

Executive

In House Finance

School Funding

EDUCD153 Direct funding of state scholarship programs

No provision.

R.C. 3310.08, 3310.41, 3310.51, 3310.54, 3310.56, 3313.979,
Section 265.210

Replaces the current law mechanism that finances state scholarships awarded under the performance-based EdChoice Scholarship Program, Autism Scholarship Program, and Jon Peterson Special Needs Scholarship Program through a deduction of the foundation aid of the student's resident school district with direct state payments using state core foundation funding. Makes a similar change for the Cleveland Scholarship Program, which is currently financed by both a deduction of the Cleveland Municipal School District's state foundation aid and direct state payments.

Fiscal effect: Scholarship payments for these programs are estimated to total \$397.4 million in FY 2022 and \$424.0 million in FY 2023.

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EDUCD62 Community school funding

Section: 265.230

Specifies all of the following with respect to state aid payments for community schools: (1) maintains the FY 2019 dollar amounts used to calculate per-pupil deductions from school districts and transfers to community schools for FY 2022 and FY 2023, (2) specifies that the per-pupil amounts deducted and paid to community schools for targeted assistance and economically disadvantaged funds, which are computed based on an amount calculated for the student's resident district, must be the same amounts deducted and paid for FY 2019, (3) specifies that the per-pupil amounts deducted and paid to a community school that accepts responsibility to transport its students must be the same amount deducted and paid for FY 2019, and (4) requires ODE to pay each community school graduation and third-grade reading bonuses using a formula amount of \$6,020.

No provision.

No provision.

(1) No provision.

R.C. 3314.08, 3314.085, 3314.089, 3314.0810, 3314.091, Section 265.215

Replaces the Executive provisions by making the following changes to the calculation of operating funding for community schools:

Replaces the current law mechanism that finances payments to community schools through a deduction of the foundation aid of the community school student's resident school district with direct state payments.

Replaces the uniform per-pupil "formula amount" (currently, \$6,020) used to calculate the opportunity grant for community schools with a variable per-pupil base cost, using the same five components for the base cost that are calculated for traditional school districts, with all of the average salaries and costs within the base cost computation calculated using data from FY 2018 (see EDUCD139), but with the following changes:

(1) For purposes of the school's teacher cost component, does not require a minimum of special teachers funded;

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(2) No provision.

(2) Calculates the school’s student support base cost as the product of (a) the school’s enrollment and (b) the per-pupil statewide average student support base cost for all city, local, and exempted village school districts;

(3) No provision.

(3) Calculates the school’s leadership and accountability base cost as the product of (a) the school’s enrollment and (b) the per-pupil statewide average leadership and accountability base cost for all traditional school districts;

(4) No provision.

(4) Calculates the school’s building leadership and operations base cost as the product of (a) the school’s enrollment and (b) the per-pupil statewide average building leadership and operations base cost for all city, local, and exempted village school districts; and

(5) No provision.

(5) Provides the athletic co-curricular activities base cost component to the school if it is either a member of an organization that regulates interscholastic athletics or has teams in at least three different sports that participate in an interscholastic league, and calculates this component as the product of (a) the school’s enrollment and (b) the per-pupil statewide average athletic co-curricular activities base cost for all city, local, and exempted village school districts.

No provision.

Replaces the per-pupil dollar amounts for each of the categories of special education students and English learner students with weights that are multiplied by the statewide average base cost per pupil (see EDUCD143 and EDUCD145).

No provision.

Replaces the per-pupil dollar amounts for each of the categories of career-technical education students with weights that are multiplied by the statewide average career-technical base cost per pupil (see EDUCD146).

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No provision.

Increases the base per pupil amount for disadvantaged pupil impact aid from \$272 to \$422 and multiplies this amount by the school's "economically disadvantaged index" instead of the index for the student's resident school district (the school's "economically disadvantaged index" is equal to the square of the quotient of the percentage of the school's students who are economically disadvantaged divided by the statewide percentage of economically disadvantaged students in all public schools).

No provision.

Eliminates community school payments for targeted assistance, K-3 literacy funds, and the third grade reading and graduation performance bonuses.

No provision.

Provides a phase-in of a community school's funding components described above that is substantially similar to the phase-in of a school district's foundation funding, except all components are subject to the general phase-in percentage for school districts (see EDUCD148).

No provision.

Maintains current law regarding the payments for internet- and computer-based community schools (e-schools), requiring payment of the base cost per pupil, special education funds, and career-technical education funds.

Fiscal effect: In FY 2021, transfers of state aid to community schools are estimated to be about \$921.1 million. The graduation bonus, which is directly paid (not deducted from the resident district) amounts to an additional \$1.2 million for FY 2021 (the third grade reading bonus is not paid in FY 2021 due to the suspension of the spring 2020 state tests).

Fiscal effect: Community school payments are estimated to total \$869.6 million in FY 2022 and \$895.8 million in FY 2023.

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EDUCD139 Traditional school districts – base cost

No provision.

R.C. 3317.011, 3317.018, 3317.02

Replaces the uniform per-pupil "formula amount" (currently, \$6,020) with a variable per-pupil base cost computed for each school district, which is generally computed as follows:

No provision.

Specifies that a district's base cost is made up of the following components: (1) teacher base cost, (2) student support base cost, (3) district leadership and accountability base cost, (4) building leadership and operations base cost, and (5) athletic co-curricular activities base cost. Calculates these components using various inputs, such as statewide average staff and teacher salary data, district-paid insurance costs, district spending data, and certain pupil-to-staff ratios.

No provision.

Specifies that the average salaries and costs within the base cost computations are calculated using data from FY 2018.

No provision.

Uses a district's base cost enrolled ADM (see EDUCD138) for those factors of the base cost computation which are paid on a per-pupil basis.

No provision.

Prescribes a unique base cost per pupil for traditional school district that is equal to the district's base cost divided by the district's base cost enrolled ADM.

No provision.

Specifies that the "statewide average base cost per pupil" is equal to the following:

(1) No provision.

(1) For FY 2022, the sum of the aggregate base cost calculated for all traditional school districts in the state for that fiscal year divided by the sum of the base cost enrolled ADMs of all traditional school districts in the state for that fiscal year;

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(2) No provision.

(2) For fiscal years 2023 through 2027, the amount calculated for FY 2022; and

(3) No provision.

(3) For FY 2028 and for each fiscal year thereafter, the sum of the aggregate base cost calculated for all traditional school districts in the state for that fiscal year divided by the sum of the base cost enrolled ADMs of all traditional school districts in the state for that fiscal year.

No provision.

Calculates the "statewide average career-technical base cost per pupil" in substantially the same manner as the statewide average base cost per pupil except that the calculations are based on the base cost of joint vocational school districts (see EDUCD61).

Fiscal effect: The base cost, including state and local shares, amounts to an estimated \$10.9 billion in each fiscal year, with the estimated statewide average base cost per pupil being \$7,202 and the statewide average career-technical base cost per pupil being \$8,334.

EDUCD154 Career awareness and exploration funds

No provision.

R.C. 3317.014, 3314.089, 3317.023, 3326.39

Establishes a career awareness and exploration funds payment (outside of the school funding formula) to traditional districts, JVSDs, and community and STEM schools in an amount equal to a district or school's enrolled ADM (see EDUCD138) times \$2.50 for FY 2022, \$5 for FY 2023, \$7.50 for FY 2024, or \$10 for FY 2025 and each fiscal year thereafter.

No provision.

Requires a district's or school's career awareness and exploration funds to be transferred to the lead district of the career-technical planning district (CTPD) to which the district belongs.

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No provision.

Requires each lead district of a CTPD to disperse career awareness and exploration funds to districts and schools receiving services from the CTPD that provide plans for the use of those funds that are consistent with the CTPD’s plan that is on file with ODE.

No provision.

Specifies that career awareness and exploration funds must be spent only for certain purposes.

No provision.

Permits ODE to deny payment of these funds to any district that ODE determines is using the funds for other purposes.

Fiscal effect: The bill earmarks \$4.2 million in FY 2022 and \$8.4 million in FY 2023 from GRF appropriation item 200545, Career-Technical Education Enhancements (see EDUCD52).

EDUCD140 Traditional school districts – per-pupil local capacity amount

No provision.

R.C. 3317.017

Replaces the state share index, the current law formula component used to equalize payments based upon district capacity to raise local revenues, with a per-pupil local capacity amount for each district based on a district’s base cost enrolled ADM (see EDUCD138), property valuation, and income. Determines a district’s per-pupil local capacity amount as follows:

No provision.

Calculates a district’s "per-pupil local capacity percentage," by doing the following:

(1) No provision.

(1) Ranking all districts using each district’s ratio of the district’s median federally adjusted gross income (FAGI) for the most recent tax year for which data is available and the statewide median FAGI for the most recent tax year for which data is available, from the highest ratio to the lowest ratio;

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(2) No provision.

(2) If the district's ratio is less than the ratio of the district with the 40th highest quotient but greater than 1.0, specifying that the district's "per-pupil local capacity percentage" is equal to a percentage between 2.25% and 2.5% that is calculated based on a sliding scale;

(3) No provision.

(3) If the district's ratio is less than or equal to 1.0, specifying that the district's "per-pupil local capacity percentage" is equal to the district's ratio times 2.25%; and

(4) No provision.

(4) If the district's ratio is greater than or equal to the ratio of the district with the 40th highest quotient, specifying that the district's "per-pupil local capacity percentage" is equal to 2.5%.

No provision.

Specifies that a district's per-pupil local capacity amount is equal to the sum of the following three factors, which are calculated using the district's base cost enrolled ADM:

(1) No provision.

(1) Valuation per pupil, which is calculated by multiplying the per-pupil local capacity percentage by 60% of the minimum of (a) the average valuation for the three most recent tax years for which data is available and (b) the district's taxable value for the most recent tax year for which data is available;

(2) No provision.

(2) FAGI per pupil, which is calculated by multiplying the per-pupil local capacity percentage by 20% of the minimum of (a) the average of the total federal adjusted gross income of the district's residents for the three most recent tax years for which data is available and (b) the total federal adjusted gross income of the district's residents for the most recent tax year for which data is available; and

(3) No provision.

(3) Adjusted FAGI per pupil, which is calculated by multiplying the per-pupil local capacity percentage by 20% of the per-pupil amount of the product of (a) the median federal adjusted gross

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income of the district’s residents for the most recent tax year for which data is available and (b) the number of state tax returns filed by taxpayers residing in the district for the most recent tax year for which data is available.

Fiscal effect: The statewide average per-pupil local capacity amount is estimated at about \$4,121 in FY 2022 and \$4,457 in FY 2023.

EDUCD149 Traditional school districts – temporary transitional aid (guarantee)

R.C. 3317.019

No provision.

Guarantees, for FY 2022 and FY 2023, each district a total amount of foundation funding equal to its "funding base" (see EDUCD148).

No provision.

Guarantees, for FY 2024 and for each fiscal year thereafter, each district a per-pupil amount of foundation funding equal to the district’s "guaranteed funding" for the third preceding fiscal year divided by the average of the district’s enrolled ADM for the third, fourth, and fifth preceding fiscal years. (For this purpose, a district’s "guaranteed funding" is, for FY 2021, the district’s "funding base" and, for each fiscal year thereafter, the foundation funding guaranteed under the bill’s provisions.)

No provision.

During the general phase-in, requires that, if a district has a decrease in incoming open enrollment students between one fiscal year and the next that equals the greater of 20 students or a 10% decrease in open enrollment students, its guaranteed funding must be reduced by an amount equal to the statewide average base cost per pupil times the reduction in the number of students in excess of that prescribed minimum decrease.

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Fiscal effect: The statewide total for temporary transitional aid is estimated to be \$71.6 million in FY 2022 and \$177.8 million in FY 2023.

EDUCD138 Enrolled ADM and base cost enrolled ADM

No provision.

R.C. 3317.02, conforming changes in numerous R.C. sections
 Modifies how students are counted for school funding purposes by replacing "formula ADM," which counts students in the district in which they reside, with "enrolled ADM," which counts students in the district in which they are educated.

No provision.

Specifies that a district's "base cost enrolled ADM" is equal to the greater of (1) the district's enrolled ADM for the prior fiscal year or (2) the average of the district's enrolled ADM for the three prior fiscal years.

Fiscal effect: In FY 2020, statewide formula ADM for traditional school districts was 1.66 million full-time equivalent (FTE) students. In contrast, enrolled ADM for traditional districts in FY 2020 was 1.51 million FTE students, a difference of about 149,000 students (-9.0%). Districts whose student count decreases as a result of the bill would, all else equal, look wealthier on a per-pupil basis, which may lead to reduced funding from the state.

EDUCD141 Traditional school districts – state share of the base cost and state share percentage

No provision.

R.C. 3317.022, 3317.017
 Replaces the current law calculation of the Opportunity Grant, generally calculated as the district's formula ADM times the formula amount times the district's state share index, with a district's "state share," which is equal to the following:

No provision.

If the district's per-pupil local capacity amount divided by the district's base cost per pupil is greater than 95%, the district's

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No provision.

base cost per pupil times 5% times the district’s enrolled ADM (see EDUCD138);

Otherwise, the district’s enrolled ADM times the difference between the district’s base cost per pupil and the district’s per-pupil local capacity amount.

No provision.

Specifies that the district’s "state share percentage" is equal to the district’s state share divided by the district’s aggregate base cost (this percentage is used in the calculation of certain formula components).

Fiscal effect: The statewide total state share calculated by formula is estimated to be \$4.7 billion in FY 2022 and \$4.4 billion in FY 2023.

EDUCD142 Traditional school districts – targeted assistance

No provision.

R.C. 3317.022, 3317.0217, 3317.0218

Replaces the current law computations of targeted assistance and capacity aid with two main elements: (1) a wealth amount based on a district’s weighted wealth per pupil and (2) a capacity amount based on a district’s aggregate weighted wealth. Creates a supplemental tier of targeted assistance for lower wealth districts whose enrolled ADM (see EDUCD138) is less than 88% of its total ADM for FY 2019, based on a scaled amount between \$75 and \$750 per pupil. For additional details, please see the LSC Bill Analysis for H.B. 1 of the 134th General Assembly, As Introduced (<https://www.legislature.ohio.gov/download?key=15538&format=pdf>) on page 9, 10, and 15.

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Fiscal effect: The statewide total targeted assistance wealth and capacity amounts calculated by the formula is estimated to be roughly \$1.0 billion in each fiscal year. The total supplemental tier of targeted assistance is estimated to be \$56.4 million in each fiscal year.

EDUCD143 Traditional school districts – special education additional aid

No provision.

R.C. 3317.022, 3317.013, 3317.0214, 3317.0215,

Makes the following changes to the calculation of special education additional aid:

(1) No provision.

(1) Replaces the per-pupil dollar amounts for each of the six categories of special education students (\$1,578, \$4,005, \$9,622, \$12,841, \$17,390, \$25,637, respectively) with multiples, also referred to as "weights," (0.2435, 0.6179, 1.4845, 1.9812, 2.6830, 3.9554, respectively) that are multiplied by the statewide average cost per pupil; and

(2) No provision.

(2) Equalizes the funding using the district’s state share percentage instead of its state share index under current law (see EDUCD141).

No provision.

Sets aside 10% of a district’s aggregate special education funds for catastrophic costs (see EDUCD60).

Fiscal effect: The statewide total special education additional aid calculated by the formula is estimated to be \$766.0 million in FY 2022 and \$746.4 million in FY 2023.

EDUCD144 Traditional school districts – disadvantaged pupil impact aid

No provision.

R.C. 3317.022, 3317.02, 3317.25

Makes the following changes to the calculation of economically disadvantaged funds, renamed "disadvantaged pupil impact aid":

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(1) No provision.

(1) Increases the base per-pupil amount from \$272 to \$422; and

(2) No provision.

(2) Makes a conforming change in recognition of the new formula to the calculation of the economically disadvantaged index (used to scale the base per-pupil amount based on a district's concentration of poverty), but continues to include community school and STEM school students who are economically disadvantaged when calculating the statewide percentage of economically disadvantaged students.

No provision.

Adds certain initiatives for which disadvantaged pupil impact aid must be spent, including those for which student wellness and success funds may be spent under current law.

No provision.

Requires a district to develop a plan for utilizing its disadvantaged pupil impact aid in coordination with both of the following:

(1) No provision.

(1) A board of alcohol, drug, and mental health services; and

(2) No provision.

