

Executive

As Passed by the House

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 in the 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 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.

Provides an additional scaled amount of funding for districts not in the highest quintile according to a district's poverty

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 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.

Same as the Executive.

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percentage in relation to the range of poverty percentages within the quintile and the base per-pupil amounts of the quintiles.

Provides student wellness and success funding, on a full-time equivalency basis, to joint vocational school districts (JVSDs), community schools other than e-schools, and STEM schools based on the per-pupil amount of this funding paid to each student’s district of residence.

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.

Provides each e-school with \$25,000 for FY 2020 and \$30,000 for FY 2021 in student wellness and success funding.

No provision.

No provision.

Same as the Executive.

Same as the Executive, but increases the minimum amount for FY 2021 to \$36,000.

Same as the Executive, but increases the amount for FY 2021 to \$36,000.

Provides an additional payment of student wellness and success enhancement funds to city, local, and exempted village school districts 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 for the preceding fiscal year.

Provides student wellness and success enhancement funds, on a full-time equivalency basis, to joint vocational school districts, community schools that are not e-schools, and STEM schools 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), based on the students enrolled in the district or school in the

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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.

Requires each district and school to develop a plan for utilizing the funding in coordination with one or more specified community organizations.

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.

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).

preceding fiscal year.

Same as the Executive, but also applies the requirement to the enhancement funding described above.

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.

Same as the Executive, but also applies the requirement to the enhancement funding described above.

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).

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EDUCD76 State aid adjustment for districts with TPP value changes

No provision.

R.C. 3317.028, Section 733.10

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.)

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.

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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).

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.

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

Section: 265.215

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

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reporting property valuation and receipts for school districts, as prescribed by current law.

EDUCD43 Traditional school district funding

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 received in FY 2019.

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).

Sections: 265.220, 265.215

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD44 Joint vocational school district funding

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 received in FY 2019.

Fiscal effect: Allocates an estimated \$304.5 million in each of FY 2020 and FY 2021 for foundation aid to JVSDs.

Sections: 265.225, 265.215

Same as the Executive.

Fiscal effect: Same as the Executive.

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.

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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.

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.

Fiscal effect: In FY 2019, transfers of state aid to community schools are estimated to be about \$847.7 million.

Fiscal effect: Same as the Executive.

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.

Section: 265.235

Same as the Executive.

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.

Same as the Executive.

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.

Same as the Executive.

Fiscal effect: In FY 2019, transfers of state aid to STEM schools are estimated to be about \$24.2 million.

Fiscal effect: Same as the Executive.

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EDUCD58 Educational service centers funding

Section: 265.360

Sets the per-pupil state payment amount in each fiscal year to \$26 for high-performing ESCs and \$24 for all other ESCs and, if necessary, requires ODE to prorate the payment amounts to fit the earmark for state payment of ESCs.

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).

Section: 265.360

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

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.

Executive

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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.

Scholarship Programs

EDUCD73 **Cleveland Scholarship Program application periods**

No provision.

R.C. 3313.978

Requires ODE, beginning with the 2020-2021 school year, to conduct a second application period for the Cleveland Scholarship Program.

No provision.

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 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.

Fiscal effect: May increase ODE's administrative costs for the scholarship program.

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Community Schools

EDUCD93

Community school sponsor evaluations - frequency

No provision.

R.C. 3314.016

Requires that a community school sponsor with an overall rating of "effective" for at least three consecutive years be evaluated by ODE once every five years, instead of annually as under current law.

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.

EDUCD98

Community school sponsor evaluations - review of draft ratings

No provision.

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.)

Fiscal effect: May increase ODE's administrative responsibilities.

Executive

As Passed by the House

EDUCD63

Dropout prevention and recovery community school report cards

No provision.

R.C. 3314.017

Changes the dropout prevention and recovery school report card measure of percentage of 12th grade students who have attained the designated passing score on all applicable high school assessments to the percentage who have attained the cumulative performance score on the end-of-course exams.

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.

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As Passed by the House

EDUCD92

Study committee on dropout prevention and recovery schools

R.C. 3314.017

No provision.

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.

No provision.

