Commission budget (see FCCCD12)).	Section: 265.324 Specifies that Fund 5VU0 appropriation item 200663, School Bus Purchase, be used by ODE to assist school districts in purchasing school buses in accordance with the new program described below.	Section: 265.324 Same as the Senate.
No provision.	No provision. (see FCCCD12)	Requires ODE, in partnership with the Department of Public Safety (DPS), to develop a program to provide school bus purchase assistance.	Same as the Senate.
No provision.	No provision. (see FCCCD12)	Requires ODE and DPS to submit a report to the General Assembly by January 31, 2020, that describes how the program will operate.	Same as the Senate.

EDUCD47 School Climate Grants

Section: 265.325 Specifies that GRF appropriation item 200602, School Climate Grants, be used to provide competitive grants to eligible city, local, exempted village school districts, and community schools to implement positive behavior intervention and supports frameworks, evidence- or research-based social and emotional learning initiatives, or both, in school buildings serving any of grades K-3.	Section: 265.325 Same as the Executive.	Section: 265.325 Same as the Executive.	Section: 265.325 Same as the Executive.
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

Requires the Superintendent to prescribe a grant application form, establish procedures for consideration and approval, determine the amount of awards, and administer and award the grants.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Requires the Superintendent to award the grants in the following order of priority: (1) to applicants whose proposal serves buildings with a higher percentage of economically disadvantaged students than the statewide average; (2) to applicants whose proposal serves buildings with high suspension rates; and (3) to the remaining applicants in the order in which their applications were received. Requires the Superintendent to prioritize grants within the priority levels to applicants who have not previously received a grant if appropriated amounts are not sufficient to provide grants to all eligible applicants.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Limits grants to \$5,000 per eligible school building and up to a maximum of \$50,000 per eligible applicant. Permits grant recipients to use awarded funds for grant-related expenses for no more than two years.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD15 Foundation Funding

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.

Requires ODE, with the approval of the OBM Director, to determine the monthly distribution schedules of items 200550 and 200612.

Section: 265.330

Same as the Executive.

Same as the Executive.

Section: 265.330

Same as the Executive.

Same as the Executive.

Section: 265.330

Same as the Executive.

Same as the Executive.

EDUCD115 Accelerate Great Schools

No provision.

No provision.

Section: 265.331

Requires SLF Fund 7017 appropriation item 200614, Accelerate Great Schools, to be used to support the Accelerate Great Schools public-private partnership.

Section: 265.331

Same as the Senate.

EDUCD101 Student Wellness and Success

No provision.

Section: 265.332

Specifies that SLF Fund 7017 appropriation item 200625, Student Wellness and Success, be used to provide student wellness and success funds to school districts, JVsDs, and community and STEM schools (see EDUCD39).

No provision.

No provision. (see OBMCD73)

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD20 Quality Community Schools Support

Section: 265.335

Specifies that SLF Fund 7017 appropriation item 200631, Quality Community Schools Support, be used by ODE to make payments to community schools that are designated as Community Schools of Quality.

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. Requires, generally, that the payments be based on the number of students enrolled in the community school for the prior fiscal year.

Qualifies a community school as a Community School of Quality if the school satisfies at least one of the following conditions:

(1) The school meets all of the following criteria: (a) the school’s sponsor is rated “exemplary” or “effective” on the sponsor’s most recent evaluation, (b) the school’s two most recent performance index scores are higher than the school district in which school is located, (c) 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 (d) at least 50% of enrolled students are economically disadvantaged.

Section: 265.335

Same as the Executive.

Same as the Executive.

Same as the Executive.

(1) Same as the Executive.

Section: 265.335

Same as the Executive.

Same as the Executive, but reduces the per-pupil amounts to \$1,150 for students who are identified as economically disadvantaged and to \$650 for students not identified as economically disadvantaged.

Same as the Executive.

(1) Same as the Executive.

Section: 265.335

Same as the Executive.

Same as the Executive.

Same as the Executive.