(2) One of the following: an educational service center (ESC), a county board of developmental disabilities, a community-based mental health treatment provider, a board of health of a city or general health district, a county department of job and family services, a nonprofit organization with experience serving children, or a public hospital agency.

No provision.

Requires a district's annual report of the initiatives on which its disadvantaged pupil impact aid was spent to include the amount of money that was spent on each initiative, and specifies that this report must be submitted to ODE through the Education Management Information System (EMIS).

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Fiscal effect: The statewide total disadvantaged pupil impact aid calculated by the formula is estimated to be \$620.5 million in each fiscal year.

EDUCD145 Traditional school districts – English learner funds

R.C. 3317.022, 3317.016

No provision.

Makes the following changes to the calculation of English learner funds:

(1) No provision.

(1) Modifies the students included in categories two and three of English learner students to consist of students who have been enrolled for more than 180 days until they successfully achieve proficiency on the assessments and students who have achieved proficiency for two successive school years, respectively;

(2) No provision.

(2) Replaces the per-pupil dollar amounts for each of the three categories of English learners (\$1,515, \$1,136, \$758, respectively) with weights (0.2104, 0.1577, 0.1053, respectively) that are multiplied by the statewide average base cost per pupil (see EDUCD139).

(3) No provision.

(3) Equalizes the funding using the district’s state share percentage instead of its state share index under current law (see EDUCD141).

No provision.

Specifies that English learner funds must be spent only for services for English learners.

Fiscal effect: The statewide total English learner funds calculated by the formula is estimated to be \$36.1 million in FY 2022 and \$35.6 million in FY 2023. Reduces school district flexibility in spending state foundation aid.

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EDUCD120 Traditional school districts - gifted funds and reports

No provision.

R.C. 3317.022, 3317.051, 3324.05, 3324.09

Makes the following changes to the calculation of gifted funds:

(1) No provision.

(1) Increases the per-pupil amount for gifted identification funds from \$5.05 to \$24, but uses a district's enrolled ADM (see EDUCD138) for grades K-6, instead of the district's formula ADM to calculate the funds;

(2) No provision.

(2) Modifies the calculation of the number of gifted intervention specialist units from one unit for every 1,100 students in a districts gifted unit ADM (the number of students in the district's formula ADM minus the number of students that reside in the district but attend a community or STEM school) to one unit for every 140 gifted students enrolled in grades K-8 and one unit for every 140 gifted students enrolled in grades 9-12 (maintains the minimum of 0.3 units that applies under current law);

(3) No provision.

(3) Increases the salary associated with each gifted intervention specialist and coordinator unit from \$37,370 to \$85,776 for gifted coordinator units, \$89,378 for gifted intervention specialist units for students in grades K-8, and \$80,974 for gifted intervention specialist units for students in grades 9-12;

(4) No provision.

(4) Establishes new funding for gifted referrals at \$2.50 per pupil;

(5) No provision.

(5) Establishes new funding for gifted professional development based on per pupil amounts of \$7 for FY 2022, \$14 for FY 2023, \$21 for FY 2024, or \$28 for FY 2025 (gifted professional development funds are not paid after FY 2025) and the greater of (a) the number of gifted students enrolled in the district and (b) 10% of the district's enrolled ADM; and

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(2) No provision.

(6) Equalizes all gifted funding elements according to a district’s state share percentage (EDUCD141) instead of providing a state share of those elements that is effectively 100% under current law (that is, the state share index is not currently applied to gifted funding elements).

No provision.

Requires a school district to spend the gifted funds it receives through the school funding formula on the identification of gifted students, gifted coordinator services, gifted intervention specialist services, other service providers approved by ODE, and gifted professional development.

No provision.

Requires ODE, if it determines that a district is not in compliance with the spending requirements, to reduce the district's foundation funding payments by the amount not spent in accordance with the requirements.

No provision.

Requires each district to submit, as part of its annual report to ODE regarding the identification of gifted students required by current law, the number of students receiving gifted services in each category of gifted students.

No provision.

Requires ODE's annual report of each district's expenditures of gifted funding (as required under continuing law) to also include the amount of gifted funding received by each district.

No provision.

Requires ODE to publish the following by October 31 each year, using data submitted by school districts:

(1) No provision.

(1) Services offered by districts to students identified as gifted in each of the K-3, 4-8, and 9-12 grade bands; and

(2) No provision.

(2) The number of licensed gifted intervention specialists and coordinators employed or contracted by each district.

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No provision.

Requires ODE to audit each district's gifted service numbers in the same manner it audits each district's gifted identification numbers under current law.

No provision.

Requires, rather than permits as under current law, ODE to reduce a district's foundation funding if the district is not in compliance with existing requirements regarding identification of gifted students and the reporting requirement regarding the services provided to gifted students.

No provision.

Requires ODE's annual report of each district's expenditures of gifted funding (as required under continuing law) to also include the amount of gifted funding received by each district.

Fiscal effect: The statewide total gifted funds calculated by the formula is estimated to be \$83.7 million in FY 2022 and \$79.2 million in FY 2023. Reduces school district flexibility in spending state foundation aid. Increases ODE and school district administrative workload.

EDUCD146 Traditional school districts – career-technical education funds

R.C. 3317.022, 3317.014

No provision.

Makes the following changes to the calculation of career-technical education funds:

(1) No provision.

(1) Replaces the per-pupil dollar amounts for each of the five categories of career-technical education students (\$5,192, \$4,921, \$1,795, \$1,525, \$1,308, respectively) with weights (0.6230, 0.5905, 0.2154, 0.1830, 0.1570, respectively) that are multiplied by the statewide average career-technical base cost per pupil (see EDUCD139);

(2) No provision.

(2) Replaces the per-pupil dollar amount for career-technical education associated services funds (\$245) with a weight (0.0294) that is multiplied by the statewide average career-

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(3) No provision.

technical base cost per pupil.

(3) Equalizes the funding using the district’s state share percentage instead of its state share index under current law (see EDUCD141).

Fiscal effect: The statewide total career-technical education funds and associated services funds calculated by the formula is estimated to be \$54.3 million in FY 2022 and \$53.7 million in FY 2023.

EDUCD147 Traditional school districts – eliminated funding components

No provision.

R.C. 3317.022, Repealed: 3317.0215, 3317.0216

Eliminates the K-3 literacy funds component, which is based on a district's K-3 ADM and per-pupil amounts of \$193 (equalized by the state share index) and \$127 (unequalized).

No provision.

Eliminates the performance bonuses, which are two components based on school district four-year graduation rates and third grade reading proficiency rates.

Fiscal effect: In FY 2019, the last year in which the current formula was operational, the calculated amounts for K-3 literacy funds, before the application of the formula's gain cap, totaled \$111.7 million while the calculated amounts for the performance bonuses totaled \$31.0 million.

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EDUCD148 Traditional school districts – application of phase-in

No provision.

R.C. 3317.022, 3317.02, Sections 265.215 and 265.220

Phases in most of a district’s foundation funding payments over a period of time to be determined by the General Assembly. Specifies a "general phase-in percentage" of 16.67% for FY 2022 and 33.33% for FY 2023 and a "phase-in percentage for disadvantaged pupil impact aid" of 0% for FY 2022 and 14% for FY 2023.

No provision.

Specifies that it is the intent of the General Assembly that the general phase-in occurs over the course of no more than six fiscal years. Specifies that the phase-in percentage for disadvantaged pupil impact aid equals the general phase-in percentage for FY 2024 and each fiscal year thereafter.

No provision.

Calculates the phase-in of a district’s foundation funding (before application of the guarantee) as follows:

(1) No provision.

(1) Determine the district’s "funding base," which equals the district’s FY 2020 foundation funding under current law (excluding base and "other" transportation funding and the current law transportation supplement) prior to any state budget reductions ordered by the Governor, after adjusting for transfers for (a) students attending community and STEM schools (other than those for transportation), (b) students receiving state scholarships, and (c) students open enrolling;

(2) No provision.

(2) Determine the district's "general funding base," which is equal to the district's "phase-in funding base" minus the district's FY 2020 economically disadvantaged funds adjusted for transfers as described above;

(3) No provision.

(3) Determine the sum of the district’s state core foundation funding components that are subject to the general phase-in

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(4) No provision.

(the district’s state share of the base cost, targeted assistance, special education funds, English learner funds, gifted funds, career-technical education funds, and career-technical associated services funds under the formula);

(4) Compute the difference between the district’s "general funding base" and the sum of the district’s state core foundation funding components that are subject to the general phase-in;

(5) No provision.

(5) Multiply that difference by the district’s general phase-in percentage to determine the general phase-in amount;

(6) No provision.

(6) Determine the district's "disadvantaged pupil impact aid funding base," which is equal to the district's FY 2020 economically disadvantaged funds adjusted for transfers as described above;

(7) No provision.

(7) Compute the difference between the district's "disadvantaged pupil impact aid funding base" and the district's disadvantaged pupil impact aid;

(8) No provision.

(8) Multiply that difference by the district's phase-in percentage for disadvantaged pupil impact aid to determine the disadvantaged pupil impact aid phase-in amount; and

(9) No provision.

(9) Add the district’s general phase-in amount, disadvantaged pupil impact aid phase-in amount, and "funding base" to determine the district’s foundation funding (before application of the guarantee).

Fiscal effect: The total statewide foundation funding after the application of the phase-in, including components outside the phase-in (transportation and supplemental targeted assistance), is estimated to be \$7.08 billion in FY 2022 and \$7.15 billion in FY 2023.

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EDUCD155 Special education transportation

No provision.

R.C. 3317.024

Changes the method used to determine a district’s payment for the approved cost of transporting eligible students with disabilities whom it is impossible or impractical to transport by regular school bus from a method determined through rules adopted by the State Board of Education to an amount, determined in statute, that is equal to the actual costs incurred when transporting those students multiplied by the greater of the district’s state share percentage (see EDUCD141) or 29.17% for FY 2022, 33.33% for FY 2023, 37.5% for FY 2024, 41.66% for FY 2025, 45.83% for FY 2026, and 50% for FY 2027 and for each fiscal year thereafter.

No provision.

Requires the State Board of Education to establish the deadline for each district to report its actual costs for transporting eligible students with disabilities whom it is impossible or impractical to transport by regular school bus, and specifies that costs reported by each district or ESC must be subject to periodic, random audits by ODE.

Fiscal effect: The bill increases the earmark for special education transportation payments from GRF appropriation item 200502, Pupil Transportation, by \$57.0 million in FY 2022 and \$63.0 million in FY 2023 (see EDUCD29).

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EDUCD77 Payment for school district with nuclear plant in its territory

R.C. 3317.029, (Repealed)

Repeals the law that requires ODE, for each of FYs 2019, 2020, and 2021, to make an additional payment to a school district with (1) a nuclear power plant in its territory and (2) a total taxable value of public utility personal property for tax year 2017 that is at least 50% less than that value for tax year 2016.

Fiscal effect: None. The provision applies only through FY 2021.

R.C. 3317.029, (Repealed)

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD30 Traditional school districts - student transportation funding

R.C. 3317.0212

Makes the following changes to the calculation of regular transportation funding:

(1) Revises the computation of a traditional school district's "qualifying ridership," which is used to calculate its state transportation funding, to equal the greater of the average number of qualifying riders counted in the morning or counted in the afternoon during the first full week of October that the district is in session with students in attendance, instead of the average number of qualifying riders who are provided school bus service during the first full week of October.

(2) No provision.

(3) No provision.

R.C. 3317.0212, 3317.019, 3317.024, 3301.0714

Same as the Executive, but makes the following changes:

(1) Same as the Executive, but (a) removes the specification that a district's qualifying ridership is determined during the first full week of October "that the district is in session with students in attendance" and (b) includes preschool students and students who live less than one mile away from school in the district's qualifying rider count;

(2) Applies a weight of 1.5 for community and STEM school students and a weight of 2.0 for nonpublic school students when calculating a district's cost for the number of students transported used in the base transportation formula;

(3) Increases the state share of the base transportation formula from the greater of 25% or the district's state share index to the greater of the district's state share percentage (see EDUCD141) or 29.17% for FY 2022, 33.33% for FY 2023, 37.5% for FY 2024, 41.66% for FY 2025, 45.83% for FY 2026, and 50% for FY 2027

Executive

In House Finance

(4) No provision.

and for each fiscal year thereafter;

(4) Creates an efficiency adjustment based on the district’s demonstration of efficiency by transporting more than a target number of students per bus, calculated based on the district’s base transportation funding times a percentage that increases from 0% to 15% as the district’s efficiency increases;

(5) No provision.

(5) Modifies the transportation supplement for low density school districts by calculating density based on a district’s qualifying riders, instead of total ADM, and qualifying for the supplement districts with a density less than 28 riders per square mile, instead of less than 50 per square mile; and

No provision.

(6) Guarantees, for fiscal years 2022 and 2023, that each district's regular transportation funding does not fall below an amount equal to the sum of the district’s base transportation funding, transportation supplement, and "other" transportation funding for FY 2020 prior to any state budget reductions ordered by the Governor.

No provision.

Requires the State Board of Education to establish the deadline for each district to report its actual costs for transporting eligible students with disabilities whom it is impossible or impractical to transport by regular school bus, and specifies that costs reported by each district or ESC must be subject to periodic, random audits by the Department.

No provision.

Requires each district to report the average number of students riding on school buses routed to community schools, STEM schools, and nonpublic schools to the Department of Education through the Education Management Information System (EMIS).

Executive

In House Finance

Fiscal effect: Increases school district administrative workload to conduct a second daily count during the designated count week and report it to ODE (under current law, qualifying riders are counted once daily during the designated count week and the five-day average is reported to ODE). State transportation funding to school districts may increase beginning in FY 2024 if the second count results in a higher number of qualifying riders. There is no fiscal effect on state transportation aid for the FY 2022-FY 2023 biennium, as the budget suspends the formula for these years and instead provides for districts with the same amount of transportation funding as they received for FY 2019 (see EDUCD81).

Fiscal effect: Same as the Executive, but the provision requiring a second count begins to affect transportation funding immediately in conjunction with the implementation of the new funding formula. The statewide total regular transportation funds calculated by the formula is estimated to be \$534.6 million in FY 2022 and \$552.6 million in FY 2023.

EDUCD159 Preschool special education funding

No provision.

R.C. 3317.0213

Makes changes to the calculation of preschool special education funding in recognition of the new school funding formula by replacing (1) the state share index with the state share percentage (see EDUCD141) and (2) the applicable special education dollar amount with the applicable special education weight times the statewide average base cost per pupil (see EDUCD139 and EDUCD143).

Fiscal effect: The bill increases the amount allocated for preschool special education payments from GRF appropriation item 200540, Special Education Enhancements, by \$24 million in FY 2022 and by \$29 million in FY 2023 (the increased funding amounts are mainly designed to lift the proration of the payments that has been typically applied in recent years to avoid exceeding the appropriation).

Executive

In House Finance

EDUCD83 Student wellness and success funding

R.C. 3317.0219, 3314.088, 3317.163, 3317.26, 3326.42, Sections 265.323 and 265.234

Modifies the formula for calculating student wellness and success funds and enhancement funds for city, local, exempted village, and joint vocational school districts, community schools, and STEM schools as follows:

Requires ODE to use the five-year estimates published by the Census Bureau in the 2015-2019 American Community Survey, rather than the most recent American Community Survey, when computing each city, local, and exempted village school district's percentage of resident children with family incomes below 185% of the federal poverty guidelines (for purposes of grouping them into quintiles that determine per-pupil funding amounts).

Requires ODE to use the number of students enrolled in the district or school for FY 2022, instead of the preceding year's count, to calculate student wellness and success funds and enhancement funds for FY 2022.

Increases the per-pupil amounts used to calculate student wellness and success funds for city, local, and exempted village school districts as follows:

(1) For a district in the highest poverty quintile, \$457 for FY 2022 and \$562 for FY 2023 (from \$250 for FY 2020 and \$360 for FY 2021);

(2) For a district in the second highest poverty quintile, \$368 for FY 2022 and \$452 for FY 2023 (from \$200 for FY 2020 and \$290 for FY 2021);

(3) For a district in the third highest poverty quintile, \$197 for FY 2022 and \$242 for FY 2023 (from \$110 for FY 2020 and \$155 for

R.C. 3317.0219, (Repealed), Also Repealed: 3314.088, 3317.163, 3317.26, 3326.42

Replaces the Executive provision with a provision that repeals the requirement for ODE to pay student wellness and success funds and enhancement funds to school districts, community schools, and STEM schools.