Requires the State Board to submit the committee's recommendations to the General Assembly within six months after the bill's effective date.

No provision.

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.

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.

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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.

EDUCD96 **Classification of conversion community schools**

No provision.

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.

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.

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EDUCD40 Community school mergers

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.

Specifies that participating in a merger does not exempt a community school from the laws regarding permanent closure.

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.

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.

Fiscal effect: Any costs for a community school to implement a merger are permissive.

R.C. 3314.0211

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

As Passed by the House

EDUCD97

Payments to community school sponsors

No provision.

R.C. 3314.089, 3314.03, 3314.08, 3314.085

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.

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.

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.

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As Passed by the House

EDUCD99

Annual e-school reports

No provision.

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.

No provision.

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.

Fiscal effect: Increases the administrative workload for e-schools and ODE.

EDUCD69

Community school closure criteria

No provision.

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:

No provision.

Requires permanent closure for a school that offers up to third grade if, for the three most recent school years (instead of two of the three most recent school years, as under current law), the school received (1) a report card grade of "F" on the Improving Literacy in Grades K-3 measure or (2) an overall grade of "F".

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No provision.

Requires permanent closure for schools that serve any of grades 4 to 8 but does not serve a grade level higher than 9 if, for the three most recent school years, the school received (1) an "F" for the performance index score and (2) an "F" for the value-added progress dimension (current law requires permanent closure if, for two of the three most recent school years, the school met the criteria described in (1) and (2) above or received an overall "F" and an "F" for the value-added progress dimension).

No provision.

Requires permanent closure for schools that serve any of grades 10 to 12 if, for the three most recent school years, the school received (1) an "F" for the performance index score and (2) did not meeting annual measurable objectives (AMO) targets (current law requires permanent closure if, for two of the three most recent school years, the school met the criteria in (1) and (2) above or received an overall grade of "F" and an "F" for the value-added progress dimension).

Fiscal effect: May reduce the number of community schools subject to permanent closure.

EDUCD86

Lists of community school closures and "challenged" school districts where community schools may be located

No provision.

R.C. 3314.353

Requires ODE, by August 31 of each year, to publish separate lists of the following:

No provision.

(1) Community schools that have become subject to permanent closure as required by law;

No provision.

(2) Community schools that are at risk of becoming subject to permanent closure for academic underperformance;

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No provision.

(3) All "challenged" school districts in which new start-up community schools may be located.

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.

EDUCD104 Community school operations cost study

No provision.

R.C. 3317.61, conforming change in Section 265.215

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 and submit a report of its findings by December 31, 2020.

Fiscal effect: Increases ODE's administrative responsibilities.

EDUCD22 Community school operation from residential facilities

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.

Fiscal effect: None.

Section: 265.410

Same as the Executive.

Fiscal effect: Same as the Executive.

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.

Section: 265.470

Same as the Executive.

Executive

As Passed by the House

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.

Same as the Executive.

Fiscal effect: Increases ODE's administrative responsibilities.

Fiscal effect: Same as the Executive.

Educator Provisions

EDUCD42 Properly certified teachers for community schools

R.C. 3314.03

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.

R.C. 3314.03

Same as the Executive.

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.

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.

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.

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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).

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.

EDUCD100

Bright New Leaders for Ohio Schools Program

No provision.

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

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

No provision.

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

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.

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).

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EDUCD94 Licenses for substitute teaching

No provision.

R.C. 3319.074, 3319.226

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.

No provision.

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.

No provision.

Permits the provisional employment of an individual who does not yet hold a license but satisfies the former long-term substitute licensure criteria, provided an application for licensure has been submitted on or before 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.

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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 with the option to complete the preservice training provided to participants of a teacher preparation program approved by the Chancellor of Higher Education.

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.

Early Childhood

EDUCD106

Preschool education study

No provision.

R.C. 3317.60, conforming change in Section 265.215

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

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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.

Fiscal effect: Increases the administrative responsibilities for ODE, JEOC, ODJFS, and AOS.

EDUCD4

Early Childhood Education

Section: 265.20

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.

Earmarks up to 2% of GRF appropriation item 200408, Early Childhood Education, to be used by ODE for program support and technical assistance.