(1) Same as the Executive.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>(2) The school meets all of the following criteria: (a) the school’s sponsor is rated “exemplary” or “effective” on the sponsor’s most recent evaluation, (b) the school is in its first year of operation, and (c) the school is replicating an operational and instructional model used by a school of quality designated under condition (1).</p>	<p>(2) Same as the Executive.</p>	<p>(2) Same as the Executive.</p>	<p>(2) Same as the Executive, but also qualifies a community school that opened as a kindergarten school, has added one grade per year, and has been in operation for less than four school years under condition (2) if the school also meets the criteria in (a) and (c).</p>
<p>(3) The school meets all of the following criteria: (a) the school’s sponsor is rated “exemplary” or “effective” on the sponsor’s most recent evaluation, (b) the school contracts with an operator that operates schools in other states, and (c) one of the operator’s schools received funding through the Federal Charter School Program or the Charter School Growth Fund.</p>	<p>(3) Same as the Executive.</p>	<p>(3) Same as the Executive.</p>	<p>(3) Same as the Executive.</p>
<p>(4) The community school meets all of the following criteria: (a) the school’s sponsor is rated “exemplary” or “effective” on the sponsor’s most recent evaluation, (b) the school contracts with an operator that operates schools in other states, (c) 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, (d) at least 50% of enrolled students are economically disadvantaged, (e) the operator is in good standing in all states, and (f) ODE has determined the operator does not have financial viability issues preventing it from effectively operating a community school in Ohio.</p>	<p>(4) Same as the Executive.</p>	<p>(4) Same as the Executive.</p>	<p>(4) Same as the Executive.</p>
<p>Specifies that schools will maintain the designation for two fiscal years following the</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

fiscal year that the school initially received the designation.

EDUCD128 Enrollment Growth Supplement

No provision.

No provision.

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 EDUCD43).

Section: 265.337

Same as the Senate.

EDUCD17 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 \$200 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.

Same as the Executive.

Section: 265.340

Same as the Executive, but increases the per-pupil amount for brick-and-mortar community and STEM schools to \$250.

Same as the Executive.

Section: 265.340

Same as the Senate.

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD19 Lottery Profits Education Reserve Fund

Section: 265.350

Creates the Lottery Profits Education Reserve Fund (Fund 7018), a continuation of current law. Permits the OBM Director to transfer cash from Fund 7018 to the Lottery Profits Education Fund (Fund 7017) in both fiscal years. Requires the Lottery Commission Director to certify on July 15, 2019, the amount by which lottery profits exceeded \$1,093,630,000 in FY 2019 and on July 15, 2020, the amount by which lottery profits exceeded \$1,126,000,000 in FY 2020, to the OBM Director. Permits the OBM Director to transfer cash in excess of the amounts necessary to support appropriations in Fund 7017 to Fund 7018.

Section: 265.350

Same as the Executive.

Section: 265.350

Same as the Executive.

Section: 265.350

Same as the Executive.

EDUCD21 Community school SBH subsidy

Section: 265.390

Continues the subsidy payment in current law for certain community schools that serve students with severe behavioral disabilities (SBH). Specifies that the amount of the subsidy is not deducted from the students' resident school district.

Section: 265.390

Same as the Executive.

Section: 265.390

Same as the Executive.

Section: 265.390

Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

EDUCD34 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.

Requires that the report be submitted to ODE and House and Senate committees primarily concerned with education funding to the list of recipients.

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.

Section: 265.400

Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.400

Same as the Executive.

Same as the Executive.

Same as the Executive.

Section: 265.400

Same as the Executive.

Same as the Executive.

Same as the Executive.

EDUCD33 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 the House	As Passed by the Senate	As Enacted
<p>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.</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>	<p>Fiscal effect: Same as the Executive.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

AGOCD21 School Safety Training Grants

Executive	As Passed by the House	As Passed by the Senate	As Enacted
(1) No provision.	(1) No provision.	<p>Section: 221.30</p> <p>(1) Requires GRF appropriation item 055502, School Safety Training Grants, to be used by the Attorney General, in consultation with the Superintendent of Public Instruction and the Director of Mental Health and Addiction Services, to make grants for school safety and school climate programs and training to public and chartered nonpublic schools, local law enforcement agencies, and schools operated by county boards of developmental disabilities.</p>	<p>Section: 221.30</p> <p>(1) Same as the Senate.</p>
(2) No provision.	(2) No provision.	<p>(2) Permits the grants to be used for at least the following: (1) school resource officer certification training, (2) any type of active shooter and school safety training or equipment, (3) all grade level type educational resources, (4) training to identify and assist students with mental health issues, (5) school supplies or equipment related to school safety or for implementing the school's safety plan, and (6) any other training related to school safety.</p>	(2) Same as the Senate.
(3) No provision.	(3) No provision.	<p>(3) Requires participating schools and county boards to work with or contract with the county sheriff's office or the appropriate local police department to develop these programs and training. Prohibits any grant awarded directly to a local law enforcement agency to be used to fund a similar request made by a school located</p>	(3) Same as the Senate.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

within the jurisdiction of the local law enforcement agency.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

AUDCD8 Department of Education performance audit

No provision.