No provision.

No provision.

No provision.

(1) No provision.

(2) No provision.

(3) No provision.

Executive

In House Finance

FY 2021);

(4) For a district in the fourth highest poverty quintile, \$89 for FY 2022 and \$109 for FY 2023 (from \$50 for FY 2020 and \$70 for FY 2021); and

(4) No provision.

(5) For a district in the lowest poverty quintile, \$38 for FY 2022 and \$47 for FY 2023 (from \$20 for FY 2020 and \$30 for FY 2021).

(5) No provision.

Increases the minimum amount of student wellness and success funds each school district, site-based community school, and STEM school will receive to \$45,720 for FY 2022 and \$56,160 for FY 2023 (from \$25,000 for FY 2020 and \$36,000 for FY 2021).

No provision.

Maintains the base per-pupil amount of \$75 used to calculate student wellness and success enhancement funds for FY 2022 and FY 2023 (these funds are paid to city, local, and exempted village school districts that received supplemental targeted assistance funding for FY 2019).

No provision.

Increases the payment of student wellness and success funds for e-schools to \$45,720 for FY 2022 and \$56,160 for FY 2023 (from \$25,000 for FY 2020 and \$36,000 for FY 2021).

No provision.

Guarantees that each district and school receives at least the same amount of student wellness and success funds and enhancement funds in FY 2022 and FY 2023 as it received in the previous fiscal year. Requires that these guarantee funds be spent in the same manner as other student wellness and success funds and that ODE make the guarantee payment not later than February 28 of the respective fiscal year.

No provision.

Requires ODE to distribute any remaining funds from DPF appropriation item 200604, Student Wellness and Success, in each fiscal year through a methodology determined by ODE in consultation with OBM not later than February 28 of that fiscal

No provision.

Executive

In House Finance

year.

Changes the list of initiatives for which student wellness and success funds and enhancement funds may be spent, as follows:

- (1) Specifies that mental health services and physical health services may include telehealth services;
- (2) Adds culturally appropriate, evidence-based or evidence-informed prevention education, including youth-led programming and social and emotional learning curricula to promote mental health and prevent substance use and suicide;
- (3) Adds programs that connect students to community resources, including City Connects (permitted under current law), Communities in Schools, or other similar programs;
- (4) Removes professional development regarding the provision of trauma-informed care and professional development regarding cultural competencies.

Increases the number of community partners with which districts and schools must coordinate the spending of student wellness and success funds and enhancement funds from one to two, one of which must be either an alcohol, drug, and mental health services board or a community-based mental health treatment or prevention provider.

Replaces the Executive provision with a provision that repeals the spending requirements for student wellness and success funds and enhancement funds, but incorporates the current law initiatives on which these funds may be spent within the spending requirements for disadvantaged pupil impact aid (see EDUCD144).

- (1) No provision.
- (2) No provision.
- (3) No provision.
- (4) No provision.

Replaces the Executive provision with a provision that repeals the requirement for districts and schools to coordinate the spending of student wellness and success funds and enhancement funds with a community partner, but incorporates a similar provision into the spending requirements for disadvantaged pupil impact aid (see EDUCD144).

Executive

In House Finance

Fiscal effect: The bill appropriates \$500 million in FY 2022 and \$600 million in FY 2023 from DPF Fund 5VSO appropriation item 200604, Student Wellness and Success (which is supported by cash transfers from the GRF), to support the payments (see EDUCD84).

Fiscal effect: The bill maintains the Executive appropriation in item 200604, but redirects its purpose to paying disadvantaged pupil impact aid under the House's new formula and portions of the state share of the base cost that are attributable to the staffing cost for the student wellness and success component of the base cost.

EDUCD156 School bus purchase grants

No provision.

R.C. 3317.071

Establishes a program to distribute bus purchasing grants of not less than \$45,000 to traditional school districts for the purpose of replacing the oldest and highest mileage buses in the state assigned to routes.

No provision.

Requires ODE to annually collect age, mileage, and vehicle condition data from districts through its transportation data collection system.

Fiscal effect: The bill appropriates \$45 million in each fiscal year from GRF appropriation item 200503, Bus Purchase Allowance, to support the grants (see EDUCD137).

EDUCD157 Transportation collaboration grants

No provision.

R.C. 3317.072

Establishes a program to award transportation collaboration grants of no more than \$10,000 each fiscal year to traditional school districts for efforts that lead to shared resource management, routing consolidation, regional collaboration, or other activities that have the potential to reduce transportation operating costs. Establishes the Transportation Collaboration Fund to be used for this purpose.

Executive

In House Finance

Fiscal effect: The bill earmarks \$250,000 in each fiscal year from GRF appropriation item 200502, Pupil Transportation, to support the grants (see EDUCD29).

EDUCD55 Educational service centers funding

Section: 265.360

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

No provision.

No provision.

R.C. 3317.11

Replaces the Executive provision with a provision that codifies and computes each ESC's state payment, subject to a phase-in, using a formula that provides tiered funding based on the ESC's student count as follows: (1) if the ESC has a student count of 5,000 or less, a lump sum of \$356,250; (2) if the ESC has a student count greater than 5,000 but less than or equal to 35,000, the lump sum amount specified above, plus a per-pupil payment of \$24.72 for each student above 5,000 in the ESC's student count; or (3) if the ESC has a student count greater than 35,000, the lump sum amount specified above, plus a per pupil payment of \$24.72 for each student above 5,000 in the ESC's student count, plus an additional per pupil payment for each student above 35,000 in the ESC's student count.

Phases in each ESC's funding under this new formula over a period of time to be determined by the General Assembly, and specifies that an ESC's general phase-in percentage equals the same general phase-in percentage for FY 2022 and FY 2023 as for school districts (16.67% for FY 2022 and 33.33% for FY 2023).

Calculates the phase-in of each ESC's funding for a fiscal year by (1) determining the ESC's "funding base," which equals the amount paid to the ESC for FY 2020, (2) computing the difference between the ESC's funding base and the amount computed for the ESC for a given fiscal year as described above, (3) multiplying that difference by the general phase-in percentage for that fiscal year, and (4) adding that product to

Executive

In House Finance

Establishes a moratorium on additional school districts joining ESCs during FY 2022 and FY 2023.

Fiscal effect: The bill earmarks \$40 million in each fiscal year for state funding of ESCs (see EDUCD60).

EDUCD61 Joint vocational school district funding

Section: 265.225, 265.215

Suspends the use of the current law foundation aid formula for JVSDs for FY 2022 and FY 2023 and, instead, provides every JVSD with the same amount of foundation aid as the district received for FY 2019.

(1) No provision.

(2) No provision.

(3) No provision.

the ESC's funding base to determine its funding for that fiscal year.

No provision.

Fiscal effect: Increases the earmark for state funding of ESCs to \$42.5 million in FY 2022 and \$45.0 million in FY 2023.

R.C. 3317.16, 3317.012, 3317.014, 3317.162, Sections 265.215, 265.220, and 265.225

Replaces the Executive provision with provisions that implement a new funding formula for joint vocational school districts (JVSDs) that is substantially similar to that proposed for traditional school districts, including the phase-in and guarantee (see EDUCD139 and EDUCD143 through EDUCD150), with the following changes:

(1) Replaces the "special teacher" cost in the base cost computation with the "cost for teachers providing health and physical education, instruction regarding employability and soft skills, development and coordination and internships and job placements, career-technical student organization activities, pre-apprenticeship and apprenticeship coordination, and any assessment related to career-technical education, including any nationally recognized job skills or end-of-course assessment," but calculates the cost in the same manner;

(2) Does not specify a minimum for the number of staff members for the staffing cost for student wellness and success for the district in the base cost computation;

(3) Replaces the cost computations for academic and athletic co-curricular activities in the base cost computation, combines

Executive

In House Finance

(4) No provision.

Fiscal effect: Allocates \$307.9 million in each of FY 2022 and FY 2023 for foundation aid to JVSDs.

EDUCD158 Funding for county boards of development disabilities

No provision.

them into one cost computation for "career-technical curriculum specialists and coordinators, career assessment and program placement, recruitment and orientation, student success coordination, analysis of test results, development of intervention and remediation plans and monitoring of those plans, and satellite program coordination," and calculates this cost as the district's base cost enrolled ADM (see EDUCD138) multiplied by the sum of the per-pupil academic co-curricular costs and the per-pupil athletic co-curricular costs for traditional school districts; and

(4) Calculates a JVSD's state share using a 1/2 mill charge-off times the lesser of the district's three-year average valuation or most recent valuation.

Fiscal effect: Total foundation funding for JVSDs is estimated to be \$344.1 million in FY 2022 and \$365.2 million in FY 2023.

R.C. 3317.20

Makes changes to the calculation of state funding for county board of developmental disabilities educating school-age children in recognition of the new school funding formula by replacing (1) the state share index with the state share percentage (see EDUCD141), (2) the formula amount with the statewide average base cost per pupil, and (3) the applicable special education dollar amount with the applicable special education weight times the statewide average base cost per pupil (see EDUCD139 and EDUCD143).

Executive

In House Finance

Fiscal effect: The bill increases the amount earmarked from GRF appropriation item 200540, Special Education Enhancements, for payments to county boards by \$4 million in each fiscal year (see EDUCD51).

EDUCD78 Recommendations for compensating districts with certain valuation losses

R.C. 3317.27, (Repealed)

Repeals the law that requires ODE to annually recommend to the General Assembly a structure to compensate each city, local, exempted village, and joint vocational school district that experiences at least a 50% decrease in public utility personal property valuation from one year to the next for a percentage of the effect that decrease has on the district's state funding.

Fiscal effect: Minimal decrease in ODE's administrative workload.

R.C. 3317.27, (Repealed)

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD152 School Funding Oversight Commission

No provision.

R.C. 3317.60

Creates the 19-member School Funding Oversight Commission to oversee the implementation of the new K-12 formula funding provisions in the bill, analyze and make recommendations regarding appropriate adjustments to the formula, and review and analyze the findings of any of the education studies that are prepared under current law.

Fiscal effect: May increase the state's administrative costs.

Executive

In House Finance

EDUCD63 STEM school funding

Section: 265.235

Specifies all of the following with respect to state aid payments for STEM schools: (1) maintains the FY 2019 dollar amounts used to calculate per-pupil deductions from school districts and transfers to STEM schools for FY 2022 and FY 2023; (2) specifies that the per-pupil amounts deducted and paid to STEM schools for targeted assistance and economically disadvantaged funds, which are computed based on an amount calculated for the student's resident district, must be the same amounts deducted and paid for FY 2019; and (3) requires ODE to pay each STEM school graduation and third-grade reading bonuses using a formula amount of \$6,020.

Fiscal effect: In FY 2021, transfers of state aid to STEM schools are estimated to be about \$28.4 million. The graduation bonus, which is directly paid (not deducted from the resident district), amounts to an additional \$172,000 for FY 2021 (no STEM school qualified for a third grade reading bonus for FY 2021).

R.C. 3326.33, 3326.39, 3326.43, Section 265.215

Replaces the Executive provisions with provisions that make changes to the calculation of operating funding for STEM schools that are substantially similar to those described for community schools (see EDUCD62).

Fiscal effect: STEM school payments are estimated to total \$27.6 million in FY 2022 and \$28.2 million in FY 2023.

Executive

In House Finance

EDUCD80 Operating funding for FY 2022 and FY 2023

Section: 265.215

Suspends most school funding payments under R.C. Chapter 3317., including foundation aid to school districts (see EDUCD81) and JVSs (see EDUCD61), but requires ODE to continue to make some specified payments under that chapter, including (1) certain foundation aid adjustments; (2) special education transportation reimbursements, (3) auxiliary services, (4) nonpublic school administrative cost reimbursement; (5) preschool special education; (6) special education catastrophic cost reimbursements; (7) special education for school-age children at county developmental disabilities boards and institutions, and (8) student wellness and success funds (see EDUCD83).

No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, EDUCD120, and EDUCD61.)

Requires ODE to use the state share index or state share percentage computed for a district for FY 2019 for purposes of computing FY 2022 and FY 2023 amounts for payments, other than foundation aid, for which the state share index or state share percentage is a factor.

No provision.

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 2022 and FY 2023 is \$6,020 (the formula amount for FY 2019).

No provision.

Specifies that the special education catastrophic cost threshold for FY 2022 and FY 2023 is \$27,375 for students in categories two through five special education ADM and \$32,850 for students in category six special education ADM.

No provision.

Requires, for the purpose of making school funding payments (1) school districts and ESCs to continue reporting student

No provision.

Executive

In House Finance

enrollment data and (2) the Tax Commissioner to continue to reporting property valuation and receipts for school districts, as prescribed by current law.

EDUCD81 Traditional school district funding

Section: 265.220, 265.215

Suspends the use of the current law foundation aid formula for city, local, and exempted village school districts for FY 2022 and FY 2023 and, instead, provides every school district with the same amount of foundation aid as the district received for FY 2019.

Requires ODE, in FY 2022 and FY 2023, to make an additional payment to each school district with at least 50 students that experienced a positive average annual percentage change in its enrollment between FY 2016 and FY 2019, calculated as follows: (that percentage change for the district X 100) X (\$30 X the number of students enrolled in the district in FY 2019).

Fiscal effect: Allocates \$8.07 billion in each of FY 2022 and FY 2023 for foundation aid for traditional school districts (prior to any deductions and transfers) and an additional \$23 million in each fiscal year for the enrollment growth supplement from SLF Fund 7017 appropriation item 200636, Enrollment Growth Supplement (see EDUCD98).

No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, and EDUCD120.)

No provision.

Executive

In House Finance

EDUCD150 Traditional school districts – transition supplement

No provision.

Section: 265.225

Requires ODE to pay a formula transition supplement in FY 2022 and FY 2023 to guarantee that a school district's total foundation funding in those years does not fall below its combined funding in FY 2021 from (1) foundation aid after any state budget reductions ordered by the Governor and after adjusting for transfers for (a) students attending community and STEM schools, (b) students receiving state scholarships, and (c) students open enrolling; (2) student wellness and success funds and enhancement funds; and (3) the enrollment growth supplement.

Fiscal effect: The statewide total for the transition formula supplement is estimated to be \$58.5 million in FY 2022 and \$43.1 million in FY 2023.

EDUCD82 Funding adjustment for career-technical education students

Section: 265.227

Requires ODE, in the case of a city, local, or exempted village school district (traditional school district) that provided a career-technical education (CTE) program in FY 2019 but entered into an agreement to become a member of a JVSD that provides that CTE program beginning in FY 2020, to adjust the amounts paid to those districts for FY 2022 and FY 2023 to account for the decrease in students served by the traditional school district and the increase in students served by the JVSD. Specifies that the adjustment equals the amount of CTE funds paid to the traditional school district for FY 2019, minus the CTE funds deducted from the district for community and STEM school students for FY 2019.

No provision. (Replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. See EDUCD61 and EDUCD146.)

Executive

In House Finance

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

No provision.

Fiscal effect: The provision only applies to Hamilton City School District and Butler Tech JVSD. The amount of the adjustment is about \$750,000 in each fiscal year, the same amount as in FY 2020 and FY 2021.

EDUCD32 Power plant valuation adjustment

Section: 265.237

Section: 265.237

Requires ODE to make an additional payment to school districts that have at least one power plant in their territory and that experience at least a 10% decrease in public utility tangible personal property (PUTPP) value between tax year (TY) 2017 and the preceding tax year (e.g., TY 2021, for purposes of the FY 2022 payment) or between the preceding tax year and the second preceding tax year (e.g., between TY 2020 and TY 2021, for purposes of the FY 2022 payment).

Same as the Executive.

Calculates the payment for an eligible district generally based on a recomputation of the district’s FY 2019 foundation aid using the preceding year’s total taxable valuation (instead of the three-year average valuation used to determine funding for FY 2019) and the change in local property taxes between TY 2017 and the preceding tax year.

Same as the Executive.

Requires ODE to make payments for FY 2022 in June 2022, and payments for FY 2023 in June 2023.

Same as the Executive.

Fiscal effect: The bill earmarks \$7 million in each of FY 2022 and FY 2023 from GRF appropriation item 200550, Foundation Funding, to make the payments (see EDUCD60).