Requires ODE to distribute the remainder to pay the costs of early childhood programs that serve eligible children, first to existing providers that received early childhood education funds in the previous fiscal year and the balance to new eligible providers or to existing providers to serve more eligible children or for purposes of program expansion, improvement, or special projects to promote quality and innovation.

Section: 265.20

Same as the Executive.

Same as the Executive.

Same as the Executive.

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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.

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.

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.

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

Same as the Executive.

Executive

As Passed by the House

requirements under the Step Up to Quality system, and (12) requires providers who are not highly rated to meet certain qualifications.

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.

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 early childhood programs in both agencies.

Same as the Executive.

Requires ODE to provide an annual report regarding early childhood education programs and the early learning program standards.

Same as the Executive.

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.

Fiscal effect: Same as the Executive.

Other Education Provisions

EDUCD35 English learners

R.C. 3301.0711, and various other sections
Changes references of "limited English proficient student" to "English learner" to align with federal law.

R.C. 3301.0711, and various other sections

Same as the Executive.

Fiscal effect: None apparent.

Fiscal effect: Same as the Executive.

Executive

As Passed by the House

EDUCD65 Chartered nonpublic school alternative assessments

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 to the state achievement assessments for grades 3-8, as determined by ODE.

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.

EDUCD81 Assessments for students with disabilities

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:

No provision.

(1) The school, in consultation with the student's parents, determines that an assessment or alternative assessment with accommodations does not accurately assess the student's academic performance;

No provision.

(2) The plan includes an academic profile of the student's academic performance;

No provision.

(3) The plan is reviewed annually to determine if the student's needs continue to require excusal from taking the assessments.

Fiscal effect: None.

Executive

As Passed by the House

EDUCD71

Accredited nonpublic schools

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

No provision.

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.

Specifically exempts such schools from the state minimum high school curriculum and chartering requirements.

No provision.

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.

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 that student from being denied participation in the CCP Program solely due to the school's nonparticipation.

No provision.

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.

Executive

As Passed by the House

No provision.

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.

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.

EDUCD91

Report cards - use of value-added progress and performance index score grades

R.C. 3302.021, 3302.03, 3302.038, conforming changes in 3301.52, 3302.042, 3302.12, 3314.02, 3314.034, 3314.35

No provision.

Specifies that the calculation of the value-added progress dimension must use not more than one academic year's worth of growth data.

No provision.

Specifies that the higher of the performance index score or the value-added progress score 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 both measures 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.

No provision.

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

Executive

As Passed by the House

pilot project, eligibility for community schools to change sponsors, and community school closure.

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.

EDUCD89

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

R.C. 3302.03, 3314.017, 3314.354

No provision.

Requires ODE, by July 31 of each year, to submit both of the following:

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;

No provision.

(2) Preliminary data on community schools at risk of becoming subject to permanent closure.

Fiscal effect: Increases ODE's administrative workload.

Executive

As Passed by the House

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

No provision.

R.C. 3302.03, 3302.039, 3314.016

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.

No provision.

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.

No provision.

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, 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 scholarships or to define

Executive

As Passed by the House

"challenged school districts."

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.

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

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

Executive

As Passed by the House

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 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.

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 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).

Executive

As Passed by the House

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.

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.

No provision.

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.

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.

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.

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.

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.

Executive

As Passed by the House

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

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.

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.

Permits the state Superintendent to select a different improvement intervention for a school district currently subject to an ADC or to choose to continue with the ADC already in place.

No provision.

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.

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

No provision.

Executive

As Passed by the House

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).

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.

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

No provision.

No provision.

No provision.

Executive

As Passed by the House

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.

Maintains current law qualifying students residing in a district for which an ADC has been established for the Educational Choice (EdChoice) Scholarship Program.

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.

No provision.

Same as the Executive for existing scholarship recipients under the ADC criteria, but maintains an element of current law specifying that ODE must cease awarding first-time EdChoice scholarships under the repealed ADC provision 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.

EDUCD66 School district territory transfer

No provision.

No provision.

R.C. 3311.242

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.

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

Executive

As Passed by the House

No provision.

general election.

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.