Section: 701.50

Requires the Auditor of State, in consultation with the Joint Education Oversight Committee, to conduct a performance audit of selected offices or programs within the Department of Education, and requires the audit to be completed by October 1, 2020.

Fiscal effect: ODE would incur costs for the required performance audit.

No provision.

Section: 701.50

Same as the House, but removes the requirement that the Auditor of State consult with the Joint Education Oversight Committee when performing this audit.

Fiscal effect: Same as the House.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

OBMCD73 GRF transfer to Student Wellness and Success Fund

<p>No provision.</p>	<p>Section: 512.70 Authorizes the Director of OBM to transfer up to \$250,000,000 cash in FY 2020 and up to \$300,000,000 cash in FY 2021 from the GRF to the Student Wellness and Success Fund (Fund 5VS0).</p>	<p>Section: 512.70 Same as the House.</p>	<p>Section: 512.70 Same as the House, but increases the transfer amounts to up to \$275,000,000 in FY 2020 and up to \$400,000,000 in FY 2021.</p>
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

BORCD88 Career-tech post-secondary credit plan

<p>No provision.</p>	<p>No provision.</p>	<p>R.C. 3333.167 Requires the Chancellor, in collaboration with the Superintendent of Public Instruction and with the assistance of specified stakeholders, to develop a statewide plan that permits a high school student enrolled in a career-technical planning district (CTPD) to receive post-secondary credit on a college transcript in a manner comparable to the College Credit Plus program for the completion of a course that is approved through either the Career-Technical Assurance Guide statewide articulation agreements or an articulation agreement between a CTPD and a state institution of higher education.</p>	<p>R.C. 3333.167 Same as the Senate.</p>
<p>No provision.</p>	<p>No provision.</p>	<p>Requires the Chancellor to implement the plan only if the Chancellor and Superintendent determine it is appropriate to do so.</p>	<p>Same as the Senate.</p>
<p>No provision.</p>	<p>No provision.</p>	<p>Requires the Chancellor to submit to the Governor, the Speaker and Minority Leader of the House, and the President and Minority Leader of the Senate the completed statewide plan by June 30, 2020.</p>	<p>Same as the Senate.</p>
<p>Fiscal effect: Potential increase in administrative costs for DHE to develop and implement the statewide plan.</p>			<p>Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

JFSCD32 Provider licensing and summary suspensions

R.C. 5104.01, 5104.34, 5104.38, 5104.41, 3301.52, 3301.53

R.C. 5104.01, 5104.34, 5104.38, 5104.41, 3301.52, 3301.53

R.C. 5104.01, 5104.34, 5104.38, 5104.41, 3301.52, 3301.53

R.C. 5104.01, 5104.34, 5104.38, 5104.41, 3301.52, 3301.53

Separates homeless child care from protective child care.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Authorizes the provision of special needs child care up to age 18.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Specifies that a license issued to a child day-care center or family day-care home may be suspended without prior hearing if ODJFS determines that the owner or licensee does not meet criminal records check requirements, rather than if the owner, licensee, or administrator is charged with fraud as under current law and maintains all other existing grounds for suspending a license without prior hearing.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Requires ODJFS to issue a written order of summary suspension by certified mail or in person.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Authorizes a child day-care center or family day-care home whose license was suspended without prior hearing to request an adjudicatory hearing before ODJFS, rather than appeal the suspension to a county court of common pleas as under current law.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
<p>Eliminates the requirement that, when ODJFS initiates the revocation of a license suspended without prior hearing, the suspension must continue until the revocation process is complete.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>Clarifies that ODJFS's authority to suspend a license without prior hearing does not limit its authority to revoke a license generally.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>	<p>Same as the Executive.</p>
<p>Removes a requirement that the State Board of Education, in consultation with ODJFS, adopt rules for school child programs that meet or exceed requirements of the rules adopted for school age child care centers under Chapter 5104. of the Revised Code.</p>	<p>Replaces the Executive provision with a provision that clarifies that child day-care centers that serve preschool children and child day-care centers that serve school-age children must meet or exceed the standards under Chapter 5104. of the Revised Code.</p>	<p>Same as the House.</p>	<p>Same as the House.</p>