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD68 Foundation and transitional aid funding reimbursement

Section: 265.430

Specifies that no school district for which a reduction was made in its reported formula ADM for FY 2005 based on community school enrollment reports and, accordingly, for which a reduction was made in its foundation or transitional aid funding for FY 2005, FY 2006, or FY 2007, has a legal right to reimbursement for that reduction in funding except as expressly provided in a final court judgment or a settlement agreement executed on or before June 1, 2009.

Fiscal effect: None.

Section: 265.430

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD58 Flexible funding for families and children

Section: 265.440

Permits school districts, community schools, STEM schools, 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.

EDUCD124 Pilot program funding for dropout recovery e-schools

No provision.

(1) No provision.

Section: 610.04, 610.05

Amends Section 5 of H.B. 123 of the 133rd General Assembly to do the following:

(1) Extend to FY 2022 and FY 2023 the pilot program established for FY 2021 to provide additional funding on a per-pupil basis for certain internet- or computer-based community schools (e-schools) operating dropout prevention and recovery programs for students in grades 8-12;

Executive

In House Finance

(2) No provision.

(2) Require that an e-school must have participated in the program for FY 2021 to be eligible for FY 2022 and FY 2023; and

(3) No provision.

(3) Delay the deadline for ODE's report on the program from December 31, 2021, to December 31, 2023.

Fiscal effect: The bill earmarks \$2.5 million in each fiscal year from GRF appropriation item 200550, Foundation Funding, to support the pilot program (see EDUCD60).

Community Schools

EDUCD6 Community school sponsor evaluations

R.C. 3314.016

Specifies that a sponsor rated "exemplary" for the two most recent years the sponsor was evaluated, instead of for at least two consecutive years, may take advantage of certain sponsor incentives.

R.C. 3314.016

Same as the Executive.

Specifies that a sponsor rated "exemplary" or "effective" for the three most recent years in which the entity was evaluated, instead of for at least three consecutive years, need to be evaluated by ODE once every three years.

Same as the Executive.

Fiscal effect: None apparent. The provisions clarify that the various incentives are based on the most recent years in which an entity was evaluated given that an exception to annual evaluations exists for certain higher performing sponsors.

Fiscal effect: Same as the Executive.

EDUCD3 Community school funds elimination

R.C. 3314.30, (Repealed), 3314.31 (Repealed)

Eliminates the Community School Revolving Loan Fund and the Community School Security Fund, the latter of which was created to accept payment of funds borrowed from the Revolving Loan Fund.

R.C. 3314.30, (Repealed), 3314.31 (Repealed)

Same as the Executive.

Executive

In House Finance

Fiscal effect: None. Both funds, created in FY 2003, were never used and have no cash balance.

Fiscal effect: Same as the Executive.

EDUCD57 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.

Section: 265.410

Same as the Executive.

Fiscal effect: None.

Fiscal effect: Same as the Executive.

Educator Provisions

EDUCD91 Disciplinary actions for educator licenses

R.C. 2953.25, 3314.101, 3319.151, 3319.31, 3319.311, 3319.221, 3319.40, 3319.99, 3326.081, 3328.18, 5153.176; Section 803.10

R.C. 2953.25, 3314.101, 3319.151, 3319.31, 3319.311, 3319.221, 3319.40, 3319.99, 3326.081, 3328.18, 5153.176; Section 803.10

Eliminates a provision prohibiting the State Board of Education from refusing to issue a license because of a criminal record unless the refusal is in accord with the limits and requirements that were recently enacted by H.B. 263 of the 133rd General Assembly.

Same as the Executive.

Expands the grounds for automatic denial or revocation of a license to include (1) judicial finding of eligibility for intervention in lieu of conviction for certain offenses and (2) conspiracy to commit, attempt to commit, or complicity in committing certain offenses.

Same as the Executive.

Specifies that a judicial finding of eligibility for intervention in lieu of conviction for those criminal offenses that are not grounds for automatic revocation or denial of licenses may still be used as a reason for the State Board to deny, suspend, revoke, or limit a license.

Same as the Executive.

Executive

In House Finance

Prohibits a court, when issuing a certificate of qualification for employment, from granting an individual relief from collateral sanctions for licensure action taken by the State Board for specified criminal offenses.

Same as the Executive.

Permits the State Board to deny, suspend, revoke, or limit a license if the applicant engages in an immoral act, incompetence, negligence, or conduct that is unbecoming of the teaching profession, rather than unbecoming to the applicant's "position."

Same as the Executive.

Requires the Superintendent of Public Instruction to inactivate the license of a school employee under investigation for an alleged violation of specified offenses who is suspended from all duties that require the care, custody, or control of a child.

Same as the Executive.

Permits the State Board to conduct disciplinary investigations without the Attorney General and removes a requirement that information received during the investigation be expunged within two years if no disciplinary action was taken.

Same as the Executive.

Permits a school district or school in Ohio or another state to request any report of misconduct that ODE has received regarding an individual under consideration for employment by the district or school and establishes a protocol for that release of information.

Same as the Executive.

Specifies that, for the purposes of mandatory denial or revocation, the definition of "license" include registrations issued to unlicensed individuals to teach in a high performing school district and those licensed through other boards to provide pupil services.

Same as the Executive.

Adds trafficking in persons to the list of offenses to revoke or deny teacher licensure, including collateral sanctions

Same as the Executive.

Executive

In House Finance

employment certificates.

Specifies that the amendments to teacher licensure disciplinary actions are remedial in nature and apply to any proceeding, investigation, or citation involving an applicant for an initial license, that, as of the act's effective date, has not reached final disposition, including all available appeals.

Fiscal effect: May, on balance, decrease the administrative costs of ODE’s Office of Professional Conduct, as most provisions are expected to increase the efficiency with which alleged educator misconduct is investigated and disciplinary actions are processed and adjudicated. In addition, some future cases may be resolved administratively, instead of through litigation. However, the provision requiring ODE to provide the contents of any report of misconduct it has received may increase administrative costs since it will be a new service.

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD94 Employment of contractors

R.C. 3319.0812, 3314.03, 3326.11, 3328.24

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

Fiscal effect: May increase license fee revenue to the Teacher Certification and Licensure Fund (Fund 4L20), used by ODE to process license applications and administer the teacher disciplinary process. May increase the administrative workload of school districts and other public schools to obtain licensure verification.

R.C. 3319.0812, 3314.03, 3326.11, 3328.24

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD93 Teach for America licenses

R.C. 3319.227

Requires the Superintendent of Public Instruction to inactivate a resident educator license issued to a Teach for American participant if the participant resigns or is dismissed from the program prior to its completion. Specifies that this inactivation does not constitute suspension or revocation and that an opportunity for a hearing is not required.

Fiscal effect: Minimal.

R.C. 3319.227

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD4 Career-technical educator license requirements

R.C. 3319.229

Qualifies an individual holding a certificate of high school equivalence, in addition to an individual holding a high school diploma as under current law, for a two-year initial career-technical workforce development educator license or a five-year advanced career-technical workforce development educator license.

Fiscal effect: May provide school districts with a greater pool of individuals to teach career-technical education courses.

R.C. 3319.229

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD92 Assisting individuals in obtaining school employment

R.C. 3319.318, 3314.03, 3326.11, 3328.24

Prohibits a "school representative" from knowingly assisting another individual in obtaining school or county board of developmental disabilities employment if the individual knows or has reasonable cause to believe that the individual has committed a sex offense involving a student.

Fiscal effect: Minimal.

R.C. 3319.318, 3314.03, 3326.11, 3328.24

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD95 Pre-employment applications and screening

R.C. 3319.393

Requires each public and chartered nonpublic school to include a written notice on all employment applications explaining that any person knowingly making a false statement on the application is guilty of falsification, which is a first degree misdemeanor.

Requires each public and chartered nonpublic school to consult ODE's "educator profile" database before making hiring decisions and permits the district or school to consult with the Office of Professional Conduct to determine whether an applicant has been subject to a disciplinary report.

Permits a district or school to offer conditional employment to an individual pending the completion of the screening process and permits termination of employment if the process uncovers an absolute bar offense.

Permits each public or nonpublic school to require an applicant or volunteer to undergo additional background checks in addition to the criminal records checks already required under continuing law.

Fiscal effect: May increase the administrative workload of school districts and other public schools if they do not already have such procedures in place. Many school districts and other public schools may already comply with some portion of the bill's pre-employment screening requirements or carry out the bill's optional activities. The cost for optional procedures will depend on district or school implementation decisions.

R.C. 3319.393

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD96 Review of personnel files

R.C. 3319.394, 3314.03, 3326.11, 3328.24

Requires each public and chartered nonpublic school to review the personnel file of an employee against whom a complaint of misconduct is filed to determine if related instances are contained in the file.

Establishes a protocol for reviewing and sending personnel files of a current or former employee to a different public or chartered nonpublic school regarding that employee's application, whereby the school that receives the request must either (1) send that file to the requestor within 20 business days of receiving the request or (2) if the school determines it is not possible to send the file within 20 business days, promptly notify the requestor and indicate the reason the information cannot be sent within that time.

Fiscal effect: May increase the administrative workload of school districts and other public schools if they do not already have such procedures in place.

R.C. 3319.394, 3314.03, 3326.11, 3328.24

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD97 Victim counseling

R.C. 3319.47

Permits public and chartered nonpublic schools to provide counseling to victims of sexual harassment or sexually-related conduct.

Fiscal effect: Permissive.

R.C. 3319.47

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD21 School counselor standards

R.C. 3319.61

Requires the Educator Standards Board to include knowledge of the career-technical credit transfer program (Career-Technical Assurance Guide, or CTAG) into the Board's standards for school counselors (CTAG is a result of criteria, policies, and procedures established by the Chancellor of Higher Education under current law to ensure transfer of credit for career-technical courses "without unnecessary duplication or institutional barriers").

Fiscal effect: Minimal.

R.C. 3319.61

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD109 Computer science education licensure

Section: 610.10, 610.11 (amending Section 733.61 of H.B. 166 of the 133rd General Assembly), R.C. 3319.236

Specifies that, for the purposes of computer science licensure or endorsements, a "computer science course" is any course reported in EMIS as a computer science course.

Extends through the 2022-2023 school year a current law exemption for the 2019-2020 and 2020-2021 school years that generally permits school districts, community schools, and STEM schools to have an individual who does not hold a license or endorsement to teach computer science to nevertheless teach computer science courses, provided that individual meets other prescribed licensure and professional development requirements.

Fiscal effect: May provide school districts and community and STEM schools with a greater pool of individuals to teach computer science courses in the 2021-2022 and 2022-2023 school years.

Section: 610.10, 610.11 (amending Section 733.61 of H.B. 166 of the 133rd General Assembly), R.C. 3319.236

Same as the Executive, but specifies that a "computer science course" also must be aligned with computer science standards adopted by the State Board of Education.

Same as the Executive.

Fiscal effect: Same as the Executive.

Early Childhood

Executive

In House Finance

EDUCD22 Montessori preschool payments

R.C. 3314.06

Eliminates the requirement that ODE pay the formula amount (currently \$6,020) for each student under age four admitted to a Montessori preschool operated by a community school and, instead, prohibits such a school from receiving state community school funds for students under age five. Continues to permit community schools to operate Montessori preschools.

Fiscal effect: None. The only school that previously took advantage of this provision is now closed. H.B. 166 of the 133rd General Assembly earmarked \$100,000 in each of FY 2020 and FY 2021 from GRF appropriation item 200550, Foundation Funding, to make the payments.

R.C. 3314.06

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD47 Early Childhood Education

Section: 265.20

Continues the GRF-funded early childhood education program at school districts, JVSs, ESCs, community schools sponsored by an exemplary sponsor, chartered nonpublic schools, and licensed childcare providers that meet at least the third highest tier of the "Step Up to Quality Program" established in R.C. 5104.29 for children who are at least four years old but not yet eligible for kindergarten, and whose families earn not more than 200% of the federal poverty guidelines. Permits providers that have remaining funding after awards are made for eligible four year-olds to seek approval from ODE to consider qualified three-year-olds eligible for funding.

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

Section: 265.20

Same as the Executive.

Same as the Executive.

Executive

In House Finance

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.

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.

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.

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.

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

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

In House Finance

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

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.

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.

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

Fiscal effect: The bill appropriates \$68.1 million in both FY 2022 and 2023 to GRF appropriation item 200408 for early childhood education programs, including an earmark of 2% for ODE's administrative costs.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Other Education Provisions

Executive

In House Finance

EDUCD73 Dyslexia diagnostic assessments

R.C. 3301.079, 3313.608

Requires that diagnostic assessments for grades K-3 in reading, except for the kindergarten readiness assessment (KRA), and any comparable reading skill assessment tool approved by ODE for grades K-3 for the Third Grade Reading Guarantee include a sufficient number of certain items to identify students who may need further measures to determine if the student has dyslexia.

Requires the vendor of such assessments to share information with schools regarding performance on identification items related to dyslexia and provide a summary of such information to ODE.

Permits any K-3 diagnostic assessment adopted by the State Board of Education, except for the KRA, to be used to meet the current law requirement to administer a "tier one" dyslexia screening beginning in the 2022-2023 school year.

Fiscal effect: May increase ODE's assessment system costs. GRF funds in appropriation item 200437, Student Assessment, may be used to update and develop diagnostic assessments (see EDUCD26).

R.C. 3301.079, 3313.608

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD105 Computer science standards and curriculum

R.C. 3301.079

Requires ODE to update the standards and model curriculum for computer science in grades K-12 within one year of the bill's effective date.

R.C. 3301.079

Same as the Executive.

Executive

In House Finance

Fiscal effect: May increase ODE's administrative costs. The executive budget appropriates \$3.9 million in each fiscal year in GRF appropriation item 200427, Academic Standards, to develop and disseminate academic content standards and model curriculum (see EDUCD25).

Fiscal effect: Same as the Executive.

EDUCD132 Nationally standardized college admission assessment

No provision.

R.C. 3301.0712

Eliminates the requirement for high school students to take a nationally standardized college admission assessment beginning with the class of 2026 (currently, the prescribed test is either the ACT or SAT). Requires the assessment to continue to be offered to all 11th grade students in the spring of each school year but specifies that participation is voluntary.

Fiscal effect: May decrease the state's cost for the tests by up to \$1.9 million annually beginning in FY 2025 (when the class of 2026 are juniors). The actual amount of any decrease will depend on the number of students who voluntarily take the test. The maximum annual savings of \$1.9 million is based on a participation rate of 60%, the percentage of Ohio high school students who go directly to college according to the Pell Institute, and the state's current cost per test. However, the participation rate likely will be higher since students may plan to defer enrollment in college but still would be interested in taking one of the tests at state expense. Generally, for every 1% decrease in participation, the state's costs for the tests are projected to decrease by about \$49,000 each fiscal year.

Executive

In House Finance

EDUCD79 Kindergarten assessment administration windows

R.C. 3301.0715, 3313.608

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

Fiscal effect: None apparent, but may provide less flexibility for school districts in administering the assessments (the intent is to ensure that the assessments more accurately reflect children’s preparedness for kindergarten).

R.C. 3301.0715, 3313.608

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD23 Obsolete reports, plans, or recommendations

R.C. 3301.0724, (Repealed), 3311.741, 3313.488, 3313.603, 3314.013, 3314.017, Also Repealed: 3301.122, 3301.46, 3301.922, 3313.901, 3314.033, 3314.30, 3314.37

Repeals the following reports, plans, and recommendations that are out of date, expired, no longer have data available, or for which other reporting mechanisms exist:

(1) An annual report regarding aggregate spending on specified compensation components for the previous school year for teachers and other school employees employed by each school district.

(2) A ten-year strategic plan developed by the Superintendent of Public Instruction that is aligned with the strategic plan developed for higher education (due December 1, 2009).

(3) A plan proposing a standard method and form for documenting high school transcripts, credit transfer and articulation, and any electronic clearing house for student transcript transfer developed jointly by ODE and the Chancellor

R.C. 3301.0724, (Repealed), 3311.741, 3313.488, 3313.603, 3314.013, 3314.017, Also Repealed: 3301.122, 3301.46, 3301.922, 3313.901, 3314.033, 3314.30, 3314.37

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

Executive

In House Finance

of Higher Education (due April 30, 2009).

(4) An annual report regarding participation by public and chartered nonpublic schools screening students for body mass index and weight status.

(5) A report evaluating the Cleveland Municipal School District’s performance (due November 15, 2017).

(6) A monthly report for each month that a school district is unable to meet its expenses.