No provision.

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 must be vested in the board of education of the district to which the territory is transferred.

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.

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.

Executive

As Passed by the House

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.

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

No provision.

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.

EDUCD85 Sale or lease of unused school facilities

No provision.

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.

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.

Executive

As Passed by the House

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.

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.

EDUCD74 Industry-recognized credential points modified by CTPD

No provision.

R.C. 3313.618, 3313.912, 3317.023

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.

Executive

As Passed by the House

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.

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.

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.

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.

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.

Executive

As Passed by the House

EDUCD83 School breakfast programs

No provision.	R.C. 3313.818, 3314.03, 3314.18, 3326.11, 3313.813	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.)
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.
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.
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.

Executive

As Passed by the House

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 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.

EDUCD112 Educational service centers - competitive bidding requirements

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.

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.

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.

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

Executive

As Passed by the House

Board rule, and substantial compliance with audit rules and guidelines.

Fiscal effect: Permissive.

EDUCD75 International students in interscholastic athletics

No provision.

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.

Fiscal effect: None.

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.

R.C. 3313.6024, 3314.03, 3326.11, 3328.24

Same as the Executive.

Executive

As Passed by the House

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

Same as the Executive.

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

Fiscal effect: Same as the Executive.

EDUCD109

Special education study

No provision.

R.C. 3317.60, conforming change in Section 265.215

Requires ODE, in consultation with 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.

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.

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

Executive

As Passed by the House

EDUCD103 Economically disadvantaged student study

No provision.

R.C. 3317.60, conforming change in Section 265.215

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

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.

Fiscal effect: Increases ODE's administrative responsibilities. 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.

EDUCD110 English language learners study

No provision.

R.C. 3317.60, conforming change in Section 265.215

Requires ODE, in consultation with JEOC, to evaluate the current funding amounts and required services for all categories of English language learners. Requires ODE to submit a report of its findings by December 31, 2020.

No provision.

Specifies that it is the intent of the General Assembly that the recommendations of the study be the basis of legislation

Executive

As Passed by the House

enacted by the General Assembly in order to take effect for FY 2023.

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 submit a report of its findings 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.

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.

Executive

As Passed by the House

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.

EDUCD64 School bus driver medical examinations

No provision.

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.

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.

Executive

As Passed by the House

EDUCD36 Medicaid School Program Administrative Fund

R.C. 5162.64 (repealed)

Abolishes the Medicaid School Program Administrative Fund in the state treasury.

Fiscal effect: None. According to OBM, this fund was never created in the state accounting system.

R.C. 5162.64 (repealed)

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD59 School district participation in National Assessment of Education Progress

Section: 265.380

Expresses the General Assembly's intention that Ohio school districts participate in the administration of the National Assessment of Education Progress (NAEP). Requires each school and school district selected to participate.

Fiscal effect: Minimal cost for districts chosen to participate. Federal funding is provided for coordination of the state's participation in NAEP.

Section: 265.380

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD57 Use of volunteers

Section: 265.420

Authorizes ODE to use the services of volunteers to accomplish any of the purposes of ODE.

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.

Section: 265.420

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

Fiscal effect: Potential cost savings for ODE if they can utilize volunteers for purposes which they would otherwise need to hire additional employees. This is a continuation of current law.

Fiscal effect: Same as the Executive.

EDUCD31 Private treatment facility project

Section: 265.450

Establishes procedures by which Ohio youth who have been assigned to a participating residential treatment center are enrolled in an approved educational program in or near the facility.

Section: 265.450

Same as the Executive.

Lists the participating residential treatment centers as (1) private residential treatment facilities that have contracted with the Department of Youth Services to provide services and which are paid through appropriation item 470401, RECLAIM Ohio, (2) Abraxas, in Shelby, (3) Paint Creek, in Bainbridge, and (4) F.I.R.S.T., in Mansfield.

Same as the Executive.

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.

Same as the Executive.

Fiscal effect: In addition to the tuition payment, the bill earmarks \$700,000 in each fiscal year from GRF appropriation item 200550, Foundation Funding, for the Private Treatment Facility Project.

Fiscal effect: Same as the Executive.