Executive	As Passed by the House	As Passed by the Senate	As Enacted
JCRCD4 Agency rule review for regulatory restrictions			
No provision.	No provision.	<p>Section: 121.95 Requires certain agencies to identify which of their rules contain regulatory restrictions and to produce an inventory of regulatory restrictions before December 31, 2019.</p>	<p>Section: 121.95 Same as the Senate.</p>
No provision.	No provision.	<p>Requires these agencies to post the inventory on their websites and transmit copies to JCARR. Requires JCARR to review the inventory and transmit it to the House Speaker and Senate President.</p>	Same as the Senate.
No provision.	No provision.	<p>Prohibits these agencies, during FYs 2020, 2021, 2022, and 2023, from adopting a new regulatory restriction unless they simultaneously remove two or more existing regulatory restrictions.</p> <p>Fiscal effect: Affected state agencies will incur administrative costs to develop and post the inventory and potentially to revise rules to comply with the limitations on regulatory restrictions. JCARR will incur administrative costs to review the inventories.</p>	<p>Same as the Senate.</p> <p>Fiscal effect: Same as the Senate.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

JEOCD3 Gifted services funding study

R.C. 3317.60, conforming change in Section 265.215

No provision.

Requires JEOC, in collaboration with the Ohio Department of Education (ODE), the Auditor of State, and a JEOC-established workgroup of educators, auditors, and ODE employees, to review the funding reporting protocols and requirements for gifted services in order to recommend improvements regarding accountability for the spending of gifted funds by traditional school districts.

No provision.

No provision.

No provision.

Requires JEOC to submit a report of its findings by December 31, 2020.

No provision.

No provision.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation enacted by the General Assembly in order to take effect for FY 2022.

No provision.

No provision.

No provision.

Requires the report to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance subcommittees on primary and secondary education in both the House and the Senate.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: Increases the administrative responsibilities of JEOC, ODE, and the Auditor of State.

JEOCD4 Study of rural incentive program for gifted students

R.C. 3317.60, conforming change in Section 265.215

No provision.

Requires JEOC, in consultation with ODE, to develop recommendations for an incentive program for rural districts serving identified gifted children.

No provision.

No provision.

No provision.

Requires JEOC to submit a report of its findings by December 31, 2020.

No provision.

No provision.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation enacted by the General Assembly in order to take effect for FY 2022.

No provision.

No provision.

No provision.

Requires the report to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance subcommittees on primary and secondary education in both the House and the Senate.

No provision.

No provision.

Fiscal effect: Increases the administrative responsibilities of JEOC and ODE.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

JEOCD5 ESC evaluation

R.C. 3317.60, conforming change in Section 265.215

No provision.

Requires JEOC, in collaboration with ODE, the Auditor of State, and the Ohio Educational Service Center Association, to evaluate educational service centers (ESCs) on (1) services provided, (2) cost of existing services, (3) the ability to generate revenue for providing nonmandatory services and offset fixed costs with that revenue, (4) the average operating cost per pupil, and (5) the effectiveness and efficiency of all ESCs.

No provision.

No provision.

No provision.

Requires JEOC to submit a report of its findings by December 31, 2020.

No provision.

No provision.

No provision.

Requires the report to be submitted to the Superintendent of Public Instruction, the President of the State Board of Education, and the chair, vice chair, and ranking members of the finance and primary and secondary education committees and finance subcommittees on primary and secondary education in both the House and the Senate.

No provision.

No provision.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation enacted by the General Assembly in order to take effect for FY 2022.

No provision.

No provision.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Fiscal effect: Increases the administrative responsibilities of JEOC, ODE, and the Auditor of State.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
MCD59 Ohio Medicaid School Plan			
No provision.	<p>R.C. 5162.364, 5162.01 Permits educational service centers to participate in the school component of the Medicaid Program.</p>	<p>R.C. 5162.364, 5162.01 Same as the House.</p>	<p>R.C. 5162.364, 5162.01 Same as the House.</p>

Executive

As Passed by the House

As Passed by the Senate

As Enacted

RDFCD7 Tangible personal property tax reimbursements

Section: 387.20

Specifies that in FY 2020 and FY 2021, 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.

Fiscal effect: Perry Local School District in Lake County is estimated to receive an additional \$1.86 million in the biennium. Benton-Carroll-Salem Local School District in Ottawa County is estimated to receive an additional \$1.93 million in the biennium.

Section: 387.20

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 387.20

Same as the Executive.

Fiscal effect: Same as the Executive.

Section: 387.20

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

As Passed by the House

As Passed by the Senate

As Enacted

Property Taxes and Transfer Fees

TAXCD85 ****VETOED**** School district property tax reduction for certain property

No provision.

