Budget Highlights
July 22, 2019

Student Wellness and Success

- $675 million in new funds for traditional districts, community schools, JVSDs, and STEM schools for:
  - Mental health services
  - Services for homeless youth or child welfare involved youth
  - Community liaisons
  - Physical health care
  - Mentoring programs
  - Family engagement and support services
  - City Connects programming
  - Professional development on trauma-informed care or cultural competence
  - Before- and after-school programs
- Requires a plan to be developed with one or more of the following community partners:
  - A board of alcohol, drug and mental health services
  - An 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
  - A public hospital agency
- $275M in FY20 and $400M in FY21
- Provided on a per-pupil basis, scaled based on federal census poverty data.
- Every district will receive at least $25K in FY20 and $36K in FY21.
- Paid directly to each district based on the number of students educated (enrollment).
- Distributed in two payments in October and February, through the foundation payment process.
- Funds can be used for existing initiatives and activities in the context of the plan.
- Districts must report how funds were spent following the end of each fiscal year (June 30).
- Additional guidance and best practices forthcoming.

Foundation Funding

- School foundation funding is guaranteed/flat to FY19 levels for FY20 and FY21.
- Student Success and Wellness dollars are in addition to these funds.
- Growing school districts (based on student enrollment growth between FY16 and FY19) will receive additional funding in FY20 and FY21.
• Payment reports will be updated to reflect these changes and the Student Success and Wellness funds by October.
• Note: None of the Cupp-Patterson proposals discussed during the budget process were included in the final version of the bill. A separate stand-alone bill – H.B. 305 – was introduced in late June.

Academic Distress Commissions
• Establishes a moratorium on any new ADCs for the 2019-2020 school year
• Current ADCs are unaffected and remain in place
• New ADCs may be formed beginning in the 2020-2021 school year, if there is no additional legislative activity

Graduation Requirements
• Adopted the Senate-proposed plan for graduation requirements, which will apply to students attending public and chartered nonpublic schools.
• These will be effective for the class of 2023, and optional for students in the classes of 2018, 2019, 2020, 2021, and 2022.
• To qualify for a high school diploma, students must continue to meet all curriculum requirements and:
  o (1) Attain a “competent” score on the Algebra I and English language arts II end-of-course exam, or complete an alternative pathway to showing competency
  o (2) Attain at least 2 diploma seals, one of which must be a state-level seal, such as the existing illiteracy seal or the OhioMeansJobs-readiness seal.

Report Cards
• Modifies the grade scale used to determine letter grades assigned for the value-added progress dimension:
  o A: A score of 1 or greater
  o B: A score that is less than 1 but greater than -1
  o C: A score that is less than or equal to -1 but greater than -2
  o D: A score that is less than or equal to -2 but greater than -3
  o F: A score that is less than or equal to -3
• Establishes a study committee that must meet during the summer and fall to study and make recommendations for additional changes to report cards.
  o A report is due to the General Assembly by December 15, 2019

Industry-Recognized Credentials
• Budget provides up to $8M in each fiscal year to support payments to public schools for students who earn an industry-recognized credential or receive journeyman certification
  o Requires a school to notify students when courses can terminate in an industry recognized credential.
  o Requires a school to pay for the cost of a student taking a credential exam.
  o Requires ODE to provide reimbursement to schools when a student earns a credential.
• Creates the Innovative Workforce Incentive Program (IWIP)
• $12.5M in each fiscal year that will be used to pay public schools up to $1,250 for each qualifying credential earned by students in the school.
  • The list of qualifying credentials will be developed by the Office of Workforce Transformation.
• Incentivizes schools to establish credentialing programs that qualify for IWIP, with $4.5M in each fiscal year designated for this purpose.
  • Priority will be for senior-only credential programs in schools that do not operate such programs.
  • Anticipate guidance on the program late fall/early winter, to coincide with the career-tech program approval process.

Educators

• Increases the statutory minimum salary for school districts and ESCs from $20,000 to $30,000 for teachers with a bachelor's degree.
  • Other step increases are adjusted accordingly.
• Permits districts and public schools to allow teachers who are licensed for grades 7-12 to teach computer science upon completion of a professional development program approved by the superintendent or principal that provides content knowledge related to the course. This option is available for the 2019-2020 and 2020-2021 school years.
• College Credit Plus: The budget dedicates $3 million for high school teachers to take graduate-level coursework to qualify to teach college-level classes. This will expand access to the program by offering more opportunities for high school students who may not be able to easily access courses on college campuses. More guidance on the application process for this is expected later this fall.
• The budget provides $1.5 million to reimburse educators that pursue a credential in computer science. Funds will assist nearly 900 currently-licensed educators in paying for their supplemental licensure courses and assessments in computer science with the goal that every school have access to a properly-certified computer science educator. More guidance on the application process for this is expected later this fall.

Behavioral Prevention Initiatives

• The budget provides $18 million in funding through the Department of Mental Health and Addiction Services to ensure statewide access to prevention education. An additional $2 million over the biennium will allow the Department to partner with Educational Service Centers to provide professional development to schools in support of this work.
• Requires schools to report the types of behavioral prevention services, programs, and supports being used to promote healthy behavior and decision-making by students
  • Information will be used to inform the state's ongoing work on prevention-focused behavioral initiatives.
• The budget continues funding School Climate Grants. $2 million in each fiscal year is available to help schools to implement positive behavior intervention and supports frameworks, and evidence- or research-based social and emotional learning initiatives.
Options for Schools and Students

- Requires school districts and chartered nonpublic schools to accept one unit of computer coding instruction toward meeting a foreign language requirement for graduation.
- Permits school districts and chartered nonpublic schools to allow students use two full seasons of show choir to fulfill high school P.E. requirements.
- Modifies provisions originally included in H.B. 410 to specify that only a student’s non-medical excused absences and unexcused absences are considered in determining whether a student is excessively absent, triggering a required notice.

Transportation

- Expands the list of persons authorized to provide medical exams for bus drivers to include chiropractors and medical examiners on the National Registry of Certified Medical Examiners maintained by the Federal Motor Carrier Safety Administration
- Prohibits a school district from reducing transportation it has opted to provide for students after the school year starts.

School Breakfasts

- Requires higher-poverty public schools to offer breakfast to all students before or during the school day
  - Phased in over three years
  - In first year, applies to schools where 70% or more of students qualify for free or reduced-price meals
  - Reduces qualifying threshold to 60% in second year and 50% in third year