Executive

As Passed by the House

EDUCD32 Partnerships with business community

Section: 265.460

Specifically permits the Superintendent of Public Instruction to form partnerships with Ohio's business community to implement initiatives that connect students with the business community to increase student engagement and job readiness. If the Superintendent forms such a partnership, requires that the initiatives do all of the following:

- (1) Support the career connection learning strategies included in model curriculum developed by the State Board and workforce development entities.
- (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.
- (3) Inform the development of student success plans for students who are at-risk of dropping out of school.

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.

Section: 265.460

Same as the Executive.

- (1) Same as the Executive.
- (2) Same as the Executive.
- (3) Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD111 Report on partnerships with ESCs

No provision.

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.

Executive

As Passed by the House

Fiscal effect: Increases ODE's administrative responsibilities.

EDUCD84 FAFSA Completion Program

No provision.

Section: 733.20

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).

No provision.

Specifies that if funds appropriated for the program are insufficient, ODE must prioritize awarding grants to lower wealth districts.

No provision.

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.

Fiscal effect: The bill earmarks \$75,000 in each fiscal year from GRF appropriation item 200321, Operating Expenses, to support the program (see EDUCD55).

Appropriation Language

EDUCD55 Operating Expenses

Section: 265.20

No provision.

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).

Executive

As Passed by the House

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

Same as the Executive.

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.

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.

Executive

As Passed by the House

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.

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

Section: 265.70

Same as the Executive.

(1) Same as the Executive.

Executive

As Passed by the House

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.

(2) Same as the Executive.

Same as the Executive.

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.

Executive

As Passed by 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.

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.

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.

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 students.

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

EDUCD53 Accountability/Report Cards

Section: 265.100

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.

Specifies that the remainder of the appropriation be used to incorporate a statewide value-added progress dimension into performance ratings for school districts and develop an accountability system that includes the preparation and distribution of school report cards, funding and expenditure accountability reports, the development and maintenance of teacher value-added reports, the teacher student linkage/roster verification process, and the performance management section of ODE's website.

Section: 265.100

Same as the Executive, but requires a portion of GRF appropriation item 200439, Accountability/Report Cards, to be used for this purpose.

Same as the Executive.

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.

Executive

As Passed by the House

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.

(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.

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.

Section: 265.110

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

EDUCD7 Educator Preparation

Section: 265.120

Makes the following earmarks of GRF appropriation item 200448, Educator Preparation:

(1) Up to \$339,783 in each fiscal year for ODE to monitor and support Ohio's State System of Support under federal law.

Section: 265.120

Same as the Executive, but makes the following changes:

(1) Same as the Executive.

Executive

As Passed by the House

(2) Up to \$67,957 in each fiscal year to support the Educator Standards Board and various school reforms.

(2) Same as the Executive.

(3) \$2,000,000 in each fiscal year to support Teach for America.

(3) Same as the Executive.

(4) \$2,500,000 in each fiscal year for the Bright New Leaders for Ohio Schools Program.

(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)).

(5) \$200,000 in each fiscal year to support FASTER Saves Lives training for selected school staff.

(5) Same as the Executive.

(6) \$1,000,000 in each fiscal year to support professional development grants to educational service centers to train educators and related personnel in models of prevention of risky or harmful behaviors.

(6) Same as the Executive.

(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.

(7) Same as the Executive.

(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.

(8) Same as the Executive.

(9) No provision.

(9) Earmarks up to \$250,000 in each fiscal year to support the SmartOhio Financial Literacy Program at the University of Cincinnati.

(10) Permits the remainder to be used for implementation of teacher and principal evaluation systems, including incorporation of student growth as a metric in those systems,

(10) 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.

Executive

As Passed by the House

and teacher value-added reports.

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.

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.

Section: 265.130

Same as the Executive.

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.

Same as the Executive.

EDUCD9 Education Technology Resources

Section: 265.140

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

Section: 265.140

Same as the Executive, but makes the following changes:

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

(1) Same as the Executive.

(2) Up to \$1,778,879 in each fiscal year to provide grants to educational television stations working with partner education technology centers to provide public schools with instructional resources and services. Specifies that priority be given to resources and services aligned with state academic content standards. Specifies that such resources and services be based upon the advice and approval of ODE, based on a formula

(2) Same as the Executive.