(7) A report that analyzes student performance data to determine if there are mitigating factors that warrant extending graduation qualification exemptions for students who entered 9th grade between July 1, 2010 and July 1, 2016 (due December 1, 2015).

(8) A plan for accelerating the modernization of the career-technical education curriculum (to be presented July 1, 1990, with annual progress reports issued through FY 2000).

(9) Standards for operation of internet- or computer-based community schools, also known as e-schools (due July 1, 2012).

(10) Study committee recommendations regarding community schools that primarily serve students enrolled in dropout prevention and recovery programs that offer blended learning, portfolio learning, and credit flexibility (due April 17, 2020).

(11) Recommendations regarding the standards governing the operation of e-schools and other educational courses delivered by electronic media (due September 30, 2003).

(12) An annual report regarding the adequacy of moneys on hand in the Community School Revolving Loan Fund (see EDUCD3).

(4) Same as the Executive.

(5) Same as the Executive.

(6) Same as the Executive.

(7) Same as the Executive.

(8) Same as the Executive.

(9) Same as the Executive.

(10) Same as the Executive.

(11) Same as the Executive.

(12) Same as the Executive.

Executive

In House Finance

(13) A five-year research and development initiative to collect and analyze data with which to improve community school dropout prevention and recovery programs, known as the ISUS Institutes (initiative ended on June 30, 2013).

(13) Same as the Executive.

Fiscal effect: None.

Fiscal effect: Same as the Executive.

EDUCD104 Computer science education - state plan

R.C. 3301.23

Requires ODE, in consultation with the Chancellor of Higher Education to establish a committee to develop a state plan for primary and secondary computer science education.

R.C. 3301.23

Same as the Executive.

Requires the committee to consider various information related to computer science education, including best practices, challenges, demographic data of computer science students, benchmarks to create a sustainable supply of computer science teachers, a requirement to complete a computer science course in order to graduate, and establishment of a work-based learning pilot program.

Same as the Executive.

Requires the committee to include the following in the state's plan (1) an examination of the challenges that prevent school districts from offering computer science courses, (2) a requirement that ODE collect data on existing computer science courses offered in the state, and to post it on ODE's website, and (3) any findings the committee deems appropriate.

Same as the Executive.

Requires the committee to complete the plan not later than one year after the bill's effective date and to post it on its website.

Same as the Executive.

Fiscal effect: May increase the administrative expenses of ODE and the Department of Higher Education to support the committee and the development of the state plan.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD107 Computer science education - online course offered by education provider

R.C. 3301.231

Requires ODE, in consultation with computer science stakeholders, to establish a program to provide high school students with access to online computer science courses and to solicit and review proposals from educational providers to offer those courses.

Requires ODE to approve a proposal only if (1) each course included in it is high-quality, rigorous, and aligned with the State Board of Education's computer science standards and model curriculum (see EDUCD105) and (2) a student may earn high school credits toward the state's minimum curriculum requirements under continuing law in each course included in the proposal.

Requires ODE to determine a method to calculate and make payments to educational providers for the courses using deductions from a district's or school's foundation payments. Specifies that the method must be similar to the College Credit Plus (CCP) Program under continuing law.

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

R.C. 3301.231

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD106 Computer science education - requirement to offer computer science courses

R.C. 3301.232, 3314.03, 3326.11

Requires that students enrolled in a school district, community school, or STEM school generally have the option to enroll in computer science courses approved by ODE, either through a course offered by the student’s district or school or a course approved by ODE that is offered by an education provider (see EDUCD107). Phases-in the requirement starting with students in grades 11 or 12 for the 2022-2023 school year; extending to students enrolled in grades 9 or 10 beginning with the 2023-2024 school year, and extending to students enrolled in grades K-8 beginning with the 2024-2025 school year (students in grades K-8 must be offered an age-appropriate general education course that incorporates CS principles offered by the district or school).

Requires a district or school to offer computer science or integrated courses as described above, but permits a district or school to submit to the Superintendent of Public Instruction a request for a waiver for up to five years from that requirement with respect to students enrolled in a particular school building.

Requires each district or school to annually submit to ODE data reporting the number of students enrolled in computer science courses, the types of such courses, and to disaggregate the types by course code and whether the courses are offered by the district or a provider.

R.C. 3301.232, 3314.03, 3326.11

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

In House Finance

Fiscal effect: Increases costs for school districts and other public schools to incorporate computer science courses into the curriculum, the amount of which will depend on local implementation decisions and the extent that such courses are not offered currently (the course waiver, if granted, may provide some flexibility in how quickly a district or school must meet the requirement). May also increase district and school administrative costs to report additional data.

Fiscal effect: Same as the Executive.

EDUCD108 Computer science education - annual report

R.C. 3301.233

Requires ODE, in consultation with the Chancellor of Higher Education, to issue an annual report on computer science education that contains specified information on computer science courses and teachers in public schools and undergraduate students studying computer science in college.

Fiscal effect: May increase ODE and the Department of Higher Education's administrative costs to produce the report.

R.C. 3301.233

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD133 Career Promise Academy

No provision.

R.C. 3302.043, Section 812.20

Requires ODE to establish the Career Promise Academy Summer Demonstration Pilot Program to provide one grant to an eligible city school district to operate a career promise academy in the summers of 2021 and 2022 to provide students entering ninth grade who are at risk of not qualifying for a high school diploma with prescribed literacy, academic preparedness, and life skills instruction and internship or mentoring experiences.

No provision.

Specifies that an eligible school district is a city school district that has persistently low ratings on the state report card and is not subject to an academic distress commission.

Executive

In House Finance

No provision.

Requires ODE to adopt guidelines and procedures to operate the pilot program and the criteria used to approve a proposal, including requirements with respect to the length of the program each summer (four and five consecutive weeks, respectively), the maximum number of students that may participate in each summer (75), and data reporting; a method to determine student eligibility; a description of the instruction and internship or mentoring experiences that students will receive; and agreements with the district's business advisory council, other organizations and businesses, and at least one institution of higher education with respect to internship or mentoring activities.

No provision.

Makes the provision effective immediately when the bill becomes law.

Fiscal effect: The bill earmarks \$250,000 in each fiscal year from FED Fund 3HS0 appropriation item 200640, Federal Coronavirus School Relief, to support the Career Promise Academy Demonstration Pilot Program (see EDUCD134).

EDUCD118 Interscholastic athletics

No provision.

R.C. 3313.5315, 3313.5316 (Repealed)

Reinstates the limit (lifted in 2019) on participation of international students with U.S. F-1 visas in K-12 interscholastic athletics to only those who attend a school that began operating a dormitory on its campus prior to 2014.

No provision.

Repeals the requirement (enacted in 2019) that school districts, interscholastic conferences, and organizations that regulate interscholastic athletics have uniform transfer rules for public and nonpublic schools.

Fiscal effect: None.

Executive

In House Finance

EDUCD76 School district health curriculum - effects of vaping

R.C. 3313.60

Requires school districts to include instruction on the harmful effects and legal restrictions against the use of electronic smoking devices (vaping) in its health education curriculum, in addition to the instruction on the harmful effects and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco required under current law.

Fiscal effect: A school district may incur minimal costs to update health curriculum if it does not already provide this instruction. However, various learning modules and curriculum resources can generally be found online at no cost.

R.C. 3313.60

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD130 Advanced standing programs

No provision.

R.C. 3313.6013

Specifies that a public or chartered nonpublic school’s presentation of information to its students on advanced standing programs (as required under continuing law) be done at least annually.

Fiscal effect: No more than minimal.

EDUCD101 Graduation requirements - alternative demonstrations of competency

R.C. 3313.61, 3313.618; conforming change in 3301.0714

Makes the following changes to the alternative demonstrations of competency that a student may use to demonstrate math and English language arts competency in order to qualify for a high school diploma, if the student is unable to attain a competency score on the Algebra I and English Language Arts II end-of-course exams:

R.C. 3313.61, 3313.618; conforming change in 3301.0714

Same as the Executive.

Executive

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(1) Specifies that a student may use a remediation-free score on the ACT or SAT as an alternative demonstration of competency in a subject area in which a student did not attain a competency score. Specifies that, for alternative demonstrations of competency in English Language Arts II, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

(1) Same as the Executive.

(2) Requires a student to earn a cumulative score of proficient or higher on three or more state technical assessments in order to use those assessments as a "foundational" option when using alternative demonstrations of competency, instead of earning a score of proficient or higher on three state technical assessments.

(2) Same as the Executive.

(3) Clarifies that an apprenticeship used as a "foundational" option must be registered with the Ohio State Pre-Apprenticeship Council and that a pre-apprenticeship used as a "foundational" option must align with standards established under continuing law.

(3) Same as the Executive.

(4) Qualifies a student with an individualized education program (IEP) for a high school diploma without demonstrating math and English language arts competency, provided that:

(4) Same as the Executive.

(a) The student's IEP specifically exempts the student from that requirement;

(a) Same as the Executive.

(b) The student takes the required Algebra I and English Language Arts II end-of-course exams or alternate math or English language arts assessments and fails to attain the required scores on them;

(b) Same as the Executive.

(c) The student's district or school offered, and the student received, remedial support in each area the student didn't attain

(c) Same as the Executive.

Executive

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the established score;

(d) The student retook each exam or assessment for which the student did not attain a required score and still did not attain that score.

(d) Same as the Executive.

(5) Specifies obtaining a state-issued license for practice in a vocation that requires an examination is one of the "foundational" options that a student might use to help qualify for a high school diploma after failing to obtain a competency score on a retake of an end-of-course examination.

(5) Same as the Executive.

Fiscal effect: May result in more students graduating on time. According to ODE, these changes mainly clarify issues that were not addressed when the graduation requirements were modified in H.B. 166 of the 133rd General Assembly.

Fiscal effect: Same as the Executive.

EDUCD74 Graduation requirements - FAFSA requirement

R.C. 3313.618, 3313.619

Requires public and chartered nonpublic school students to complete the Free Application for Federal Student Aid (FAFSA) to qualify for a high school diploma, unless either:

No provision.

(1) The student's parent or guardian has submitted a written letter, in a manner prescribed by ODE, to the student's district or school stating that the student will not complete and submit the FAFSA; or

(1) No provision.

(2) The district or school makes a record, in a manner prescribed by ODE, describing the circumstances that make it impossible or impracticable for the student to complete the FAFSA.

(2) No provision.

Fiscal effect: Minimal.

Executive

In House Finance

EDUCD99 Graduation requirements - chartered nonpublic schools

R.C. 3313.618, 3313.619

Specifies that students enrolled in chartered nonpublic schools that use a nationally standardized assessment (ACT or SAT) to meet state testing requirements under continuing law may demonstrate math and English language arts competency for the purposes of qualifying for a high school diploma by attaining a remediation-free score in English, math, and reading on that assessment. Clarifies that such students are not required to take the Algebra I or English language arts II end-of-course exams.

Clarifies that chartered nonpublic school students do not have to meet the requirements to demonstrate math and English language arts competency and earn state diploma seals to qualify for a high school diploma, if they are enrolled in a school that administers an alternative assessment approved by ODE, in lieu of the end-of-course exams or the nationally standardized assessment (ACT or SAT). Expressly states that those students must complete the new FAFSA requirement, unless they meet one of the exemptions prescribed for that requirement (see EDUCD74).

Requires chartered nonpublic schools offer remedial support to any student that fails to attain a competency score in any of Algebra I or English language arts II end-of-course exams (public schools already have to offer such support).

Fiscal effect: None.

R.C. 3313.618, 3313.619

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD100 Graduation requirements - students transferring into public and chartered nonpublic schools

R.C. 3313.618, 3313.6114

Requires, generally, transfer students who, in the prior school year, were homeschooled or attended an out-of-state or non-chartered, nonpublic school, to comply with continuing law's requirements to demonstrate competency and earn state diploma seals.

Exempts, for the purposes of demonstrating competency in math and English language arts, such students who transfer in 12th grade and fail to attain a competency score on the Algebra I or English Language Arts II end-of-course exams from having to retake that exam prior to using alternative demonstrations of competency.

Permits such students who attained the equivalent of a "B" or higher in American history and American government courses, a specified science course, or an "appropriate" technology course, as determined by the student's district or school, prior to enrolling in an Ohio public or chartered nonpublic high school to use those grades to satisfy the requirements of the Citizenship state diploma seal, the Science state diploma seal, or the Technology state diploma seal.

Fiscal effect: May result in more students graduating on time. According to ODE, these changes mainly clarify issues that were not addressed when the graduation requirements were modified in H.B. 166 of the 133rd General Assembly.

R.C. 3313.618, 3313.6114

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD20 Graduation requirements - industry-recognized credentials

R.C. 3313.6113

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

Fiscal effect: None. Appears to codify current practice.

R.C. 3313.6113

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD102 Graduation requirements - diploma seals

R.C. 3313.6114

Makes the following changes to the system of diploma seals a student may use to qualify for a high school diploma:

(1) Permits a student to use a final course grade equivalent to a "B" or higher in an American history course or an American government course to qualify for the Citizenship state diploma seal, in addition to scores on the relevant end-of-course exams, scores on relevant AP or IB exams, or final course grades equivalent to a "B" or higher in relevant College Credit Plus (CCP) courses as under continuing law.

(2) Permits a student to use a final course grade equivalent to a "B" or higher in specified science courses to qualify for the Science state diploma seal, in addition to scores on the relevant end-of-course exams, scores on relevant AP or IB exams, or final course grades equivalent to a "B" or higher in relevant CCP courses as under continuing law.

(3) Permits a student with an IEP and significant cognitive disabilities who is administered alternative assessments in accordance with continuing law to qualify for the Citizenship state diploma seal or the Science state diploma seal by attaining

R.C. 3313.6114

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

(3) Same as the Executive.

Executive

In House Finance

scores established by the State Board of Education on the alternate assessments in social studies or science.

(4) Qualifies for an industry-recognized credential diploma seal a student who obtains a state-issued license for practice in a vocation that requires an examination, in addition to a student who earns an industry-recognized credential as under continuing law. Specifies that the industry-recognized credential must be at least equal to the total number of points established by the Superintendent of Public Instruction's committee.

(5) Requires guidelines for a locally-defined state diploma seal developed by a district or school to include a method to give a transfer student a proportional amount of credit for any progress made toward completing that state seal at the district or school from which the student transfers.

Fiscal effect: May result in more students graduating on time. According to ODE, these changes mainly clarify issues that were not addressed when the graduation requirements were modified in H.B. 166 of the 133rd General Assembly.

(4) Same as the Executive.

(5) Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD131 Adult Diploma Pilot Program age eligibility

No provision.

R.C. 3313.902

Lowers the minimum age to participate in the Adult Diploma Pilot Program from 22 to 20.

Executive

In House Finance

Fiscal effect: Expands the number of adults eligible for the program, which may increase amounts paid to eligible institutions approved for the program. If the funding available for the program in GRF appropriation item 200572, Adult Education Programs, is insufficient to make payments to participating institutions, the bill authorizes a transfer of appropriation from GRF appropriation item 200550, Foundation Funding, to item 200572 under certain conditions (see EDUCD33).

EDUCD128 Ohio Code-Scholar Pilot Program

No provision.

R.C. 3313.905

Requires Southern State Community College (SSCC) to establish and maintain the five-year Ohio Code-Scholar Pilot Program to support technical workforce needs.

No provision.

Requires SSCC, by July 31, 2021, to appoint a program coordinator to oversee the pilot program, responsible for the following:

(1) No provision.

(1) Forming a coalition and acting as the liaison between SSCC and the coalition to develop the pilot program;

(2) No provision.

(2) Collaborating with the coalition to develop a curriculum for grades 7-12 for the pilot program that focuses on industry standards in the field of computer sciences, including coding;

(3) No provision.

(3) Submitting an annual report to SSCC regarding the program's progress and implementation;

(4) No provision.

(4) Determining the manner by which the pilot program will recruit school districts and other participants from eligible counties for the fall of 2021;

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(5) No provision.

(5) Developing a structured timeline for the pilot program to operate over the five-year period, with full administration beginning in the fall of 2022;

(6) No provision.

(6) Determining the manner in which to incorporate the College Credit Plus Program within the pilot program;

(7) No provision.

(7) Collaborating with the department, advisor, and instructor appointed by SSCC to develop an articulation system for credits earned under the pilot program, and align them into a for-credit program at SSCC; and

(8) No provision.

(8) Acting as fiscal operator of the pilot program and overseeing the use of any funds appropriated by the General Assembly.

No provision.