No provision.

No provision.

R.C. 319.302, 323.155,323.18; Section 757.350

*** VETOED: Authorizes a property tax reduction for certain property owners whose taxes comprise a relatively high proportion of a school district's operating expenses. Specifies that to qualify, the property must be located in both a village and in a school district with an enrollment of at least 1,300 students (a "qualifying area"). Caps the amount of school district property taxes paid by the property owners in the qualifying area at four times the operating expenses the district paid in the previous year on account of the students who reside in the qualifying area.***]

Fiscal effect: May cost affected school districts up to millions of dollars in tax revenue. The cost is uncertain because of data limitations.

TAXCD56 School safety levy for chartered nonpublic schools

No provision.

R.C. 5705.21
 Authorizes the board of education of a school district to propose a tax levy for school safety and security and give some of the revenue to chartered nonpublic schools located in the district to be used for that purpose.

R.C. 5705.21
 Same as the House.

R.C. 5705.21
 Same as the House.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	<p>Requires that the resolution and ballot language proposing the levy specify the portion of the proceeds allocated to chartered nonpublic schools. Specifies that the chartered nonpublic school portion would be divided proportionally among all such schools located within the territory of the school district based on the number of "resident students" (i.e., students who are entitled to attend school in the district) enrolled in each chartered nonpublic school. Requires that, if proceeds are shared with any nonpublic school in the district, they must be shared with all nonpublic schools in the district in that proportion.</p> <p>Fiscal effect: May result in additional tax levy revenue to schools for the specified purpose.</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>

Other Taxation Provisions

TAXCD82 Disclosing personal income to verify scholarship eligibility

No provision.	No provision.	<p>R.C. 5703.21</p> <p>Permits the Department of Taxation to share personal income information orally with the Department of Education only for the purpose of verifying family incomes of students applying for and receiving scholarships under the Educational Choice Scholarship Pilot Program.</p> <p>Fiscal effect: May result in an increase, likely no more than minimal, in the Department's costs to provide the information.</p>	<p>R.C. 5703.21</p> <p>Same as the Senate, but 1) drops the requirement that communication be made orally, and 2) requires that ODE request the verification and provide sufficient information about the student and the student's family to make the verification.</p> <p>Fiscal effect: Same as the Senate.</p>
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Executive

As Passed by the House

As Passed by the Senate

As Enacted

DVSCD4 Temporary occupational license for military member and spouse

R.C. 4743.041, 4743.04, 4730.121, 4731.153, 4731.299, 4731.57, 4734.281, 4734.285, 4734.49, 4759.02, 4759.064, 4759.10, 4760.041, 4761.03, 4761.052, 4762.03, 4762.041, 4774.041, 4778.051, 4778.07, 4778.08, 4778.081, and 5903.04

No provision.

No provision.

Requires state occupational licensing agencies, under certain circumstances, to issue temporary licenses or certificates to members of the military and spouses who are licensed in another jurisdiction and have moved or will move to Ohio for duty. Requires state occupational licensing agencies to waive all fees associated with issuing these temporary licenses or certificates.

No provision.

No provision.

No provision.

Specifies that temporary licenses or certificates under the bill are to be issued to an individual for a duration of not more than six years.

No provision.

No provision.

No provision.

Allows a state licensing agency to deny or revoke a temporary license or certificate issued under the bill under certain circumstances.

No provision.

No provision.

No provision.

Requires the Director of DAS to prepare a report for each fiscal year on the number and type of temporary licenses or certificates issued during the fiscal year under the bill and provide the report to the Director of Veterans Services to

No provision.

Executive	As Passed by the House	As Passed by the Senate	As Enacted
No provision.	No provision.	<p>make the report available to the public.</p> <p>Excludes the State Medical Board from the temporary license or certificate requirements. Instead, requires the State Medical Board, under certain circumstances, to issue expedited licenses by endorsement to members of the military and spouses who are licensed in another jurisdiction and have moved or will move to Ohio for duty.</p>	No provision.
No provision.	No provision.	<p>Requires the State Medical Board to waive the current law application fee for certain members of the military and spouses who apply for an expedited license to practice medicine and surgery or osteopathic medicine and surgery by endorsement.</p> <p>Fiscal effect: Various state occupational licensing agencies will incur administrative costs in implementing the temporary occupational licenses and certificates for military members and spouses. Their license fee revenues could also decrease.</p>	No provision.