Executive

As Passed by the House

developed in consultation with educational television stations and educational technology centers.

(3) No provision.

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.

(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.

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 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

Section: 265.145

Same as the Executive.

(1) Same as the Executive.

Executive

As Passed by the House

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.

(2) Same as the Executive.

(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.

(3) Same as the Executive.

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.

Section: 265.150

Same as the Executive.

(1) Same as the Executive.

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

(2) Same as the Executive.

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

Same as the Executive.

Executive

As Passed by the House

Requires a school district, if a parent, guardian, or other person in charge of a pupil accepts the offer of payment in lieu of providing transportation, to pay that parent, guardian, or other person at least \$250 and not more than the amount determined by ODE as the average cost of pupil transportation for the previous school year. Permits the payment to be prorated if the time period involved is only a part of the school year.

Same as the Executive.

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.

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.

Executive

As Passed by the House

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.

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.
- (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

Section: 265.190

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the Executive.

Executive

As Passed by the House

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.

(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.

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.

(5) Same as the Executive.

Same as the Executive.

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.

Section: 265.200

Same as the Executive, but makes the following changes:

(1) Same as the Executive.

(2) Same as the Executive.

Executive

As Passed by the House

(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.

(3) Same as the Executive.

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

(4) Same as the Executive.

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

(5) Same as the Executive.

(6) No provision.

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

(7) No provision.

(7) Earmarks \$150,000 in each fiscal year for the Ohio ProStart school restaurant program.

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).

Section: 265.210

Same as the Executive, but makes the following changes:

(1) Same as the Executive.

(2) Up to \$3,800,000 in each fiscal year to fund gifted education units at ESCs. Specifies that the distribution of gifted education funds to ESCs is based on the unit methodology used prior to FY 2010.

(2) Same as the Executive.

Executive

As Passed by the House

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

(3) Same as the Executive.

(4) Up to \$3,500,000 in each fiscal year to be distributed to ESCs through a grant process for school improvement initiatives and for the provision of technical assistance to schools and districts as required by federal law.

(4) Same as the Executive, 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.

(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.

(6) Up to \$26,400,000 in each fiscal year to support school choice programs.

(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.

(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.

(9) An amount to fund foundation aid payments for JVSs (see EDUCD44).

(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.

Executive

As Passed by the House

(11) An amount to pay college-preparatory boarding schools the per pupil boarding amount.

(11) Same as the Executive.

(12) A portion in each fiscal year to pay community schools and STEM schools the amount calculated for the graduation and third-grade reading bonuses (see EDUCD45 and EDUCD46).

(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).

(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)).

(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.

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.

Specifies that GRF appropriation items 200502, Pupil Transportation, 200540, Special Education Enhancements, and 200550, Foundation Funding, other than specific set-asides, are to fund state formula aid obligations. Provides that ODE seek approval from the OBM Director to transfer funds among these items, or other GRF appropriation items in which there are excess appropriation, in order to meet these obligations.

Same as the Executive.

Executive

As Passed by the House

Authorizes the payment of school operating funds in amounts substantially equal to those made in the prior year until the new school funding formulas take effect.

Same as the Executive.

EDUCD48

Literacy Improvement

Section: 265.240

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

Section: 265.240

Same as the Executive, but specifies that the funds must be distributed to ESCs to establish and support the teams 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.

Same as the Executive.

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.

Section: 265.250

Same as the Executive, but specifically earmarks up to \$6,400,000 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.

Executive

As Passed by the House

Requires CTPDs to reimburse individuals taking a nationally recognized high school equivalency examination approved by ODE for the first time for application or examination fees in excess of \$40, up to a maximum reimbursement of \$80. Requires each CTPD to designate a site or sites where individuals may register and take an approved examination and to offer career counseling services for each individual that registers for the examination. Permits any remaining funds in each fiscal year to be reimbursed to the Department of Youth Services and the Department of Rehabilitation and Correction for individuals in these facilities who have taken the approved examination for the first time. Prohibits the amounts reimbursed for these individuals from exceeding the per-individual amounts reimbursed to other individuals for the approved examination.