Requires SSCC and the program coordinator to submit a full report and any legislative recommendations to the General Assembly regarding the outcomes of the pilot program at the end of the five-year period.

Fiscal effect: The bill earmarks \$240,000 in each fiscal year from GRF appropriation item 200545, Career-Technical Education Enhancements, to support the program (see EDUCD52).

EDUCD5 Auxiliary services funds

R.C. 3317.024, Section 265.170

Permits all chartered nonpublic schools, instead of only nonreligious affiliated schools, to elect to receive auxiliary service funds directly from ODE instead of through the local public school district.

Requires religiously affiliated chartered nonpublic schools that elect to receive payments directly from ODE to submit an affidavit certifying the funds will be used for a permissible purpose under continuing law.

R.C. 3317.024, Section 265.170

Same as the Executive.

Same as the Executive.

Executive

In House Finance

Requires a chartered nonpublic school choosing direct payment for the 2021-2022 and 2022-2023 school years to notify ODE and the school district in which it is located by July 31, 2021, instead of the normal date by which such elections such occur - April 1 of each odd-numbered year.

Same as the Executive.

Fiscal effect: Minimal.

Fiscal effect: Same as the Executive.

EDUCD114 Cheating on assessments

R.C. 3319.151, 3319.99

Prohibits a person from taking a number of specified actions that assist a student in cheating on an assessment, including obtaining prior knowledge of the assessment's contents.

R.C. 3319.151, 3319.99

Same as the Executive.

Permits the State Board of Education to take appropriate action (license suspension, revocation, or limitation) against a school employee who assists a student in cheating on an assessment after conducting an investigation, instead of a one-year suspension for specifically revealing test content as under current law.

Same as the Executive.

Fiscal effect: Some disciplinary cases handled by ODE's Office of Professional Conduct may be disposed of more quickly with the greater disciplinary flexibility provided while some future cases may be avoided with the additional clarity regarding prohibited behavior.

Fiscal effect: Same as the Executive.

EDUCD87 STEM schools - STEM Committee membership, grants, and recommendations

R.C. 3326.02, 3326.03, 3326.05 (Repealed)

Permits the Superintendent of Public Instruction, the Chancellor of Higher Education, and the Director of Development to appoint designees to participate in STEM Committee business on their behalf.

R.C. 3326.02, 3326.03, 3326.05 (Repealed)

Same as the Executive.

Executive

In House Finance

Repeals the requirement that the STEM Committee award grants to STEM schools.

Same as the Executive.

Repeals the authority for the STEM Committee to make recommendations to the General Assembly and the Governor for the training of STEM educators.

Same as the Executive.

Fiscal effect: None.

Fiscal effect: Same as the Executive.

EDUCD85 STEM schools - designation, renewal, and revocation

R.C. 3326.03, 3326.032, 3326.04, 3326.07, 3326.08, 3326.51

R.C. 3326.03, 3326.032, 3326.04, 3326.07, 3326.08, 3326.51

Eliminates the authority for a JVSD or an ESC to apply for designation as a STEM or STEAM school.

Same as the Executive.

Eliminates the authority for a career center to receive a STEM or STEAM school equivalent designation.

Same as the Executive.

Eliminates the authority for city, local, and exempted village school districts, community schools, and chartered nonpublic schools to apply for grants to support the operation of STEM programs of excellence.

Same as the Executive.

Permits JVSDs and ESCs to apply for distinction as a STEM program of excellence, provided they satisfy requirements similar to the requirements for proposals for STEM schools.

Same as the Executive.

Specifies that STEM school designations, STEM school equivalent designations, and distinctions as STEM programs of excellence are effective for five years unless revoked.

Same as the Executive.

Specifies that, if the STEM committee finds that a school is not in compliance as part of the reapplication process or as part of a review during the five-year effective period, it must require the school to develop and implement a one-year corrective action plan. Permits the STEM Committee to review schools and programs before the end of the five years and revoke a

Same as the Executive.

Executive

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designation or distinction if it determines a school or program is not in compliance.

Requires the STEM Committee to revoke a school's designation or distinction if the school fails to implement the corrective action plan within one year and to order an independent STEM school to cease operations if its designation is revoked.

Fiscal effect: Minimal.

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD88 STEM schools - grade offerings

R.C. 3326.03

Permits a STEM school to submit amended proposals to the STEM Committee in order to offer additional grade levels.

Fiscal effect: Permissive.

R.C. 3326.03

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD103 STEM schools - proposal requirements

R.C. 3326.03

Requires the proposal for a STEM school or STEM school equivalent to include evidence:

- (1) That the school will exhibit school-wide cultural strategies reflecting innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability;
- (2) That the school will offer a rigorous, diverse, integrated, and problem-based or project-based, rather than only project-based, curriculum with the goal to prepare students for post-secondary learning experiences, rather than to prepare students for college;
- (3) That the school's curriculum emphasizes the use of design-thinking as a school-wide approach;
- (4) That the school's curriculum provides opportunities for students to engage in personalized learning, rather than

R.C. 3326.03

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

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emphasizes personalized learning and teamwork skills;

(5) That the school will participate in regular STEM focused professional development and share knowledge of best practices, rather than utilize an established capacity to capture and share knowledge for best practices and innovative professional development with the Ohio STEM Learning Network or its successor; and

(6) In the case of a STEM school equivalent, that the community school or chartered nonpublic school has established partnerships with institutions of higher education and businesses, as well as arts organizations if the proposal is for a STEAM school equivalent (existing law already requires this for STEM and STEAM schools).

Eliminates the requirement for a proposal to include evidence that the school's curriculum incorporates scientific inquiry and technological design.

(5) Same as the Executive.

(6) Same as the Executive.

Same as the Executive.

Fiscal effect: None.

Fiscal effect: Same as the Executive.

EDUCD89 STEM schools - performance-based pay for teachers

R.C. 3326.111, (Repealed)

Repeals the requirement that STEM schools receiving a grant under the federal Race to the Top Program must pay teachers based on performance.

Fiscal effect: None. The Race to the Top Program last awarded grants in 2013.

R.C. 3326.111, (Repealed)

Same as Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD86 STEM schools - state achievement assessments

R.C. 3326.14

Repeals a provision that permits a student enrolled in the 9th grade or below in a STEM school to take any of the five Ohio Graduation Tests when those tests are administered.

Fiscal effect: None. The Ohio Graduation Tests were last required for those students who graduated in 2018.

R.C. 3326.14

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD90 STEM schools - written assurances

R.C. 3326.23

Exempts a STEM school that is governed and controlled by a city, local, or exempted village school district from the annual requirement of providing written assurances to ODE that it is in compliance with various requirements.

Fiscal effect: Minimal decrease in administrative responsibilities for school districts that operate STEM schools.

R.C. 3326.23

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD113 Transportation of community and nonpublic school students - transportation when schools are open

R.C. 3327.01

Requires a school district to provide transportation services to students it is required to transport who are enrolled in a community or chartered nonpublic school if that school is open for instruction, even if the district's schools are not open for instruction (but maintains a general exception regarding transporting such students on the weekend).

Fiscal effect: None. School districts currently transport such students on days the district is not in session pursuant to an Ohio Attorney General's opinion (OAG 83-096).

R.C. 3327.01

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD160 Transportation - student delivery and pick-up times

No provision.

R.C. 3327.01

Requires school districts, ESCs, and private school transportation contractors to make a good faith effort to "deliver" students enrolled in preschool through twelfth grades to their respective public and nonpublic schools no sooner than 30 minutes prior to the beginning of school and to be available to pick them up no later than thirty minutes after the close of their respective schools each day.

Fiscal effect: None.

EDUCD72 Transportation for community and chartered nonpublic school students - transportation plans

R.C. 3327.016, conforming change in R.C. 3313.48

Requires a community school or chartered nonpublic school to establish start and end times for the school year by June 1 of the prior school year and provide them to each district expected to be responsible for transporting its students.

Requires each district to use the start and end times to develop a transportation plan, including transportation routes and schedules, by July 1 for community or nonpublic school students the district is required by law to transport. Requires each district to develop a transportation plan for any student who enrolls in a community or nonpublic school after June 1, within 14 calendar days of receiving a request for transportation services from the student's parent or guardian.

Requires, for a district with 20 or more community or chartered nonpublic schools located in the district's territory, the ESC that has a service agreement with that district or, in the absence of an agreement, the ESC with the most territory in the district's county, to convene a meeting of the district and the community

R.C. 3327.016, conforming change in R.C. 3313.48

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

In House Finance

or chartered nonpublic schools to coordinate transportation services. Requires the district and each community and chartered nonpublic school to provide the ESC with any information deemed necessary and requires the ESC to approve a transportation plan not later than July 15 of that school year.

Prohibits a transportation plan from resulting in a student arriving more than one hour before the school's start time or being picked up from school more than one hour after the school's end time.

Fiscal effect: May increase the administrative costs of school districts and community schools to develop student transportation plans, though districts are currently required to provide transportation to community and nonpublic schools within their district. Greater coordination may create the potential for cost savings associated with more efficient bus routes. May also provide flexibility and potential cost savings for districts in providing transportation services if current practice is to drop off and pick up nonpublic and community school students closer to bell times. However, community school costs may increase if a school must provide supervision to students earlier or later than current practice.

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD110 Transportation for community and nonpublic school students - limit on use of mass transit

R.C. 3327.017

Prohibits a district from providing transportation services via a mass transit system to community or chartered nonpublic students in grades K-8 unless the district enters into an agreement with the school authorizing it.

Requires a district that elects to provide transportation services via a mass transit system to students in grades 9-12 to do both of the following:

R.C. 3327.017

Same as the Executive.

Same as the Executive, but makes the following changes:

Executive

In House Finance

(1) Enter into a contract with the mass transit system specifying each student is transported on a vehicle and route designed for fare-paying passengers and students;

(2) Ensure the student's route does not require more than one transfer.

Fiscal effect: Potential increase in administrative costs to develop or amend contracts with mass transit systems to the extent such contracts are not already in place and review mass transit routes for students. Effects on district transportation costs appear limited. In FY 2020, five districts accounted for nearly all of the students transported by mass transit statewide: Akron City School District (CSD), Cincinnati CSD, Cleveland Municipal School District, Dayton CSD, and Toledo CSD. Of these districts, all but Cleveland limited public transit to high school students. Cleveland’s policy appears to provide students in grades 7-12 with the option of receiving public transit bus passes for travel to and from school.

(1) No Provision.

(2) Same as the Executive.

Fiscal effect: Same as the Executive, but eliminates the bill's potential increase in administrative costs regarding contracts with mass transit systems.

EDUCD161 Contracts to operate school buses to assist local governments or nonprofit organizations

No provision.

R.C. 3327.018

Permits a school district to contract, in writing, with a public or private not-for-profit agency, group, or organization, with a municipal corporation or other political subdivision or agency of the state, or with an agency of the federal government to assist the agency, group, organization, or political subdivision in the fulfillment of its legitimate activities and in times of emergency, subject to certain specified conditions.

Fiscal effect: Permissive.

Executive

In House Finance

EDUCD111 Payment in lieu of transportation

R.C. 3327.02

Sets a deadline by which a school district, or a community school that has accepted responsibility to provide transportation, must make a determination whether to provide payment in lieu of transportation for a student: 30 calendar days prior to the district's or school's first day of instruction or, in the case of a student who enrolls later, within 14 days after the student's enrollment.

Authorizes a superintendent to make a determination regarding payment in lieu, but requires that the determination be formalized at the next meeting of the school district board of education or community school governing authority.

Requires a board or governing authority to issue a letter to a student's parent, guardian, or other person in charge of the student and to the State Board of Education with a detailed description of the reasons for which the payment in lieu determination was made.

Fiscal effect: Minimal.

R.C. 3327.02

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

EDUCD112 Monitoring of transportation services compliance

R.C. 3327.021

Requires ODE to monitor a school district's compliance with its current and proposed new responsibilities to provide transportation services (see EDUCD72 and EDUCD110).

Requires ODE, if it determines that a school district has been noncompliant with providing transportation services for a consistent or prolonged period, to deduct from the district's payment for student transportation the total daily amount of that payment, as computed by ODE, for each day the district is

R.C. 3327.021

Same as the Executive.

Same as the Executive.

Executive

In House Finance

not in compliance.

Specifies that ODE's monitoring of transportation services compliance and deductions of payments for noncompliance does not affect a school district's authority to provide a parent payment in lieu of transportation in accordance with continuing law.

Same as the Executive.

Fiscal effect: May increase ODE's administrative costs.

Fiscal effect: Same as the Executive.

EDUCD59 P-Tech model of education pilot program

Section: 265.205

Requires ODE and the Department of Higher Education (DHE) to jointly create a P-Tech model of education pilot program to be implemented in up to three public schools through a partnership between an eligible school, a state institution of higher education, or a nonprofit institution of higher education, and one or more businesses offering employment in skilled occupations.

Section: 265.205

Same as the Executive.

Requires ODE and DHE to jointly issue a request for proposals from interested schools and select three eligible schools based on certain criteria. Requires ODE to award each selected school up to \$150,000 in FY 2022 to fund start-up and planning costs and up to an additional \$150,000 in FY 2023 to implement the model and deliver programming to students.

Same as the Executive, but decreases the maximum award for each school to \$70,000 in each fiscal year.

Specifies that credit hour and duration limitations for students participating in College Credit Plus Program do not apply to students participating in the P-Tech model of education.

Same as the Executive.

Requires ODE and DHE to evaluate the progress of grant recipients in planning, implementing, and sustaining the model and requires grant recipients to report to the Departments any data or information necessary for the evaluation. The

Same as the Executive.

Executive

In House Finance

Departments must report their findings by December 31, 2022.

Specifies that an eligible school district or other public school must continue to receive state aid for each student participating in the pilot program who continues to be enrolled in high school courses after the student's twelfth grade year for up to two school years. Permits any state institution of higher education that enrolls a student participating in the pilot program to include the student in the calculations used to determine its state share of instruction funds.

Same as the Executive.

Specifies that the model provides a STEM-focused curriculum for students beginning in the ninth grade for up to six years, during which students may dually enroll in high school and college courses at no cost to the student and earn a high school diploma and an associate degree, prioritizes enrolling student populations who have been historically underrepresented in college and skilled occupations, and gives students hiring priority for available jobs upon completion of the program, among other features.

Same as the Executive.

Fiscal effect: The bill earmarks \$450,000 in each fiscal year from GRF appropriation item 200545, Career-Technical Education Enhancements, to support the pilot program (see EDUCD52).

Fiscal effect: Same as the Executive, but reduces the earmark to \$210,000 in each fiscal year.

EDUCD66 School district participation in National Assessment of Education Progress

Section: 265.380

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

Section: 265.380

Same as the Executive.

Executive

In House Finance

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

Fiscal effect: Same as the Executive.

EDUCD67 Use of volunteers

Section: 265.420

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

Section: 265.420

Same as the Executive.

Authorizes the Superintendent of Public Instruction to reimburse volunteers for necessary expenses in accordance with state guidelines and to designate volunteers as state employees for the purposes of motor vehicle accident liability insurance and for indemnification from liability incurred in the performance of their duties.

Same as the Executive.

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.

EDUCD17 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.

Executive

In House Finance

Requires that the school district responsible for tuition for a residential child pay the tuition to the provider of the educational programs.

Same as the Executive.

Prohibits a district from including the youth in the district's average daily membership (ADM).

Same as the Executive.

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 (see EDUCD60).

Fiscal effect: Same as the Executive.

EDUCD69 Partnerships with business community

Section: 265.460

Section: 265.460

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

Same as the Executive.

(1) Support the career connection learning strategies included in model curriculum developed by the State Board of Education and workforce development entities.

(1) Same as the Executive.

(2) Provide an opportunity for students to earn high school credit or to meet curriculum requirements in accordance with the State Board's plan on subject area competency.

(2) Same as the Executive.

(3) Inform the development of student success plans for students who are at-risk of dropping out of school.

(3) Same as the Executive.

Executive

In House Finance

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.

Fiscal effect: Same as the Executive.

EDUCD125 College Credit Plus study

No provision.

Section: 265.500

Requires ODE, in consultation with the Department of Higher Education (DHE), to produce a report by January 1, 2023, concerning the cost-effectiveness of the College Credit Plus Program for secondary schools and participants, as well as whether participants save money on college tuition and reduce the amount of time to degree completion.