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.

Executive

As Passed by the House

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.

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.

Executive

As Passed by the House

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.

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.

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

Section: 265.270

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

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.

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.

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.

Permits ODE, at the discretion of the board, to use a portion of the appropriation to administer the grant program.

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.

Same as the Executive.

Same as the Executive.

Same as the Executive.

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.

Executive

As Passed by the House

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.

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.

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.

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.

Section: 265.320

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

Permits, if the cash balance of Fund 5H30 is insufficient to pay solvency assistance, and with approval of the Controlling Board, the transfer of cash from the Lottery Profits Education Reserve Fund (Fund 7018) to Fund 5H30 to provide assistance and grants. Appropriates any funds so transferred to Fund 5H30 appropriation item 200670, School District Solvency Assistance - Lottery.

Same as the Executive.

EDUCD102

Student Wellness and Success

No provision.

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).

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.

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.

Executive

As Passed by the House

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.

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.

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.

Section: 265.330

Same as the Executive.

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

Same as the Executive.

Executive

As Passed by the House

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).

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’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school’s two most recent performance index scores are higher than the school district in which school is located, the school’s most recent overall grade for value added is “A” or “B” or the school is in its first or second year of operation and did not receive a value-added grade, and

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

at least 50% of enrolled students are economically disadvantaged.

(2) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school is in its first year of operation, and the school replicating the operational and instructional model used by a school of quality designated under condition (1).

(3) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school contracts with an operator that operates schools in other states, and one of the operator’s schools received funding through the Federal Charter School Program or the Charter School Growth Fund.

(4) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school contracts with an operator that operates schools in other states, one of the operator’s out-of-state schools performed better than the school district in which the in-state school is located as determined by ODE, at least 50% of enrolled students are economically disadvantaged, the operator is in good standing in all states, and ODE has determined the operator does not have financial viability issues preventing it from effectively operating a community school in Ohio.

Specifies that schools will maintain the designation for two fiscal years following the fiscal year that the school initially received the designation.

(2) Same as the Executive.

(3) Same as the Executive.

(4) Same as the Executive.

Same as the Executive.

Executive

As Passed by the House

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.

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.

Executive

As Passed by the House

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.

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.

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.

Executive

As Passed by the House

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 disadvantaged students. These funds are appropriated in Fund 3H10 appropriation item 200634, Student Support and Academic Enrichment.

Fiscal effect: Same as the Executive.

Executive

As Passed by the House

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: Increases auditing costs paid from the Public Audit Expense - Intrastate Fund (Fund 1090), as this does not provide additional funding for the audit or require the Department of Education to pay these costs.

Executive

As Passed by the House

OBMCD73 **GRF transfer to Student Wellness and Success Fund (Fund 5VS0)**

No provision.

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).

Executive

As Passed by the House

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**

Separates homeless child care from protective child care.

Same as the Executive.

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

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.

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

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.

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.

Same as the Executive.

Clarifies that ODJFS’s authority to suspend a license without prior hearing does not limit its authority to revoke a license

Same as the Executive.

Executive

As Passed by the House

generally.

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.

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.

Executive

As Passed by the House

JEOCD3 Gifted services funding study

No provision.

R.C. 3317.60, conforming change in Section 265.215

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

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.

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

JEOCD4 Study of rural incentive program for gifted students

No provision.

R.C. 3317.60, conforming change in Section 265.215

Requires JEOC, in consultation with ODE, to develop recommendations for an incentive program for rural districts serving identified gifted children. Requires JEOC to submit a report of its findings by December 31, 2020.

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.

Executive

As Passed by the House

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

JEOCD5

ESC evaluation

No provision.

R.C. 3317.60, conforming change in Section 265.215

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

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.

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

Executive

As Passed by the House

MCD59

Ohio Medicaid School Plan

No provision.

R.C. 5162.364, 5162.01

Permits educational service centers to participate in the school component of the Medicaid Program.

Executive

As Passed by the House

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.

Executive

As Passed by the House

Property Taxes and Transfer Fees

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.

No provision.

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.