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

EDUCD71 Academic distress commissions

Section: 265.520

Prohibits the Superintendent of Public Instruction from establishing new academic distress commissions (ADCs) for the 2021-2022 and 2022-2023 school years. Specifies this provision has no effect on existing ADCs.

Fiscal effect: None apparent. No school district not currently subject to an ADC appears to be in danger of receiving three consecutive "F" overall report card grades (the trigger for creating a new ADC) during the prescribed period (i.e., the earliest a new ADC could be established under current law would be in the 2023-2024 school year based on report card grades in recent years).

Section: 265.520

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

EDUCD119 Education studies

No provision.

Section: 610.12, 610.13

Amends Sections 4 to 7 of S.B. 310 of the 133rd General Assembly to make the following changes regarding several education studies that must be submitted by December 31, 2022:

No provision.

Adds to the existing study of economically disadvantaged students requirements to (1) evaluate and determine the essential types and amounts of resources needed to provide economically disadvantaged students the emotional, social, and academic services necessary to ensure for success and (2) evaluate and revise the current definition of "economically disadvantaged student."

No provision.

Adds to the existing study of preschool education requirements to include (1) the cost effectiveness of continuing the existing multiple provider system, (2) ways in which the existing system may be better coordinated and cost effective, and (3) alternative ways in which the state can supply high quality preschool, especially for economically disadvantaged students.

No provision.

Changes the existing study of incentives for rural districts serving identified gifted children as follows:

(1) No provision.

(1) Requires development of recommendations for such a program for school districts in all areas where minority and economically disadvantaged students are underrepresented in gifted identification and performance;

(2) No provision.

(2) Requires the recommendations to be for an incentive program for the applicable school districts to identify and provide services to students identified as gifted (rather than an incentive program for districts in rural areas that provide services to students identified as gifted as under current law);

Executive

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(3) No provision.

and

(3) Requires the study’s findings to include recommendations for funding and staffing needs, professional development, parental education, and use of community resources.

No provision.

Adds the newly created School Funding Oversight Commission (see EDUCD152) to the list of recipients for the current studies of economically disadvantaged students, preschool education, special education, ESCs, English learners, the cost to educate e-school students, the cost to operate community schools, the inventory of state budget line items providing funding services to children, and the study of transportation of community school and nonpublic school students.

Fiscal effect: S.B. 310 of the 133rd General Assembly appropriated \$3 million in FY 2021 from lottery profits to fund the required education studies.

Appropriation Language

EDUCD7 Operating Expenses

Section: 265.20

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

Section: 265.20

Same as the Executive.

Executive

In House Finance

EDUCD8 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.

Same as the Executive.

EDUCD38 School Management Assistance

Section: 265.50

Specifies that GRF appropriation item 200422, School Management Assistance, be used by ODE to provide fiscal technical assistance and in-service education for school district management personnel and to administer, monitor, and implement the fiscal caution, fiscal watch and fiscal emergency provisions of the Revised Code.

Section: 265.50

Same as the Executive.

EDUCD24 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 and statistical 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.

Section: 265.60

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

In House Finance

Permits a portion to be used to develop and implement an evidence-based clearinghouse to support school improvement strategies as part of the Every Student Succeeds Act.

Same as the Executive.

Permits it to be used to purchase or contract for the development of software systems or contract for policy studies that will assist in the provision and analysis of policy-related information.

Same as the Executive.

EDUCD44 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:

Section: 265.70

Same as the Executive.

(1) Up to \$9,686,658 in each fiscal year to support connection of all public school buildings and participating chartered nonpublic schools to the state's education network, to each other, and to the Internet.

(1) Same as the Executive.

(2) Up to \$4,843,329 in each fiscal year to support the activities of designated information technology centers and to monitor and support the quality of data submitted to ODE.

(2) Same as the Executive.

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.

Same as the Executive.

Executive

In House Finance

EDUCD25 Academic Standards

Section: 265.80

Specifies that GRF appropriation item 200427, Academic Standards, be used to develop and communicate to school districts academic content standards and curriculum models and to develop professional development programs and other tools on the new content standards and model curriculum.

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.

EDUCD26 Student Assessment

Section: 265.90

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

Earmarks up to \$543,168 in each fiscal year to reimburse low-income students for a portion of the costs associated with Advanced Placement tests.

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

Section: 265.90

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Executive

In House Finance

determine that additional funds are needed to fully fund the assessments.

EDUCD27 Accountability/Report Cards

Section: 265.100

Requires a portion of GRF appropriation item 200439, Accountability/Report Cards, in each fiscal year to be used to train district and regional specialists and district educators in the use of the value-added progress dimension and data as it relates to improving student achievement. Requires a portion of this funding to be provided to educational service centers to support training and professional development.

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.

Same as the Executive.

EDUCD45 Child Care Licensing

Section: 265.100

Requires GRF appropriation item 200442, Child Care Licensing, to be used to license and inspect preschool and school-age child care programs.

Section: 265.100

Same as the Executive.

Executive

In House Finance

EDUCD28 Education Management Information System

Section: 265.110

Specifies that GRF appropriation item 200446, Education Management Information System, be used to improve the Education Management Information System (EMIS) and makes the following earmarks:

- (1) Up to \$400,000 in each fiscal year to support grants to information technology centers to provide professional development 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.

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

Same as the Executive.

EDUCD9 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.
- (2) Up to \$67,957 in each fiscal year to support the Educator Standards Board and various school reforms.

Section: 265.120

Same as the Executive, but makes the following changes:

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

Executive

In House Finance

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

(3) Same as the Executive.

(4) \$1,000,000 in each fiscal year for the Bright New Leaders for Ohio Schools Program.

(4) Same as the Executive.

(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) No provision.

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

(8) No provision.

(8) \$250,000 in each fiscal year to support regionally tailored professional development and strategic training for teachers in STEM fields through the PAST Foundation's STEM Educator Professional Development Collaborative.

(9) No provision.

(9) \$100,000 in each fiscal year to The Childhood League Center to provide intensive early intervention and educational services in Franklin County, to support the Play and Language for Autistic Youngsters (PLAY) Project in underserved counties, and to provide services and training for providers and families. Requires ODE to conduct a study concerning the results of the PLAY Project and submit a report of its findings by July 1, 2022.

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

(10) Same as the Executive.

Executive

In House Finance

Permits the recipients of grants awarded from this line item under H.B. 166 of the 133rd General Assembly to support high school teachers receiving credentialing to teach College Credit Plus courses to use the awards for expenses incurred through June 30, 2023.

Same as the Executive.

EDUCD10 Community Schools and Choice Programs

Section: 265.130

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

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

Section: 265.130

Same as the Executive.

Same as the Executive.

EDUCD116 STEM Initiatives

No provision.

Section: 265.135

Specifies that GRF appropriation item 200457, STEM Initiatives, be distributed to the Educational Service Center of the Western Reserve for a pilot project that supports innovative STEM initiatives for middle school students in Ashtabula, Cuyahoga, Geauga, Lake, Portage, and Trumbull counties affiliated with the Alliance for Working Together.

No provision.

Requires the initiatives to provide middle school students with early access to programming, engineering design, and problem-solving skills.

No provision.

Requires the Educational Service Center of the Western Reserve to submit a report that describes the progress of the pilot project by July 31, 2022.

Executive

In House Finance

EDUCD48 Education Technology Resources

Section: 265.140

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

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

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

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.

Section: 265.140

Same as the Executive.

(1) Same as the Executive.

(2) Same as the Executive.

Same as the Executive.

EDUCD49 Industry-Recognized Credentials High School Students

Section: 265.145

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

Section: 265.145

Same as the Executive.

Executive

In House Finance

(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 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.

(1) Same as the Executive.

(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.

EDUCD29 Pupil Transportation

Section: 265.150

Makes the following earmarks to GRF appropriation item 200502, Pupil Transportation:

(1) Up to \$838,930 in each fiscal year for training school bus drivers and enrolling them in the retained applicant fingerprint database.

(2) No provision.

Section: 265.150

Same as the Executive, but makes the following changes:

(1) Same as the Executive.

(2) \$250,000 in each fiscal year to fund transportation collaboration grants (see EDUCD157).

Executive

In House Finance

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

(3) Same as the Executive, but increases the earmark to \$117,469,220 in FY 2022 and \$123,469,200 in FY 2023 and makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD80 and EDUCD155).

Specifies that the remainder of the appropriation be used for pupil transportation formula payments (see EDUCD81).

Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD81 and EDUCD30).

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.

EDUCD137 Bus Purchase Allowance

No provision.

Section: 265.155

Specifies that GRF appropriation item 200503, Bus Purchase Allowance, be used to distribute bus purchasing grants to traditional school districts (see EDUCD156).

EDUCD50 School Lunch Match

Section: 265.160

Specifies that GRF appropriation item 200505, School Lunch Match, be used to provide matching funds to obtain federal funds for the school lunch program.

Section: 265.160

Same as the Executive.

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

Same as the Executive.

Executive

In House Finance

EDUCD11 Auxiliary Services

Section: 265.170

Earmarks up to \$2,600,000 in each fiscal year of GRF appropriation item 200511, Auxiliary Services, for nonpublic school student participation in the College Credit Plus Program.

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.

EDUCD12 Nonpublic Administrative Cost Reimbursement

Section: 265.180

Specifies that GRF appropriation item 200532, Nonpublic Administrative Cost Reimbursement, be used to reimburse chartered nonpublic schools for their administrative costs associated with maintaining their state charter.

Permits the reimbursements to be up to \$446 per student, notwithstanding the statutory cap of \$360 per student

Section: 265.180

Same as the Executive.

Same as the Executive.

EDUCD51 Special Education Enhancements

Section: 265.190

Makes the following earmarks to GRF appropriation item 200540, Special Education Enhancements:

- (1) Up to \$33,000,000 in each fiscal year to fund special education and related services for school-age children at county DD boards and state institutions.
- (2) Up to \$1,350,000 in each fiscal year for parent mentoring programs.
- (3) Up to \$3,000,000 in each fiscal year for school psychology interns.

Section: 265.190

Same as the Executive, but makes the following changes:

- (1) Same as the Executive, but increases the earmark to \$37,000,000 in each fiscal year and makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD80 and EDUCD158).
- (2) Same as the Executive.
- (3) Same as the Executive.

Executive

In House Finance

(4) Up to \$3,500,000 in each fiscal year to be transferred to the Opportunities for Ohioans with Disabilities Agency via an intrastate transfer voucher. Requires the transferred funds to be used as state matching funds to draw down available federal funding for vocational rehabilitation services. Specifies that funding be used to hire vocational rehabilitation counselors to provide transition services for students with disabilities. Requires the agencies to enter into an interagency agreement to specify the responsibilities of each agency under the program.

(4) Same as the Executive.

(5) Up to \$2,000,000 in each fiscal year to be used to build capacity to deliver a regional system of training, support, coordination, and direct service for secondary transition services for students with disabilities beginning at age 14.

(5) Same as the Executive.

Specifies that the remainder of the appropriation be used to distribute preschool special education funding for school districts and state institutions. Requires funded entities to adhere to Ohio's early learning program standards, to participate in the Step Up to Quality program, to document child progress using research-based indicators, and to report results annually.

Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD80 and EDUCD159).

EDUCD52 Career-Technical Education Enhancements

Section: 265.200

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

(1) No provision.

Section: 265.200

Same as the Executive, but makes the following changes to the earmarks:

(1) Up to \$4,200,000 in FY 2022 and up to \$8,400,000 in FY 2023 for career awareness and exploration funds (see EDUCD154).

(2) 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

(2) Same as the Executive.

Executive

In House Finance

distributed using a grant-based methodology.

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

(3) Same as the Executive.

(4) Up to \$3,000,850 in each fiscal year to support existing High Schools That Work (HSTW) sites, develop and support new sites, fund technical assistance, and support regional centers and middle school programs.

(4) Same as the Executive.

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

(5) Same as the Executive.

(6) Up to \$450,000 in each fiscal year to fund the P-Tech Model of Education Pilot Program (see EDUCD59).

(6) Same as the Executive, but decreases the earmark to up to \$210,000 in each fiscal year.

(7) No provision.

(7) Up to \$240,000 in each fiscal year to support the Ohio Code-Scholar Pilot Program (see EDUCD128).

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

(8) Same as the Executive.

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

(9) Same as the Executive, but increases the earmark to \$250,000 in each fiscal year.

EDUCD60 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 specified catastrophic cost thresholds.

Section: 265.210

Same as the Executive, but makes the following changes:

(1) Replaces the Executive provision with a provision that sets aside up to \$95.4 million in FY 2022 and up to \$93.5 million in FY 2023 of the formula aid allocated to school districts, JVSDs, community schools, and STEM schools for those payments (see EDUCD143).

Executive

In House Finance

(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.

(3) Up to \$40,000,000 in each fiscal year to fund the state reimbursement of ESCs (see EDUCD55).

(3) Same as the Executive, but increases the earmark to up to \$42,500,000 in FY 2022 and up to \$45,000,000 in FY 2023.

(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.

(5) Up to \$7,000,000 in each fiscal year for payments to guarantee funding for certain school districts experiencing loss due to decreases in public utility tangible personal property tax valuation (see EDUCD32).

(5) Same as the Executive.

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

(6) Same as the Executive, but reduces the earmark to up to \$2,000,000 in each fiscal year and specifies that the funds be used for administration of school choice programs.

(7) Up to \$23,501,887 in each fiscal year of the foundation aid allocated to the Cleveland Municipal School District for the Cleveland Scholarship and Tutoring Program. Earmarks, of that amount, up to \$1,000,000 in each fiscal year for the district to provide tutorial assistance.

(7) Same as the Executive, but increases the earmark to up to \$47,901,887 in each fiscal year and allocates this amount directly from item 200550 instead of through a deduction of the Cleveland Municipal School District's foundation aid (thereby funding the entirety of the program directly instead of through a combination of a deduction and direct state payments supported by (6) above (see EDUCD153).

(8) Up to \$2,000,000 in each fiscal year for home-instructed students to participate in the College Credit Plus Program.

(8) Same as the Executive, but increases the earmark to up to \$3,000,000 in each fiscal year.

(9) An amount to fund foundation aid payments for JVSs (see EDUCD61).

(9) Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD61 and EDUCD80).

Executive

In House Finance

(10) Up to \$700,000 in each fiscal year for the private treatment facility project (see EDUCD17).

(10) Same as the Executive.

(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 EDUCD62 and EDUCD63).

(12) Replaces the Executive provision with a provision that provides an amount to (directly) pay foundation aid for community and STEM schools in accordance with the House's proposed school funding formula (see EDUCD62 and EDUCD63).

(13) No provision.

(13) An amount to (directly) pay scholarships under the Autism, Jon Peterson Special Needs, and performance-based EdChoice scholarship programs (see EDUCD153).

(14) Up to \$1,760,000 in each fiscal year for duties and activities related to the establishment of academic distress commissions. Permits a portion of the funds to be used by ODE to provide support and assistance to an academic distress commission and the districts subject to an academic distress commission.

(14) Same as the Executive.

(15) Up to \$1,500,000 in each fiscal year to support the Ohio STEM Network to expand free STEM programming, to create regional STEM supports for underserved student populations, and to support the STEM school designation process.

(15) Same as the Executive.

(16) No provision.

(16) Up to \$2,500,000 in each fiscal year to make supplemental payments to dropout prevention and recovery e-schools participating in the supplemental funding pilot program (see EDUCD124). Requires ODE to prorate payments if the amount is insufficient.

Specifies that the remainder be used to distribute to city, local, and exempted village school districts the amounts calculated for foundation aid (see EDUCD81).

Same as the Executive, but makes conforming changes in recognition of the House's proposed school funding formula (see EDUCD81).

Executive

In House Finance

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.

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.

EDUCD31 Literacy Improvement

Section: 265.240

Specifies that GRF appropriation item 200566, Literacy Improvement, be used by ODE to support early literacy activities to align state, local, and federal efforts to order to bolster all students' reading success. Requires funds to be distributed to ESCs to establish and support regional literacy professional development teams.

Section: 265.240

Same as the Executive.

Permits a portion of the funds to be used by ODE for program administration, monitoring, technical assistance, support, research, and evaluation related to early literacy activities.

Same as the Executive.

Executive

In House Finance

EDUCD33 Adult Education Programs

Section: 265.250

Earmarks up to \$6,300,000 in each fiscal year from GRF appropriation item 200572, Adult Education Programs, to make payments under the 22+ Adult High School Program to participating school districts, community schools, community and technical colleges and university branches for students ages 22 and above who enroll to earn a high school diploma.

Specifies that a portion of item 200572 be used to make payments to institutions participating in the Adult Diploma Pilot Program and to reimburse career-technical planning districts (CTPDs) for the vouchers provided to students who take an approved high school equivalency exam for the first time.

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.

Section: 265.250

Same as Executive.

Same as Executive, but also permits, upon the request of the Superintendent, the Director of Budget and Management to transfer appropriation from GRF appropriation item 200550, Foundation Funding, to item 200572, if funds are insufficient to make payments to institutions participating in the Adult Diploma Pilot Program. Specifies such a transfer is subject to an available balance in item 200550 and the approval of the Controlling Board.

Same as Executive.

Executive

In House Finance

Permits any unexpended funds in each fiscal year for the Adult Diploma and 22+ Adult High School programs to be encumbered by ODE and remain available for payment within two years of the fiscal year in which the funds were originally appropriated, in accordance with guidelines established by the Superintendent of Public Instruction.

Same as Executive.

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 Executive.

EDUCD13 EdChoice Expansion

Section: 265.260

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

Section: 265.260

Same as the Executive.

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

Same as the Executive.

Executive

In House Finance

EDUCD34 Half-Mill Maintenance Equalization

Section: 265.260

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

Section: 265.260

Same as the Executive.

EDUCD115 Adaptive Sports Program

No provision.

Section: 265.260

Specifies that GRF appropriation item 200576, Adaptive Sports Program, be used by ODE, in collaboration with the Adaptive Sports Program of Ohio, to fund adaptive sports programs in school districts across the state.

EDUCD117 Program and Project Support

No provision.

(1) No provision.

(2) No provision.

Section: 265.275

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

(1) \$1,000,000 in each fiscal year to be distributed to Ohio Adolescent Health Centers to support risk avoidance education initiatives.

(2) \$188,000 in each fiscal year to be distributed to the Cleveland Museum of Natural History to support its STEM-based educational programming.

Executive

In House Finance

EDUCD53 Medicaid in Schools Program

Section: 265.280

Specifies that GRF appropriation item 657401, Medicaid in Schools Program, be used to support the Medicaid in Schools Program.

Section: 265.280

Same as the Executive.

EDUCD14 Teacher Certification and Licensure

Section: 265.300

Specifies that DPF Fund 4L20 appropriation item 200681, Teacher Certification and Licensure, be used in each fiscal year to administer and support teacher certification and licensure activities.

Section: 265.300

Same as the Executive.

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

Same as the Executive.

EDUCD54 School District Solvency Assistance

Section: 265.320

Specifies that funds in DPF Fund 5H30 appropriation item 200687, School District Solvency Assistance, be used to provide assistance and grants to school districts to enable them to remain solvent. Requires that assistance and grants be subject to the approval of the Controlling Board.

Section: 265.320

Same as the Executive.

Requires the Superintendent of Public Instruction to determine the allocations for (1) the School District Shared Resource Account to make advances to districts that must be repaid and (2) the Catastrophic Expenditures Account, used to make grants to school districts that need be repaid only if the district receives third party reimbursement funding.

Same as the Executive.

Executive

In House Finance

Permits the OBM Director to make cash transfers into the School District Solvency Assistance Fund (Fund 5H30) in each fiscal year from the GRF or any funds used by ODE to maintain sufficient cash balances in the fund. Appropriates any funds so transferred. Requires the Director to notify the Controlling Board of any such transfers.

Same as the Executive.

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.

EDUCD84 Student Wellness and Success

Section: 265.323

Specifies that DPF Fund 5VS0 appropriation item 200604, Student Wellness and Success (which is supported by cash transfers from the GRF), be used to support services that address nonacademic barriers to student success at school districts, JVSs, community schools, and STEM schools. (See EDUCD83).

Section: 265.323

Replaces the Executive provision with a provision specifying that item 200604 be used in conjunction with GRF appropriation item 200550, Foundation Funding, and SLF Fund 7017 appropriation item 200612, Foundation Funding, to make payments for disadvantaged pupil impact aid (see EDUCD144) and the portions of the state share of the base cost that are attributable to the staffing cost for the student wellness and success component of the base cost (an element of the student support base cost in the House's proposed funding formula), as determined by ODE (see EDUCD139, for example).

Executive

In House Finance

EDUCD64 Lottery Profits Education Fund

Section: 265.330

Specifies that SLF Fund 7017 appropriation item 200612, Foundation Funding, be used in conjunction with GRF appropriation item 200550, Foundation Funding, to provide formula aid payments to school districts.

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

Section: 265.330

Same as the Executive.

Same as the Executive.

EDUCD127 Accelerate Great Schools

No provision.

Section: 265.333

Specifies that SLF Fund 7017 appropriation item 200614, Accelerate Great Schools, be used to support the Accelerate Great Schools public-private partnership, which aims to increase access to high-quality schools for underserved students in Cincinnati.

EDUCD126 Literacy Improvement

No provision.

Section: 265.333

Specifies that SLF Fund 7017 appropriation item 200616, Literacy Improvement, be used to provide grants to expand the federally funded Model Demonstration Project for Early Identification of Students with Dyslexia Grant Program, which funds pilot programs to address the literacy needs of students in preschool through first grade.

No provision.

Requires school districts, community schools, STEM schools, or chartered nonpublic schools wishing to participate to apply to the Superintendent of Public Instruction and the Superintendent to select participating districts and schools according to criteria

Executive

In House Finance

No provision.

determined by the Superintendent.

Requires participating school districts and schools to (1) receive professional learning and support for teachers and principals to improve their ability to provide instruction for children with dyslexia and (2) collaborate with ODE to identify professional learning opportunities aligned to the science of reading.

No provision.

Permits ODE to use up to 10% of the amount appropriated in each fiscal year for program administration and for support of districts and schools in identifying and serving students with dyslexia.

EDUCD18 Quality Community Schools Support

Section: 265.270

Specifies that GRF appropriation item 200589, Quality Community Schools Support, be used by ODE to make payments to community schools that are designated as Community Schools of Quality.

Section: 265.335

Same as the Executive, but uses SLF Fund 7017 appropriation item 200631, Quality Community Schools Support, to make the payments (this item currently funds the program under H.B. 166 of the 133rd General Assembly).

Specifies that a Community School of Quality receives per-pupil funding of \$1,750 for students who are identified as economically disadvantaged and \$1,000 for students not identified as economically disadvantaged, subject to the appropriation.

Same as the Executive.

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

Same as the Executive.

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

Same as the Executive.

(1) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school’s two most recent

(1) Same as the Executive.

Executive

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performance index scores are higher than the school district in which school is located, the school’s most recent overall grade for value added is “A” or “B” or the school is in its first or second year of operation and did not receive a value-added grade, and at least 50% of enrolled students are economically disadvantaged.

(2) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school is in its first year of operation, the school is replicating the operational and instructional model used by a school of quality designated under condition (1), and if the school has an operator, the operator received at least a "C" on its most recent performance report.

(3) The school’s sponsor is rated “exemplary” or “effective” on sponsor’s most recent evaluation, the school contracts with an operator that operates schools in other states, either one of the operator’s schools received funding through the Federal Charter School Program or the Charter School Growth Fund or one of the operator’s out-of-state schools performed better than the school district in which the in-state school is located as determined by ODE, at least 50% of enrolled students are economically disadvantaged, the operator is in good standing in all states, and ODE has determined the operator does not have financial viability issues preventing it from effectively operating a community school in Ohio. The school must also be in its first year of operation.

Specifies that a school designated as a Community School of Quality maintains that designation for two fiscal years following the fiscal year it initially gains that designation. Permits a designated school to renew its designation each year that it satisfies the criteria in (1) above and requires the school to

(2) Same as the Executive.

(3) Same as the Executive.

Same as the Executive.

Executive

In House Finance

maintain that designation for the two fiscal years following each fiscal year in which the school satisfies the criteria in (1).

EDUCD98 Enrollment Growth Supplement

Section: 265.337

Requires SLF Fund 7017 appropriation item 200636, Enrollment Growth Supplement, to be used for providing an additional payment to certain school districts experiencing a growth in enrollment between FY 2016 and FY 2019 (see EDUCD81).

No provision. (See EDUCD81; replaced by provisions that, in general, phase in the school funding formula proposed in H.B. 1 of the 134th General Assembly. The main new formula Compare Doc items are EDUCD138 through EDUCD150, EDUCD30, and EDUCD120.)

EDUCD16 Community School Facilities

Section: 265.340

Specifies that SLF Fund 7017 appropriation item 200684, Community School Facilities, be used to pay brick-and-mortar community and STEM schools an amount equal to \$250 per pupil and internet- and computer-based community schools an amount equal to \$25 per pupil in each fiscal year for facilities-related costs.

Requires ODE to prorate payments if the amount appropriated is insufficient.

Section: 265.340

Same as the Executive.

Same as the Executive.

Executive

In House Finance

EDUCD65 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, 2021, the amount by which lottery profits exceeded \$1,177,000,000 in FY 2021 and on July 15, 2022, the amount by which lottery profits exceeded \$1,234,000,000 in FY 2022, to the OBM Director. 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.

EDUCD134 Federal Coronavirus School Relief

No provision.

Section: 265.355

Earmarks \$250,000 in each fiscal year from FED Fund 3HS0 appropriation item 200640, Federal Coronavirus School Relief, to support the Career Promise Academy Summer Demonstration Pilot Program. (See EDUCD133).

No provision.

Requires ODE to support this set-aside using state activity funds provided under the federal Consolidated Appropriations Act, 2021 (that act authorizes a state to reserve up to 10% of its Elementary and Secondary School Emergency Relief Fund allocation, including up to 0.5% of its allocation for administrative costs and the remainder for state activity funds).

Executive

In House Finance

EDUCD56 Earmark accountability

Section: 265.400

Authorizes the Superintendent of Public Instruction to request an annual accountability report from any entity that receives a budget earmark under ODE's budget.

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.

EDUCD70 Prioritize unused federal funds

Section: 265.490

Directs ODE to use any unused portion of the Title IV, Part A federal block grant funds to pay for the cost of Advanced Placement (AP) or International Baccalaureate (IB) exams for low-income students.

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

Section: 265.490

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

ADJCD3 Ohio Cyber Range

Section: 205.20

- (1) Requires GRF appropriation item 745504, Ohio Cyber Range, to be used to provide cyber training and education to K-12 students, higher education students, members of the Ohio National Guard, federal employees, and state and local government employees, and providing for emergency preparedness exercises and training.
- (2) Requires the Adjutant General's Department, in conjunction and collaboration with the departments of Administrative Services, Public Safety, Higher Education, and Education, to establish and maintain a cyber range, and permits the Adjutant General's Department to work with federal agencies to assist in accomplishing this objective.
- (3) Permits the state agencies identified in the above provision to procure any necessary goods and services including, but not limited to, contracted services, hardware, networking services, maintenance costs, and the training and management costs of a cyber range. Requires those state agencies to determine the amount of funds each agency will contribute from available funds and appropriations enacted in the bill in order to establish and maintain a cyber range.
- (4) Earmarks up to \$2,100,000 in each fiscal year from GRF appropriation item 745504, Ohio Cyber Range, to be used for the purpose of establishing and maintaining the cyber range.

Section: 205.20

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

Executive

In House Finance

OBMCD45 GRF transfer to Student Wellness and Success Fund (Fund 5VS0)

Section: 512.70

Authorizes the Director of OBM to transfer up to \$500,000,000 cash in FY 2022 and up to \$600,000,000 cash in FY 2023 from the GRF to the Student Wellness and Success Fund (Fund 5VS0).

Section: 512.70

Same as the Executive.

Executive

In House Finance

BORCD2 FAFSA data system

R.C. 3333.301, 3313.6026 (conforming changes in R.C. 3314.03, 3326.11, and 3328.24)

Requires the Chancellor and the Management Council of the Ohio Education Computer Network (OECN) to establish a data system to track the Free Application for Federal Student Aid (FAFSA) completion rate of Ohio's public and chartered nonpublic school students.

Requires the Chancellor and Management Council to develop guidelines and procedures to operate the data system.

Permits the Chancellor to publish and share aggregate FAFSA data, including completion counts and rates for Ohio and each school district, community school, STEM school, and chartered nonpublic school.

Requires each school district and each community school, STEM school, and chartered nonpublic school that is a high school to: (1) enter into a data sharing agreement with the Chancellor for the purposes of operating the data system, and (2) provide principals and school counselors with access to the system to assist with efforts to support and encourage students to complete the FAFSA.

Fiscal effect: DHE contracted with the Management Council in December 2019 to develop the data system, which is now operable. DHE reports that 541 (89%) school districts have already opted to share data in the system. DHE anticipates using a portion of the \$22.6 million in federal CARES Act funds appropriated in FED Fund 3HQ0 line item 235509, GEER-Higher Education Initiatives, to further support this initiative.

R.C. 3333.301, 3313.6026 (conforming changes in R.C. 3314.03, 3326.11, and 3328.24)

Same as the Executive.

Same as the Executive.

Same as the Executive.

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

BORCD68 College Credit Plus Program - academic eligibility requirements

R.C. 3365.03

Replaces the College Credit Plus (CCP) Program's academic eligibility requirements for students who are not "remediation-free" by (1) creating an alternative remediation-free eligibility option that the Chancellor, in consultation with the Superintendent of Public Instruction, must define and (2) removing the current law eligibility condition for a student within one standard error of measurement below the remediation-free threshold if the student also has at least a 3.0 cumulative high school GPA or receives a recommendation from a school counselor, principal, or career-technical program advisor. Grandfathers in students who qualified under the current law condition prior to the bill's effective date.

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

R.C. 3365.03

Same as the Executive.

Fiscal effect: Same as the Executive.

Executive

In House Finance

REPCD3 Joint Legislative Study Committee regarding career pathways and post-secondary workforce training programs

Section: 733.30

No provision.

Establishes a 13-member Joint Legislative Study Committee regarding career pathways and post-secondary workforce training programs.

No provision.

Requires the Committee to review (1) current workforce training programs offered by post-secondary institutions and whether the programs are aligned with local, regional, and statewide workforce needs and (2) current career pathways, how they align with state, regional, and local labor market demand data, and whether they prioritize credentials that carry the most value in the labor market.

No provision.

Requires the Committee to develop recommendations regarding the following:

No provision.

(1) The state's workforce education priorities and how those priorities are funded;

No provision.

(2) A common definition for short-term credentials and certificates of value across primary, secondary, and post-secondary education providers that ensures consistency and alignment with the state's policy and funding priorities;

No provision.

(3) Any strategies or programs the Committee identified that may ensure that the state's investments will increase student success and career readiness by increasing the number of workforce certificates and credentials that lead to an in-demand job;

No provision.

(4) The types of reporting and data necessary for the Chancellor to collect regarding post-secondary workforce credentials, including programs for which credit is not awarded;

Executive

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No provision.

(5) Policy strategies identified by the Committee to increase awareness and participation by students in career-technical pathways through partnerships between primary, secondary, and post-secondary education providers and business and industry;

No provision.

(6) Strategies identified by the Committee to increase work-based learning programs such as apprenticeships and programs that permit students to attend post-secondary educational institutions while maintaining their employment;

No provision.

(7) Whether the state should consider prioritizing investments in short-term credentials through a new funding structure for workforce education and career-technical programs, including state support of workforce training programs at community colleges and Ohio technical centers and financial aid opportunities for students pursuing a workforce certificate or credential; and,

No provision.

(8) Strategies to improve and expand short-term workforce career pathway opportunities to make them more accessible to residents of the state.

No provision.

Requires LSC to provide support to the Committee.

No provision.

Requires the Committee to issue a report to the General Assembly by November 1, 2022, that contains its findings and recommendations, as well as any proposed legislative changes or funding recommendations.

Fiscal effect: Minimal.

Executive

In House Finance

RDFCD5 Tangible personal property tax reimbursements

Section: 387.20

Specifies that in FY 2022 and FY 2023, any school district that has a nuclear power plant located within its territory is to receive the same payment amount under section 5709.92 of the Revised Code as in FY 2017, notwithstanding any provision of law to the contrary.

Fiscal effect: Benton-Carroll-Salem Local School District in Ottawa County will receive an additional \$828,538 in the biennium as a result of this provision; Perry Local School District in Lake County will receive an additional \$796,542.

Section: 387.20

Same as the Executive.

Fiscal effect: Same as the Executive.